SEAC: SPECIAL EDUCATION ADAPTED CURRICULUM

SEAC 5030 Single Subject Research in Special Education   3-1-**3**

Application of single subject research methodology in classroom settings with students who have disabilities. Focus is on acquisition of skills necessary to allow a functional relationship to be established between teaching practices and changes in pupil behavior.

SEAC 5050 Assistive Technology   3-1-**3**

A study of various applications of technology for children with disabilities that support inclusive services. Topics to be addressed include assistive technology assessment of children with disabilities, selection and use of a variety of forms of assistive technology, and methods of securing funding for assistive technology.

SEAC 5140 Collaborative Roles in Education   **3-0-3**

A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

SEAC 5190 Physical and Health Management of Students with Disabilities   **3-0-3**

A study of physical and health management procedures necessary for individuals with disabilities. Course content addresses knowledge of roles and responsibilities of the educational team in meeting the physical and health needs of individuals with disabilities. Emphasis is placed on developing an understanding of the role of the teacher in meeting the needs of children with physical and health management needs as well as working with other professionals (e.g., nurses, physical therapists) in assuring that those needs are met.

SEAC 5500 Characteristics of Students with Low Incidence Disabilities   **3-0-3**

A study of current and future historical, philosophical, social, legal, medical, and educational perspectives of students with low incidence disabilities. The identification, classification, and unique characteristics of these individuals are included.

SEAC 5510 Curriculum Design for Students with Low Incidence Disabilities   **3-0-3**

Curriculum approaches and strategies to design, implement, and monitor functional and age-appropriate programs for children and youth with low incidence disabilities in both school and community-based settings.

SEAC 5520 Assessment of Students with Low Incidence Disabilities   **3 hours credit**

Coursework and field experience in assessment techniques for students with low incidence disabilities. Required activities include exposure to and experience with informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress. The course requires 40 contact hours.

SEAC 5530 Systematic Instruction for Students with Low Incidence Disabilities   **3-0-3**

Strategies and methods to facilitate the acquisition, generalization, and maintenance of skills for children and youth with low incidence disabilities in both school and community-based settings. This course will focus on evidence-based methods of systematic instruction.

SEAC 5540 Positive Behavior Support   **3-0-3**

Study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with low incidence disabilities. Course content focuses on the development of behavioral support strategies derived from functional assessments.

**SEAC 5550 Communication Strategies for Students
with Low Incidence Disabilities**   **3-0-3**

Strategies and methods to facilitate acquisition, generalization, and maintenance of functional language and communication skills for children and youth with severe disabilities in both school and community-based settings. Course content includes methods for identifying and implementing augmentative and alternative communication systems.

SEAC 6010 Integrated Instruction: Individualized Education Program 3-0-**3**

The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Plan development and program planning that incorporates student access to the general education curriculum are components of this course.

SEAC 6100 Reading and Applying Research in Special Education 3-0-**3**

Study and application of fundamental characteristics of quality research across a number of methodologies in special education. Emphasis is placed on students' development of an evidence-based research proposal to be implemented in the capstone course (SEGC 6110) that has the potential to impact programs or practices that affect students.

SEAC 6110 Professional Capstone Course 3-0-**3**

Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 student learning.

SEEC: SPECIAL EDUCATION/EARLY CHILDHOOD EDUCATION

SEEC 5050 Assistive Technology 2-0-**2**

A study of various applications of technology for young children with disabilities that support inclusive services. Topics to be addressed include assistive technology assessment of young children with disabilities, selection and use of a variety of forms of assistive technology, and methods of securing funding for assistive technology.

SEEC 5120 Issues and Trends for Identification and Special
Delivery to All Young Children 3-0-**3**

A study of critical issues and trends in inclusive early childhood education. Topics addressed include developmentally appropriate practices, assessment practices, service delivery, and program evaluation.

SEEC 5170 Methods of Teaching All Preschool Children 2-2-**3**

A thorough study of the philosophical and practical base of effective, developmentally appropriate, inclusive programs for children ages birth to five. Topics include programmatic assessment, curricular and program development and implementation (incorporating IFSP/IEP development), family participation, and progress monitoring.

SEGC: SPECIAL EDUCATION GENERAL CURRICULUM

SEGC 5140 Collaborative Roles in Education 3-0-**3**

A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

SEGC 6000 Integration and Management of Instruction in the Classroom 3-0-**3**

Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

SEGC 6010 Integrated Instruction: Individualized Education Program 3-0-**3**

The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Plan development and program planning that incorporates student access to the general education curriculum are components of this course.

SEGC 6020   Integrated Instruction: Assessment and Learning   3-0-**3**

Formal assessment, processes, and classroom assessments techniques unique to evaluating the developmental level and potential achievement of children with exceptionalities. Emphasis is on sthe use of the4se tools in planning and selecting curricular programs and activities.

SEGC 6030 Integrated Instruction: Evidence-based Methods and Strategies   3-0-**3**

Research-based instructional strategies for enhancing the ability of students with mild disabilities to acquire, retain, and demonstrate academic and social competence across academic and social content areas as addressed in the general school curriculum.

**SEGC 6040   Technological Support Planning for Children
and Youth with Disabilities**   3-0-**3**

An introduction to computers and related hardware and software as they related to the individualized education program and needs of individuals who require intermittent or limited support. The course emphasizes classroom applications and technology in support of the needs of students with disabilities.

SEGC 6050   Language and Learning Disabilities   3-0-**3**

Study of the foundation and sequence of language and communication development, characteristics of language and communication disorders and differences, and selected evidence-based classroom intervention strategies.

SEGC 6100   Reading and Applying Research in Special Education   3-0-**3**

Study and application of fundamental characteristics of quality research across a number of methodologies in special education. Emphasis is placed on students' development of an evidence-based research proposal to be implemented in the capstone course (SEGC 6110) that has the potential to impact programs or practices that affect students.

SEGC 6110   Professional Capstone Course   3-0-**3**

Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 student learning.

SEED: SECONDARY EDUCATION

SEED 7900 Special Topics in Secondary Education   1-0-**1** to 3-0-**3**

In depth study of specific contemporary issues in secondary education. Course may be repeated under different topics.

SEED 8900 Special Topics in Secondary Education.   1-0-**1** to 3-0-**3**

Advanced study of contemporary issues in secondary education. Course may be repeated under different topics.

SEED 8999   Thesis   3-0-**3**

Prerequisite: SEED 8980 and consent of Department. Graded "Satisfactory" or "Unsatisfactory." The data collection, analysis, and reporting phase of the Education Specialist research project. May be repeated.

SERD: SPECIAL EDUCATION–READING

**SERD 6040   Reading Diagnosis, Remediation, and
Management: Emergent and Early Readers**   3-1-**3**

Effective diagnosis, remediation, and management of varying reading competences in emergent and early readers, categorized from Tiers 1 through 3 on the Georgia Response to Instruction pyramid.

SOCI: SOCIOLOGY

SOCI 6000 Sociology of Mental Health   3-0-**3**

Introduces students to the history and causes of mental illness as well as the language of the Diagnostic and Statistical Manual. The relationship between mental illness and the major sociological variables, such as social class, race, gender, age, and marital status will be analyzed. Students will evaluate mental illness from the institutional and client points of view.

SOCI 6200 Sociology of Organizations   3-0-**3**

Prerequisites: Admission to the program. A sociological analysis of complex organizations. Course foci include theories and concepts in such areas as bureaucracy, power, authority, and organizational culture.

SOCI 6300 Seminar in Classical Sociological Theory   3-0-**3**

An intensive study of classical sociological theory. Will begin with the intellectual precursors to sociology and then analyze primary works of the major theorists as well as secondary sources.

SOCI 6700 Family Sociology   3-0-**3**

Also offered as MFTH 6700. The social context of contemporary issues facing families. Includes family history, cross-cultural issues, and research and theory regarding changing gender roles, family violence and abuse, divorce, single parenting, work families, sexual orientation, non-traditional families, and other relevant issues.

SOCI 7011 Sociology in Applied Settings   3-0-**3**

Prerequisite: Admission to the program or permission of the instructor. Exploration of the use of sociology on both the micro and macro levels. Special emphasis is placed on the use of sociological theory and methods to work with clients, organizations, and communities as well as the ethical concerns raised by working with people.

SOCI 7012 Sociological Theory   3-0-**3**

Prerequisite: Successful completion of an undergraduate sociological theory course or permission of the instructor. An analysis of contemporary sociological theory. The emphasis is on the relationship between theory and research, micro, meso, and macro linkages as well as the application of theory to understanding social problems and social policy.

SOCI 7021 Statistical Applications in Sociology   2-2-**3**

Prerequisite: Successful completion of an undergraduate statistics course or permission of the instructor. Evaluation of social statistics and data management for applied research problems. Students will use computers to build data files, explore archival datasets, and prepare written analyses of research problems. Students will gain skills in determining which statistics to use for particular research problems and designs, which statistics provide the most practical means for reading and interpreting data, and what computer software is available to facilitate data analysis in sociology.

SOCI 7022 Research Methods   2-2-**3**

Prerequisite: Successful completion of an undergraduate statistics course and the successful completion of an undergraduate social science research course. Survey of qualitative and quantitative methodologies in the discipline of sociology. Students will develop skills by hands-on data analysis when appropriate.

SOCI 7050 Class, Gender, and Ethnic Issues in Applied Settings   3-0-**3**

An in-depth study of the sensitivities needed by sociology students and other social science practitioners to the issues of social class, gender, and ethnicity. A multicultural perspective is to be developed by each student.

SOCI 7100 Issues in Applied Sociology   3-0-**3**

Intense study of issues that occur in applied settings, such as power, authority, leadership, social stratification, etc. May be repeated no more than five times for credit, though only three of which may count toward the degree.

SOCI 7500 Development in the Family System   3-0-**3**

Also offered as MFTH 7500. Application of the developmental approach to the study of the family and the individual, with an emphasis on the family life cycle. Each of the states of family development from courtship to the death of the last mate will be examined.

SOCI 7800 Sociological Practice   3-0-**3**

Prerequisite: Successful completion of comprehensive examination for the M.S. degree in Sociology. **Graded "Satisfactory" or "Unsatisfactory." Taken twice for credit. Field placement site must be approved by the course instructor.** Students will integrate sociological knowledge and practical experience during their placement in a field setting. Major integrative paper is required.

SOCI 8010 Sociology of Education   3-0-**3**

A study of education as a social institution with an emphasis on an analysis of theory and research relating social factors to academic performance and attitudes.

SOCI 9010 Sociological Analysis of Education   3-0-**3**

A sociological analysis of education as a social institution and as setting for social interaction, to include such topics such as social stratification, gender, ethnicity, race, social organization, social change, cultural diversity, group dynamics, religion, and leadership. Case studies will be used to emphasize the relationship between sociological theory and educational practices.

SOCI 9070 Culture of Formal Work Organizations   **3-0-3**

Also offered as PADM 9070. The study of organizational culture and methods of changing culture in public and nonprofit organizations. The impact of culture on organizational behavior will be discussed.

SOWK: SOCIAL WORK

SOWK 6000 Orientation to Advanced Generalist Practice   2-0-**2**

Prerequisite: Admission to the program with advanced standing status. An overview of social work principles and skills. This is a transition course to orient students who already have a B.S.W. degree to the graduate degree perspective. This course is for advanced standing students only.

SOWK 6004 Social Work Practice with Groups   2-0-**2**

Prerequisite: Admission to the program. Introduction to knowledge, skills, and values that underlie contemporary social work practice with various types of groups and group dynamics.

SOWK 6100 Introduction to Professional Social Work Education   l-0-**1**

Prerequisite: Admission to the program. Orientation to graduate social work education.

SOWK 6201 Human Behavior in the Social Environment I   3-0-**3**

Prerequisite: Admission to the program. Presents a multi-theory perspective on human behavior of individuals and families across the life span within the context of the social environment.

SOWK 6202 Human Behavior in the Social Environment II   3-0-**3**

Prerequisite SOWK 6201 and admission to the program. Presents a multi-theory perspective on human behavior of groups, organizations and communities within the context of the social environment.

SOWK 6301 Generalist Practice I Individuals and Families   3-0-**3**

Prerequisite: Admission to the program. CorequisiteSOWK 6303. An introduction to the planned intervention process used in general practice with individuals and families within the ecological systems framework.

SOWK 6302 Generalist Practice II Organizations and Communities   3-0-**3**

Prerequisite SOWK 6301 and admission to the program. The second course in the foundation practice sequence which presents knowledge of the problem-solving approach with work groups, organizations and communities within the Ecological Systems Framework.

SOWK 6303 Practice Skills Lab   0-2-**1**

Prerequisite: Admission to the program. Corequisite: SOWK 6301. Laboratory for practice of social work interviewing skills.

SOWK 6400 Social Welfare Policy, Problems, and Services   3-0-**3**

Prerequisite: Admission to the program. History of the social work profession and current patterns of the provision of social services. Policy formulation process, policy analysis and change.

SOWK 6500 Research and Evaluation Methods in Social Work   3-0-**3**

Prerequisite: Admission to the program. Principles, methodologies, technologies and statistical approaches of human service research are introduced. Beginning capabilities in evaluation of social work practice and skill development regarding use of published research are emphasized.

SOWK 6600 Practicum I   0-6-**3**

Prerequisite: Admission to the program. Corequisite: SOWK 6610. First semester of supervised practice for the integration of classroom learning in field settings.

SOWK 6610 Practicum Seminar I   0-1-**1**

Prerequisite: Admission to the program. Corequisite: SOWK 6600. Seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.

SOWK 6700 Practicum II   0-6-**3**

Prerequisites: SOWK 6600, SOWK 6610, and admission to the program. Corequisite: SOWK 6710. Second semester of supervised practice for the integration of classroom learning in field settings.

SOWK 6710 Practicum Seminar II   0-1-**1**

Prerequisites: SOWK 6600, SOWK 6610, and admission to the program. Corequisite: SOWK 6700. Second semester of seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.

SOWK 7000 Independent Study in Social Work   3-0-**3**

Prerequisite: Must have permission of Division Head. Independent study in social work.

SOWK 7300 Advanced Practice with Individuals in Changing Communities   3-0-**3**

Prerequisite: Admission to the program. Corequisite: SOWK 7310. Practice models compatible with the ecological systems perspectives and with skills for working with individuals.

SOWK 7310 Advanced Practice with Families in Changing Communities   3-0-**3**

Prerequisite: Admission to the program. Corequisite: SOWK 7300. Advanced seminar which provides theories compatible with the ecological systems perspective in relation to multi-level work with families at different levels of functioning and of diverse forms.

SOWK 7320 Advanced Practice in Organizations and Communities   3-0-**3**

Prerequisites: SOWK 7300 and SOWK 7310 and admission to the program. Provides applications of service management and planning principles and skills essential for social work planners, administrators, supervisors, and program developers.

SOWK 7400 Advanced Social Welfare Policy and Practice 3-0-**3**
Prerequisites: SOWK 6400 and admission to the program. A continuation of SOWK 6400; an analysis of legislative and judicial contributions to the creation, development, and interpretation of social welfare policies and practices.

SOWK 7500 Advanced Research and Program Evaluation 3-0-**3**
Prerequisite: Admission to the program. The integration of research and advanced generalist social work through analysis and evaluation of programs and program components. Emphasis is on program evaluation as a form of direct practice. Both qualitative and quantitative methods of evaluation are emphasized.

SOWK 7611 Advanced Social Work Practicum I 0-8-**4**
Prerequisite: Admission to the program and completion of all foundation coursework. The first of two concentration practica designed to prepare students for advanced generalist social work practice.

SOWK 7612 Advanced Social Work Practicum II 0-8-**4**
Prerequisites: SOWK 7611 and admission to the program. The second of two concentration practica designed to prepare students for advanced generalist social work practice.

SOWK 7630 Professional Seminar 2-0-**2**
Prerequisite: Admission to the program. A seminar to facilitate and structure students' transition from graduate school to post-graduation social work practice.

SOWK 7700 Social Work with Older Adults 3-0-**3**
Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Study of aging and an overview of gerontological social work within the context of culture and values. The course emphasizes changes, needs, assessment, and interventions to meet the needs of older adults and their families.

SOWK 7750 Social Work in Child and Family Settings 2-0-**2**
Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Policy and practice issues are examined in the context of multiple child and family settings. Issues include abuse reporting, parental rights, delinquency, child custody, support, and divorce.

SOWK 7800 Social Work Practice in Health Settings 2-0-**2**
Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Prepares students for advanced practice across a variety of traditional and emerging inpatient and outpatient health care delivery systems.

SOWK 7810 Psychopathology and Assessment for Non-Medical Helpers 3-0-**3**
Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Includes information on theories within the bio-psycho-social paradigm or on causality of disorders/conditions and the use of the DSM-IV.

SOWK 7820 Issues in Substance Abuse 3-0-**3**
Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Alcohol and substance abuse issues are examined from the perspective of their individual and cultural impact. Strategies for prevention and treatment are introduced with an emphasis on bio-psycho-social approaches.

SOWK 7830 Social Work Practice in Mental Health 2-0-**2**
Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. An advanced seminar on mental health service delivery–past, present, and future.

SOWK 7840 Seminar on Loss and Bereavement 3-0-**3**
Prerequisite: Graduate status or permission of the director. A seminar focused on a multidisciplinary perspective for helping clients deal with significant losses, using practical interventions at the individual and family level.

SOWK 7850 Social Work Practice in Schools   2-0-**2**

    Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Issues and laws related to social work practice in the school.

SOWK 7860 Grant Writing in Human Services   3-0-**3**

    Prerequisite: Concentration Status for SOWK students or permission of department head for other graduate students. Knowledge, skills, and process of human services grant writing.

SOWK 7870 Social Work Practice with Abusing and Neglecting Families   3-0-**3**

    Prerequisite Concentration Status for SOWK students or permission of department head for other graduate students. An advanced seminar in social work practice with abusing and neglecting families. Content includes current knowledge about causes, dynamics, and interventions related to neglect and abuse of children, elders, spouses and rape victims.

SOWK 7880 Social Work Practice in Forensics   3-0-**3**

    Forensic issues for social work practitioners, focusing on assessment skills, career opportunities, interviewing techniques, and preparation for court testimony.

SOWK 7890 Spirituality in Social Work Practice   3-0-**3**

    A framework of knowledge, values, skills, and experiences for spiritually sensitive social work practice and subsequent social justice ramifications.

SPAN: SPANISH

SPAN 6010 Advanced Grammar   3-0-**3**

    Advanced study of the structure of the Spanish language, with emphasis on practical composition and refinement of written expression.

SPAN 6020 Advanced Conversation   3-0-**3**

    Intensive approach to spoken Spanish based on contemporary themes.

SPAN 6110 Spanish Phonetics and Phonology   3-0-**3**

    Study of the phonetics and phonemics of the Spanish sound system, including but not limited to phonological analysis and transcription. Emphasis is placed on the study of those sounds found in the dialects of what has been traditionally labelled American Spanish (Mexico, Central America, and the South American highlands); however, important dialectal variations, such as those found in Caribbean and peninsular Spanish, will also be presented.

SPAN 6210 Survey of Contemporary Hispanic Theater   3-0-**3**

    Critical consideration of the major canonical and non-canonical dramatic works in Spain and Latin America from the 1930's to the present. Readings include, from among others, the works of García Lorca, Arlt, Buero Vallejo, Usigli, Villarutia, Marqués, Gambaro, Berman, and Pedrero. Some study of the genre of theater and dramatic movements, such as Theater of the Absurd, will also be included.

SPAN 6220 Hispanic Women Writers   3-0-**3**

    Exploration of the way in which Hispanic women writers have created voices and identities through a variety of textual strategies. A study of the development of feminist discourse through these works will also be covered. Readings may include works from Sor Juana Inés de la Cruz, Isabel Allende, Julia de Burgos, Luisa Valenzuela, Angeles Maestretta, Rosario Castellanos, Mercé Rodoreda, Ester Tusquets, Santa Teresa de Avila, Ana María Matute, Carmen Martín Gaite, and Rosa Montero.

SPAN 6250 Twentieth-Century Spanish Literature   3-0-**3**

Study of the genres, movements and writers most representative of the literature of Spain during the twentieth century. The course begins with the writers of the Generation of '98, continues with selected works in fiction, drama, and poetry of the years prior to and immediately following the Civil War, and concludes with examples of the literature of Spain in the last decades of the twentieth-century.

SPAN 6260 Latin American Prose: Twentieth-Century Novel   3-0-**3**

Study of selected Latin American novels which reflect the major trends in the development of the genre during the twentieth century.

SPAN 6270 Latin American Prose: Twentieth-Century Short Story   3-0-**3**

Study of selected Latin American short stories which reflect the major trends in the development of the genre during the twentieth century.

SPAN 6300 Hispanic Caribbean Literature   3-0-**3**

Study of the identity of the Hispanic Caribbean, drawing from literary texts of Puerto Rico, the Dominican Republic, and Cuba, in order to develop a greater understanding of the history, economics, sociology, culture, and literature of the region.

SPAN 6400 Chicano and U.S. Latino Writers   3-0-**3**

Study of selected works written by Chicano and U.S. Latino authors that are representative of the bicultural/bilingual culture for which they speak. Emphasis is placed on literary and cultural studies with some study and application of literary criticism.

SPAN 6900 Special Topics   3-0-**3**

Special topics in Spanish language or Hispanic literature, civilization, or culture. May be repeated up to a maximum of 6 hours if topics are different.

SPAN 6950 Directed Study   1-0-**1** to 3-0-**3**

Study in area or topic of Spanish language or Hispanic literature, civilization, or culture not normally found in established courses offered by the department. Students may also study more extensively an area or topic covered by the departmental curriculum. May be repeated up to a maximum of 3 hours if topics are different.

SPAN 6970 Study Abroad Practicum   1-0-**1**

Orientation to the study abroad experience. Pre-departure sessions will focus on preparing the student to achieve the maximum learning potential from his/her stay in the selected site. Assigned readings and videos and regular discussion with the supervising instructor will familiarize the student with significant cultural practices that may differ from those of U.S. society and with geographical and historical features of the region as well as prepare him/her to function in the daily life of the community. A series of activities will be designed for the student to complete during the study abroad stay, and upon his/her return, the student will make at least six presentations related to the study abroad experience to university Spanish classes, elementary, middle or high school classes, or community organizations. The course is a requirement for all Spanish graduate students who participate in a study abroad program. Credit for the course is in addition to other credit earned through the study abroad program.

SPAN 7011 Don Quijote, Part I   3-0-**3**

Study of the first volume, published in 1605, of Miguel de Cervantes' *Don Quijote*.

SPAN 7012 Don Quijote, Part II   3-0-**3**

Study of the second volume, published in 1615, of Miguel de Cervantes' *Don Quijote*.

Credit notations on the far right are in the pattern 3-0-**3.** The first number is the number of lecture hours (or equivalent) each week; the second number is the number of laboratory hours (or equivalent) each week; the third number, **in bold**, is the number of semester hours credit.

SPAN 7050 Generation of 1898   3-0-**3**
 Study of representative works of authors of the Generation of '98, including Miguel de
 Unamuno, Antonio Machado, Ramón María del Valle-Inclán, Pío Baroja, and Azorín.

SPAN 7100 Poetry and Theater of Federico García Lorca   3-0-**3**
 Study of the major works of Federico García Lorca.

SPAN 7200 Novels of Gabriel García Márquez   3-0-**3**
 Study of the major novels of Gabriel García Márquez, their precursors, and their influence
 on the development of the Latin American narrative.

SPAN 7300 Short Stories and Poetry of Jorge Luis Borges   3-0-**3**
 Study of representative works from the short stories and poetry of Jorge Luis Borges.

SPEC: SPECIAL EDUCATION

SPEC 5000 Individualized/Independent Study   1-0-**1** to 3-0-**3**
 Study directed by faculty designed to meet identified, individual needs of students.

SPEC 5010 Student Teaching: Mild Disabilities or Mental Retardation
 or Early Childhood Special Education or Deaf/Hard-of-Hearing   0-20-**5**
 Prerequisite: Consent of the departmental Student Teaching Committee. Corequi-
 site: SPEC 5020. University-supervised placement in public school programs for students
 K-12 with mild disabilities or mental retardation or in Early Childhood Special Education
 programs. The student teacher will assess students, plan and write instructional interven-
 tions, deliver instruction, monitor and document student progress, and assume all other
 classroom duties of the mentoring teacher(s). A minimum of 20 contact hours per week is
 required in the school for the entire semester. May be taken multiple times. Ten credit hours
 are required in one of the above areas for certification/licensure recommendation. **NOTE:** A
 student who receives a grade of Unsatisfactory (U) for student teaching may apply for
 student teaching only one additional time. The student will be required to complete a
 prescribed program of remediation before being permitted to student teach the second time.
 Any student who receives a second grade of "U" for student teaching will be permanently
 dismissed from all teacher education programs in the College of Education and will not be
 recommended for teacher certifications by Valdosta State University.

SPEC 5020 Student Teaching Seminar: Mild Disabilities or Mental Retard-
 ation or Early Childhood Special Education or Deaf/Hard-of-Hearing   1-0-**1**
 Prerequisite: Consent of the departmental Student Teaching Committee. Corequi-
 site: SPEC 5010. A forum for discussion and exchange of ideas relating to the responsibilities
 of professional ethical practices. Topics include direct intervention issues, advocacy, col-
 laboration, diversity, and any others that arise during student teaching. May be taken multiple
 times. Two hours are required in one of the areas for certification/licensure recommendation.

SPEC 5030 Single Subject Research in Special Education (Responsive Teaching) 3-0-**3**
 Application of single subject research methodology in classroom settings with students who
 have disabilities. Focus is on acquisition of skills necessary to allow a functional relation-
 ship to be established between teaching practices and changes in pupil behavior.

SPEC 5090 Community-based Instruction   2-0-**2**
 A study of the theoretical and practical interventions used to effectively teach students who
 require extensive and/or pervasive supports to acquire and perform chronologically age-
 appropriate and functional skills and behaviors in community environments.

SPEC 5100 Nonaversive Behavior Management   3-0-**3**
 A study of the principles and application of positive behavioral support strategies for
 managing challenging behaviors of individuals with disabilities. This approach focuses on
 understanding functional assessments, developing and implementing individualized
 nonaversive behavior support plans.

SPEC 5140 Collaborative Roles in Education 3-0-**3**

A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

SPEC 5150 Introduction to Early Childhood Special Education 2-2-**3**

A study of the history and rationale for services to infants, toddlers, and preschool children at risk for or with developmental disabilities and their families. The student will be introduced to typical and atypical child development, service delivery options and key components of family guided community based practices.

SPEC 5160 Serving the Young Child with Low Incidence Disabilities 3-0-**3**

Prerequisite: SPEC 5150. An overview of young children with low incidence disabilities (e.g. deaf-blindness, severe multiple disabilities), their unique service delivery needs, behavioral and instructional supports, and coordination of services. Trends and recommended practices will be discussed.

SPEC 5170 Linking Assessment to Service Delivery 3-2-**4**

Prerequisites: SPEC 5150, COMD 5060. A thorough study of the philosophical and practical base of effective assessment and intervention for young children with disabilities. Topics include eligibility evaluation, programmatic assessment, IFSP/IEP development, intervention planning and implementation in various service delivery settings, family participation, and progress monitoring.

SPEC 5190 Physical and Health Management of Students with Disabilities 3-0-**3**

A study of physical and health management procedures necessary for individuals with disabilities. Course content addresses knowledge of roles and responsibilities of the educational team in meeting the physical and health needs of individuals with disabilities. Emphasis is placed on developing an understanding of the role of the teacher in meeting the needs of children with physical and health management needs as well as working with other professionals (e.g., nurses, physical therapists) in assuring that those needs are met.

SPEC 5200 Practicum in Mental Retardation 3-0-**3**

Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of "B" or better in SPEC 5030, 5100, and 5120. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.

SPEC 5210 Practicum in Mild Disabilities 3-0-**3**

Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of "B" or better in SPEC 5120, 5140, 7610, and 7630. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.

SPEC 5220 Practicum in Early Childhood/Special Education 3-0-**3**

A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.

SPEC 5230 Field Experience Lab 0-2-**1**

Field experience for application of instructional methods for students with disabilities. Students will apply concepts from the methods courses to assess, select, and use of a variety of evidence based instructional methods.

SPEC 5260 Characteristics of Students with Physical and Health Disabilities 3-0-**3**

A study of physical, learning and behavioral characteristics of students with a variety of physical disabilities. Course content addresses knowledge of the etiology, treatment, prognosis, course, and educational implications of neuromotor impairments, degenerative diseases, orthopedic and muscoloskeletal disorders, and health impairments.

SPEC 5270 Strategies for Teaching Individuals with Physical
**   and Health Disabilities**   3-0-**3**
A study of methods for teaching people with physical and other health impairments, including assessment, instruction, organization and curriculum design, communication intervention, literacy, assistive technology, and collaboration with parents, paraprofessionals, and other professionals.

SPEC 5280 Practicum in Physical Disabilities   3-0-**3**
Prerequisite: Grades of "B" or better in SPEC 5190, SPEC 5260, and SPEC 5270. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.

SPEC 5500 Characteristics of Students with Low Incidence Disabilities   3-0-**3**
A study of current and future historical, philosophical, social, legal, medical, and educational perspectives of students with low incidence disabilities. The identification, classification, and unique characteristics of these individuals are included.

SPEC 5510 Curriculum Design for Students with Low Incidence Disabilities 3-0-**3**
Curriculum approaches and strategies to design, implement, and monitor functional and age-appropriate programs for children and youth with low incidence disabilities in both school and community-based settings.

SPEC 5520 Assessment of Students with Low Incidence Disabilities   3 hours credit
Coursework and field experience in assessment techniques for students with low incidence disabilities. Required activities include exposure to and experience with informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress. The course requires 40 contact hours.

SPEC 5530 Systematic Instruction for Students with Low Incidence Disabilities 3-0-**3**
Strategies and methods to facilitate the acquisition, generalization, and maintenance of skills for children and youth with low incidence disabilities in both school and community-based settings. This course will focus on evidence-based methods of systematic instruction.

SPEC 5540 Positive Behavior Support   3-0-**3**
Study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with low incidence disabilities. Course content focuses on the development of behavioral support strategies derived from functional assessments.

SPEC 5550 Communication Strategies for Students
**   with Low Incidence Disabilities**   **3-0-3**
Strategies and methods to facilitate acquisition, generalization, and maintenance of functional language and communication skills for children and youth with severe disabilities in both school and community-based settings. Course content includes methods for identifying and implementing augmentative and alternative communication systems.

SPEC 6000 Integration and Management of Instruction in the Classroom   3-0-**3**
Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

SPEC 6010 Integrated Instruction: Individualized Education Program   3-0-**3**
The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Plan development and program planning that incorporates student access to the general education curriculum are components of this course.

SPEC 6020   Integrated Instruction: Assessment and Learning   3-0-**3**

Formal assessment, processes, and classroom assessments techniques unique to evaluating the developmental level and potential achievement of children with exceptionalities. Emphasis is on sthe use of the4se tools in planning and selecting curricular programs and activities.

SPEC 6030 Integrated Instruction: Evidence-based Methods and Strategies   3-0-**3**

Research-based instructional strategies for enhancing the ability of students with mild disabilities to acquire, retain, and demonstrate academic and social competence across academic and social content areas as addressed in the general school curriculum.

SPEC 6040   Technological Support Planning for Children
and Youth with Disabilities   **3-0-3**

An introduction to computers and related hardware and software as they related to the individualized education program and needs of individuals who require intermittent or limited support. The course emphasizes classroom applications and technology in support of the needs of students with disabilities.

SPEC 6100   Reading and Applying Research in Special Education   3-0-**3**

Study and application of fundamental characteristics of quality research across a number of methodologies in special education. Emphasis is placed on students' development of an evidence-based research proposal to be implemented in the capstone course (SPEC 6110) that has the potential to impact programs or practices that affect students.

SPEC 6110   Professional Capstone Course   3-0-**3**

Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 student learning.

SPEC 7610   Assessment of Children   3-0-**3**

A course introducing tests unique to assessing the developmental level and the potential achievement of children with exceptionalities. Emphasis is placed on the use of these tests in planning and selecting curricular programs and activities.

SPEC 8010   Readings in Issues of the Education of
Children and Youth with Disabilities   3-0-**3**

An in-depth study of research articles which present factual information regarding the chief issues in programs for children and youth with disabilities.

SPEC 8020   Characteristics of Effective School Structures
for Children and Youth with Disabilities   3-0-**3**

An application of the effective schools' literature to programs for children and youth with disabilities in school settings.

SPEC 8030   Administration of Special Education Programs   3-0-**3**

A review of and in-depth study of legal issues which govern programs for children and youth with disabilities.

SPEC 8040   Developing Professional Training Programs in Special Education   3-0-**3**

The study of and development of professional training programs in the field of special education.

SPEC 8050   Advanced Applications of Technology
for Special Education Programs and Research   3-0-**3**

The application of computer technology for training other professionals and academic instruction of students with disabilities as well as conducting and disseminating research in special education.

SPEC 8060   Single Subject Designs for Special Education Research   3-0-**3**

An in-depth review of the use of single subject designs for research which has been conducted in special education. Application of these designs to research questions in school settings will be discussed.

SPEC 8110 Advanced Capstone Experience   **3 hours credit**

> Culminating course; a variety of research-validated practices to demonstrate advanced teach-ers' ability to positively impact K-12 learning.

SPEC 8999   Thesis   **3 hours credit**

> Development and defense of the thesis. Must be taken each semester until the thesis is completed. Number of hours taken per semester must be approved by the Thesis Chair. A minimum of 6 hours must be taken to complete the course of study for this program.

WMBA: WEB-BASED MASTER OF BUSINESS ADMINISTRATION

WMBA 6000: Human Behavior in Organizations   **3 hours credit**

> An examination of the behavioral and structural factors affecting the performance of organi-zations including both micro and macro organizational issues. This course provides an overview of the field of organizational behavior with an emphasis on employing the human resources of the firm to achieve organizational performance. Topics include motivation, leadership, job satisfaction, selection, training, and the dynamics of teams.

WMBA 6010: Managerial Accounting   **3 hours credit**

> This course will cover a wide range of topics that will emphasize the use of both internal and external data to enhance the decision-making skills of managers. Concepts covered will 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 readings will be used to enhance students' critical thinking, problem solving, and communication skills. In many instances, the emphasis in this course is on the processes that lead to a decision rather than on the decision itself. Students will be challenged to defend their rationale for decisions rather than simply presenting the "correct" answer. In addition, students will be frequently required to work with unstructured information sets and to make reasonable assumptions in order to make decisions.

WMBA 6020: Managerial Communications   **3 hours credit**

> Designed to meet the needs of the practicing manager. Included are the internal and external communications carried out by managers in organizations and the organizational and human variables, which influence these communications. Included is the management of information systems. Communication styles of managers from different cultures are discussed.

WMBA 6030: Global and International Business   **3 hours credit**

> This course is designed to provide the student with an understanding of how companies enter and operate in the global market. Additionally, students will learn how culture, politics, legal and economic systems impact the marketing and trading of products in other countries. Students will develop an understanding of the business strategies and structures in the global arena, and will learn how managers interact and manage diverse groups.

WMBA 6040: Managerial Decision Analysis   **3 hours credit**

> A study of advanced quantitative analysis techniques and their applications in business. Topics include game theory, decision analysis, forecasting, linear programming, transporta-tion and assignment problems, network models, project management, queuing theory and Markov analysis.

WMBA 6050: Strategic Marketing   **3 hours credit**

> This course provides a study of the strategic managerial aspects of marketing given the growth of E-Commerce. Topics focus on product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing operations.

WMBA 6060: Managerial Finance   **3 hours credit**

A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. This course is designed to develop a student's knowledge, analytical skills and communication skills in the area of financial management. The student will be exposed to the reasons financial management is critical to the success of a business as well as the tools that will enhance their managerial skills. Specifically, this course will give the student 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, understand the relationship between capital structure, risk, and the cost of capital, and improve communication skills.

WMBA 6080: Management of Information Systems   **3 hours credit**

A study of the effects of information technology on firms, industries, and the organization of work. Includes the development of strategies for corporate growth based on effective use and management of information technology, the analysis of business problems and relevant information systems solutions, and the use of IT to transform business processes and provide more effective management control and decision systems.

WMBA 6100: Production and Operations Management   **3 hours credit**

This on-line course is an introduction to the concepts, principles, problems, and practices of operations management. Emphasis is on managerial processes for achieving effective operations in both goods-producing and service-rendering organizations. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management. The topics are integrated using a systems model of the operations of an organization.

WMBA 6110: Business Strategy   **3 hours credit**

An integrative course designed to provide an executive viewpoint of strategy formation and management of an enterprise. The course teaches how to analyze complex business situations in order to determine a firm's strategies for long-run survival and growth in competitive markets. Participants will examine techniques for analysis of environmental conditions and trends, opportunities and threats, and resource strengths and limitations. Focus will be on developing plans and implementing and controlling those plans at both the strategic and operating level. Primary teaching method will use real-time case studies that cover policy formulation and administration. A strategy simulation will also be used. The point of departure for the course is top and middle management, where company-wide objectives are set and departmental policies and activities coordinated.

Most credit notations on the far right are in the pattern 3-0-**3.** The first number is the number of lecture hours (or equivalent) each week; the second number is the number of laboratory hours (or equivalent) each week; the third number, **in bold**, is the number of semester hours credit.