

# Kennesaw State University

## 2016-2017 Graduate Catalog

*This catalog was prepared for the 2016-2017 academic year. The information contained in this catalog is for informational purposes only and should not be construed as the basis of a contract between a student and this institution. While the provisions of this catalog will ordinarily be applied as stated, Kennesaw State University reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any new information and/or changes in provisions listed in this catalog. The Schedule of Credit Courses is considered an extension of this catalog. Both the online catalog and the Schedule of Credit Courses (<https://web.kennesaw.edu/registrar/>) are always the most current.*

It is incumbent on students to keep apprised of the graduation requirements for the degree they are pursuing. Students have the responsibility to read this catalog, official announcements, notices posted on listservs and otherwise to be informed completely in regard to the programs of studies, credits, degree requirements, quality points and other facts relating to life at this university. KSU has established a free student account email system and will periodically email students with important messages. The university will use this email system exclusively to communicate with students.

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 and any and all other written forms, documents, letters or other materials issued by the university in furtherance of its educational mission.

### **How the Catalog works**

- Advanced search features allow you to search for courses, policies, and degree programs using course prefix, course number, exact match or descriptive phrases.
- Navigating to different sections of the Catalog is easily done by clicking on the menu options on the left hand side of the screen.
- Each section has a print friendly view to allow for cleaner, more attractive pages when you print.

- Help icons are readily available on each page.

Should you have any additional questions concerning Catalog content, please contact the Office of the Registrar at 770-423-6200 .

If you need assistance selecting courses or a degree program please contact an academic advisor at <http://advising.kennesaw.edu/> .

## **Purpose of the Catalog**

The Kennesaw State University Catalog contains important information and is the official source of the university's academic programs, courses, and policies. The Catalog should be used as a guide, in conjunction with an academic advisor and DegreeWorks, in planning a course of study and in meeting requirements for graduation. See the Index for an overview of the information provided.

## **Catalog Rights**

Degree candidates are responsible for meeting the university requirements stated in the Kennesaw State University Catalog to which they are officially assigned.

Students are initially assigned to the Catalog for the academic year in which they are admitted to Kennesaw State University, provided the student attended at least one course in the academic year culminating in a record of enrollment on the student's academic transcript.

Students who interrupt their enrollment in the university for one year or longer (three consecutive terms, including summer), must be readmitted to Kennesaw State University. When readmitted, students will be officially reassigned to the Catalog in effect when they return. They lose any previous catalog rights and must meet all graduation requirements in effect at the time of readmission.

Students who change their major will be officially reassigned to the Catalog in effect at the time of the change. They lose any previous catalog rights and must meet all graduation requirements in effect at the time of the major change.

A student may petition to the faculty to retain an old Catalog's graduation requirements. Please see the Registrar's Office for more information.

## **Disclaimer**

This publication is not a contract. Kennesaw State University reserves the right to review and amend the content of the Catalog with respect to course offerings, degree requirements, services provided and other subjects addressed in the publication. Every effort has been made to ensure the accuracy of the information in this publication.

Students are expected to have read and remain familiar with the contents of the Catalog. The information in this publication is provided solely for the convenience of the reader, and the university expressly disclaims any liability which may otherwise be incurred.

## **Graduate Admissions**

### **General Information**

Admission to Kennesaw State University is made without regard to race, color, national origin, sex, sexual orientation, disability or age. Admission to Kennesaw State University is based on a number of factors depending upon your admission type of entry and previous educational experience. The admission requirements for the University have been developed in accordance with the rules and regulations of the Board of Regents for the University System of Georgia.

### **How To Apply**

Graduates holding a baccalaureate degree from colleges or universities accredited in a manner accepted by Kennesaw State University may apply for admission to the Graduate College. Applicants must submit the credentials deemed necessary by the chosen degree program. Individual programs may have additional requirements or higher standards than those listed for general admission. Applicants are accepted to one graduate program specifically and must reapply in order to change programs.

1. Decide which Graduate Program you would like to pursue.  
See: <http://graduate.kennesaw.edu/admissions/programs.php>.
2. View the Admission Requirements Checklist for your chosen program, located here: <http://graduate.kennesaw.edu/admissions/apply/checklists.php>.
3. Complete the Online Graduate Application, including the \$60 Non-Refundable application processing fee, found here: <http://graduate.kennesaw.edu/admissions/apply/online-application.php>.
4. Schedule any testing, as appropriate (see program checklist)
5. Gather and submit all supporting documents by the stated deadline found here: <http://graduate.kennesaw.edu/admissions/resources/deadlines.php>.

All documents become the property of Kennesaw State University and cannot be forwarded or returned. Incomplete files and files of accepted applicants who never enroll in classes are destroyed after one year. Applicants wishing to apply again must file a new application and resubmit all documents, and meet current admissions criteria for the desired program. Once an applicant's file is complete, the respective department will review the file. The department will recommend admission or denial to the Graduate Admissions Office. The official notification of the admission status will come from the Office of Graduate Admissions.

# **Admission Categories**

## **Regular Student**

Students who fully meet the admission criteria specified by the admissions requirements for the university and the specified graduate program are classified as regular admits to the degree program.

## **Provisional Student**

Applicants whose scholastic records are below admission standards but who show promise, based upon the professional judgment of graduate program faculty and the Graduate College. Provisionally admitted students must meet any special conditions attached to their admission, by either the Graduate College or their major department, no later than upon the completion of nine (9) semester hours of graduate credit.

Full graduate status is granted when these students complete each prescribed graduate level course with a grade of "B" (3.0) or better or otherwise satisfy deficiencies.

A graduate student admitted provisionally is not eligible for appointment to an assistantship, fellowship, or tuition waiver until full graduate status is achieved.

Provisionally admitted students who do not meet the prescribed requirements will be dismissed.

## **Conditional Student**

Applicants whose records indicate they need additional coursework or other training prior to beginning their degree program, based upon the professional judgment of graduate program faculty and the Graduate College.

Conditionally admitted students must meet any special conditions attached to their admission, by either the Graduate College or their major department, prior to enrolling in any graduate courses that will count towards the degree.

Full graduate status is granted when these students complete the stated conditions. A graduate student admitted conditionally is not eligible for appointment to an assistantship, fellowship, or tuition waiver until full graduate status is achieved.

Conditionally admitted students who do not meet the prescribed requirements will be dismissed.

## **International Applicants**

In addition to meeting specific requirements for each degree program, international students must meet the following additional requirements:

### **English Proficiency Tests**

International students must have earned the following score on the Test of English as a Foreign Language (TOEFL): Internet Based (IBT) - 80; or a score of 6.5 on the International English Language Testing System (IELTS) test. The TOEFL or IELTS will be waived for any applicant who has graduated from a college or university in the United States accredited in a manner accepted by Kennesaw State University or is from one of the following countries: Australia, Bahamas, Barbados, Belize, Canada, Dominica, Ghana, Guyana, Ireland, Jamaica, Liberia, New Zealand, Sierra Leone, South Africa, Tobago, Trinidad, United Kingdom, United States or Zimbabwe.

### **Immigration Documents**

International applicants who are requesting an I-20 for an F-1 visa must submit an affidavit of support from the sponsor and a certified financial statement from the sponsor's bank showing that funds are available for one year of study. Students must have a valid passport and must be in current, valid immigration status in order to enroll at Kennesaw State University.

### **Evaluation of Foreign Credentials**

Graduates of foreign schools of higher learning must be able to document the fact that their degree is the equivalent of a four-year bachelor's degree awarded by an accredited United States college or university. International applicants, regardless of their country of origin or their native language, must have their foreign credentials evaluated by one of the following agencies:

- WES ([www.wes.org/](http://www.wes.org/))
- Joseph Silney & Associates ([www.jsilny.com/](http://www.jsilny.com/))
- Evaluations Service, Inc. ([www.evaluationservice.net/](http://www.evaluationservice.net/))
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Each evaluation must include the following: course-by-course description, equivalence to an accredited four-year U.S. undergraduate degree (or number of years toward completion), and grade point average.

See [kennesaw.edu/graduate/admissions/international\\_admissions](http://kennesaw.edu/graduate/admissions/international_admissions) for additional information for international students.

## **Transient Student Status**

### **Incoming Graduate Students**

Applicants who are currently enrolled in a recognized graduate program at another institution may seek temporary admission to graduate study at Kennesaw State University. Applicants must submit the following to the Office of Graduate Admissions:

1. A completed Transient Application
2. A letter of Good Standing from the home institution

### **Outgoing Graduate Students**

Kennesaw State graduate students may attend another institution as a transient student. KSU students must seek written approval from their program director prior to applying to or enrolling in classes at another institution. Students must be in good academic standing and have a cumulative GPA of at least 3.0 Individual programs may have additional criteria. Transient work will be considered as transfer credit and an official transcript reflecting the credit must be received in order to grant the credit.

### **Appeals**

Applicants may appeal an admissions decision by contacting, in writing, the Dean of the Graduate College. Applicants may appeal denial of admission only if additional relevant information is provided for review.

### **Statement of Competitive Admission**

All qualified persons are equally welcome to seek admission to Kennesaw State University, and all persons may apply for and accept admission confident that the policy and regular practice of the University will not discriminate against them on the basis of race, religion, sex, 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 judgment 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 Office of Graduate Admissions. Policies and procedures that are approved by the Office of the President, Board of Regents of the University System of Georgia, and the Graduate Policies and Curriculum Committee shall be applied in determining eligibility for consideration for graduate study. From those eligible candidates, final admission decisions will be the responsibility of the admitting program. Satisfying minimal standards, however, does not guarantee admission, since the number of eligible applicants generally far exceeds the number of places available. As a result, many well-qualified applicants cannot be accommodated.

The criteria used in determining each applicant's eligibility for consideration shall include: (1) evidence of award of a bachelor's degree or its equivalent (prior to matriculation) from a regionally accredited recognized institution; students must show evidence of preparation in their chosen field sufficient to ensure profitable graduate study; (2) for international applicants, satisfactory completion of requirements listed at: [kennesaw.edu/graduate/admissions/international\\_admissions](http://kennesaw.edu/graduate/admissions/international_admissions).

From eligible candidates, programs may make final admission decisions based on a combination of factors, including 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 would contribute significantly to an educationally beneficial mix of students.

## **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 insure 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 Kennesaw State University 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 Kennesaw State University.

## **Readmission to Graduate Study**

Students who have an absence of three or more consecutive terms (including Summer) of matriculation at Kennesaw State University and who are not academically dismissed must apply for readmission.

Students must complete the Graduate Application for Readmission. If the student has attended any other institution since last attending KSU, transcripts are required.

## **KSU Masters Students Applying for Doctorate or Specialist Degrees**

KSU students who are currently completing or have already completed a Masters at KSU and wish to be considered for a Doctorate or Specialist Degree at KSU, must complete a new application through the Online Graduate Application. You may need updated supporting documents or test scores. Please refer to the appropriate program's section of the catalog for admission requirements.

### **Six-Year Time Limit**

Any student who exceeds the six-year time limit for completing a degree must apply for admission to the degree program as a new student and begin a new planned program of study. Course credit over six years old will not be accepted in the new program.

Other previous course work will be evaluated on the basis of its applicability to the new program of study. Individual degree programs or departments may add additional requirements regarding readmission. The time limit for doctoral students varies by program. Please see the specific program section of this catalog to confirm the time limit for a doctoral program.

### **Immunization Requirement**

All students are required to satisfy immunization requirements for measles, mumps, and rubella (MMR) before registering for courses. The Board of Regents of the University System of Georgia has instituted this policy in order to minimize potential outbreaks of measles, mumps, and rubella on college campuses. This requirement applies to all admissions classifications (i.e. Freshmen, Transfer, Joint Enrollment, Adult Non-traditional, Graduate, Transient, and Non-degree). Exemption categories are available for circumstances regarding medical conditions or religious convictions. Proof of immunization must be submitted to:

Office of the Registrar  
Kennesaw State University  
1000 Chastain Road, MD 0116  
Kennesaw GA 30144  
[admissions.kennesaw.edu/acceptedstudents/immunization](http://admissions.kennesaw.edu/acceptedstudents/immunization)

### **Verification of Lawful Presence**

During the October 2010 meeting, the Board of Regents of the University System of Georgia approved 2 new policies: Policy 4.1.6, Admission of Persons Not Lawfully in the United States, and Policy 4.3.4, Verification of Lawful Presence

#### **Policy 4.3.4, Verification of Lawful Presence**

Each University System institution shall verify the lawful presence in the United States of every successfully admitted person applying for resident tuition status, as defined in the section 7.3 of this Policy Manual, and of every person admitted to an institution referenced in Section 4.1.6 of this Policy Manual.

Students may provide any of the following to verify Lawful Presence

- Certified Copy of a U.S. Birth Certificate showing the student was born in the U.S. or U.S. territory.
- U.S. Certificate of Naturalization (USCIS form N-550 or N-570)
- U.S. Certificate of Citizenship (USCIS form N-560 or N-561)
- U.S. Certificate of Birth Abroad issued by the Department of State (SD-1350) or Consular Report of Birth Abroad (FS-240)
- Current U.S. Passport
- Current Driver's License issued by the State of Georgia after Jan. 1, 2008
- Current ID issued by the State of Georgia after Jan. 1, 2008
- Current Military ID (service member only, not dependent)
- Current, valid Permanent Resident Card (USCIS form I-151 or I-55)

## **Special Accommodations**

KSU does not discriminate on the basis of an individual's disability and is committed to providing students with full and equal enjoyment of services, facilities and goods on campus as required by law. If you are a student with a qualified disability and are in need of a reasonable accommodation, you must contact the Office of Disability Services. That office will provide you the necessary information and assistance to make your accommodation request.

## **Tuition, Expenses, & Financial Aid**

### **Tuition and Fee Payment**

Expenses include in-state tuition, out-of-state tuition, student services fees and other special fees. All fees are due and payable at the time of registration, and registration is not complete until all fees have been paid.

Cash, checks, and money orders drawn on U.S. banks and payable in U.S. dollars are accepted. Electronic checks and credit cards will only be accepted on the web. Payment by credit card will incur an additional convenience fee charged by a third party credit card processor.

The University reserves and intends to exercise the right to withhold copies of transcripts and other student education records and/or to withdraw students who have unpaid or past due fee balances.

Students are required to pay in-state tuition and, when applicable, out-of-state tuition, for enrollment in all courses even if no credit is earned.

Per Board of Regents' policy, at Kennesaw State University all tuition, fees, or other charges are subject to change at the end of any academic term. (BOR Policy 10.2.3)

## **Collection of outstanding balances**

Kennesaw State University reserves the right to use a collection agency and to pursue legal action in order to collect the balance of any debt. Once an account is placed in collection or legal action is pursued by the collection agency, the student will be liable for all collection fees, which will be in addition to the amount of the original debt. At this point, the student will no longer be able to pay the University directly, and any communication or correspondence with the University about such debt must be directed through the collection agency.

## **Tuition Rates**

Published tuition and fees are estimates and subject to change. These amounts should be used only as a planning guide for future payments. Tuition charges can vary based on state residency status and degree program. Residency status is determined by the Office of Admission at the time of acceptance. Students are either classified as a resident or non-resident of Georgia for tuition purposes in accordance with the regulations of the Board of Regents of the University System of Georgia.

See <http://finance.kennesaw.edu/bursar/tuitionfees.php> for the latest information on tuition and fees.

## **Motor Vehicle Parking Fee**

A parking permit fee ranging from \$20.00 to \$83.00 is assessed separately and is optional if you are a student who does not drive to campus and has no need for a parking space. To opt-out of the parking permit fee, bring the hangtag or decal to Card Services. All vehicles used on campus must display a valid KSU parking decal. Vehicles without a valid decal will be ticketed and/or booted.

Each student is issued one parking decal that is not transferable from car to car. New decals are issued annually to campus residential students. All other parking decals are valid for the duration of your official status with KSU. The Card Center will notify campus via the KSU furnished e-mail when decals are available to new students and employees for in-person pickup. The parking decal is registered to a student who is responsible for any use of this decal until it has been reported lost and/or stolen.

Replacement parking decals are available and are usually subject to fees. One day passes are available as appropriate at the Card Services Center in the Carmichael Student Center, Suite 207.

It is the responsibility of all KSU students to review and abide by Kennesaw State University Parking Policies and Procedures available online at [parking.kennesawstateauxiliary.com](http://parking.kennesawstateauxiliary.com).

Questions concerning parking regulations should be directed to the Parking and Security Division of Public Safety, located in the Office Annex, Building #14, Room #111 or phone (470) 578-9003. Questions related to your parking decal can be answered by the Card Services Center. Students may report lost/stolen decal information to either office.

## **Mandatory Student Health Insurance**

A mandatory insurance plan is in effect for the following student categories:

- All graduate students receiving a full tuition waiver as a result of a GRA, GTA, or GSA assistantship award.
- All undergraduate, graduate, and ESL international students holding F or J visas.
- All undergraduate and graduate students enrolled in programs that require proof of health insurance.
- All graduate students receiving fellowships that fully fund their tuition.
- International scholars holding J Visa status.

A waiver of the health insurance fee may be applied for directly with the insurer. For insurance plan and waiver information, go to: <http://finance.kennesaw.edu/bursar/healthinsurance.php>. This plan is optional for all other students.

## **Housing Fees**

Kennesaw state offers several on-campus housing options. All of our housing communities provide fully furnished rooms, individual contracts, all-inclusive rates, and high-speed Wi-Fi. All communities are in close proximity of anywhere you want to go on campus. Housing and residence life personnel offer support 24/7 and strive to make the on-campus housing experience memorable and meaningful.

For more specific information regarding reserving a room, rates and life in Residence, please go to <http://ksuhousing.kennesaw.edu/>.

## **Coles Doctor of Business Administration Program Fees**

The cost for the 3-year program is \$96,500. This fee includes a nonrefundable deposit of \$5,000 which is due upon acceptance to the program to reserve a seat in the class. The remaining \$91,500 is prorated over each semester. Meals, textbooks, and course software (for Windows Operating Systems only) are included. Tuition does not include travel and lodging to KSU for the residencies/weekend sessions or to meet with faculty, nor does it cover personal technology needs, printing costs, academic association memberships, conference travel, or research costs.

In addition, there is a non-refundable \$100 application fee, a non-refundable \$100 workshop fee (if invited to attend), and any institutional fees outside the program tuition and fees.

## **Coles MBA (Kennesaw and Galleria) Fees**

Program Fees: Students pay a fee of \$56 per credit hours in-state; \$204 per credit hours out-of-state for any MBA course, in addition to the regular graduate in-state or out-of-state tuition rate.

Course Fees: Some courses are subject to additional fees for materials and services relevant to a particular course.

NOTE: These fees will be listed in the Schedule of Credit Courses and are subject to change without notice.

## **Coles MBA (Dalton) Fees**

The cost of the MBA (Dalton) program is \$17,728, which includes the tuition for ten courses. All costs are subject to change without notice.

## **Coles Executive MBA Program Fees**

The cost for the 18-month program is \$56,884. This fee includes a nonrefundable deposit of \$500 which is due upon acceptance to the program. The remaining \$56,384 is prorated over the length of the program. Included in the cost of the EMBA Program are: textbooks and course materials, meals on class weekends and meals and lodging for Opening Residency and International Residency.

## **Georgia WebMBA**

The cost of the Georgia WebMBA is \$22,170, or \$739 per credit hour + \$355 Institutional and Technology fees billed at \$4,789 per term, plus a one time orientation fee of \$600. This includes tuition and mandatory fees for five consecutive semesters of two courses each. Costs associated with travel to the program orientation, books and other course materials, and graduation fees are not included in this total. All costs are subject to change without notice.

## **The Master of Science in Conflict Management Program Fees**

The cost of the program is \$28,165, which includes tuition, fees, books and class materials, meals on class weekends, travel to an international conference, membership in a professional organization and a subscription to an ADR journal. The cost includes a non-refundable reservation fee of \$500 which is due upon official notification of acceptance in order to reserve a place in the program.

NOTE: Insurance premiums associated with insurance required by the University for all international students are not included in the cost of the program.

All MSCM applicants are encouraged to apply for financial aid in the event of an emergency that could prevent fulfilling their commitment to the program.

See the Master of Science in Conflict Management section of this catalog for further details on deadlines and fees.

## **Special Fees and Expenses**

**Diploma Fee:** A diploma fee of \$50.00 is required of all degree candidates and is payable at the time a petition to graduate is presented to the registrar. The fee is nontransferable and nonrefundable. It entitles the student to one diploma.

**Diploma Replacement Fee:** When a request is received to reorder a diploma (lost in fire, move, etc.), a fee of \$30.00 will be assessed.

**Academic Transcript Fee:** A fee of \$5 per individual request is assessed for academic transcripts.

**Fax Fee:** Priority fee for electronic transmission (fax) of unofficial transcripts or certifications forms/letters will be \$10.00 per document.

**Late Payment Fee:** A \$50 late payment fee will be assessed for tuition and fee payments received after the final registration payment deadline. This fee may apply at other times as well. For specifics, contact the Bursar's Office.

**Late Registration Fee:** Students requesting a late registration or drop/add after all official registration periods have ended will pay a late hand-registration fee of \$30.00 per transaction.

**Penalty Fee for Returned Check:** A penalty fee of \$25 will be assessed for each check returned by the bank.

## **Registration Fee Waiver for Senior Citizens**

Pursuant to the provisions of an amendment to the Georgia Constitution, legal residents of Georgia who are 62 years of age or older on the first day of class for a term may have their standard tuition and fees waived (with the exception of supplies, laboratory fees, special course or major fees, premium program fees and online tuition). A driver's license or birth certificate together with the Application for Senior Citizen Waiver must be presented to the Bursar's Office.

Details are available at: <http://finance.kennesaw.edu/tuitionclassification/waivers.php>.

Individuals 62 and over wishing to enroll in one of Kennesaw State's Executive Programs (the Coles Doctor of Business Administration, the Coles Executive MBA, the Master of Science in Conflict Management, the Master of Science in Applied Computer Science or the Georgia

WebMBA) will be required to pay all costs of these programs in excess of standard graduate program tuition and fees.

## **Withdrawal/Refund of Student Fees**

To withdraw from one or more classes, students must withdraw online through Owl Express.

Students dropping from classes before the end of late registration and drop/add are entitled to a 100% refund. After that date, students will be granted a percentage refund of tuition and fees only if they withdraw completely from the university. Lab, specialized course/major, and insurance fees are not refundable if withdrawal from course(s) is made after the end of late registration and drop/add.

## **KSU Institutional Refund Policy**

The refund amount for students withdrawing from the institution shall 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 calendar days in the semester. The total calendar days in a semester includes weekends, but excludes scheduled breaks of five or more days and days that a student was on an approved leave of absence. The unearned portion shall be refunded up to the point in time that the amount earned equals 60%.

Students will receive refunds only when they withdraw from ALL of their classes and only by the schedule outlined in the University System refund policy. Students who withdraw from the institution when the calculated percentage of completion is greater than 60% are not entitled to a refund of any portion of institutional charges. (BOR 7.3.5.1)

Students enrolled summer term who withdraw from second-session courses on the first day of those classes will receive a 100% refund. After the first day, no refunds will be processed.

Students should refer to the Registrar Dates and Deadlines webpage for specific dates of each refund period.

Students who do not formally withdraw, those suspended for disciplinary reasons, and those who leave the university when disciplinary action is pending are not eligible for a refund on any portion of any fee.

A refund of all nonresident fees, matriculation fees, and other mandatory fees shall be made in the event of the death of a student at any time during any academic semester. (BOR 7.3.5.2)

Refunds will be disbursed by the university's internet bank partner. Students may use their KSU Debit Card to select a refund payment method: electronic fund transfer or paper check. Details are available at: <http://cardservices.kennesawstateauxiliary.com/>.

## **Military Service Refunds and Re-enrollment**

Subject to institutional policies, full refunds of tuition and mandatory fees and pro rata refunds of elective fees are hereby authorized for students who are:

- military reservists (including members of the National Guard) and who receive emergency orders to active duty after having enrolled in a USG institution and paid tuition and fees;
- Commissioned officers of the United States Public Health Service Commissioned Corps (PHSCC) and who receive deployment orders in response to a public health crisis or national emergency after having enrolled in a USG institution and paid tuition and fees;
- active duty military personnel and who receive an emergency reassignment after having enrolled in a USG institution and paid tuition and fees; or
- those who are otherwise unusually and detrimentally affected by the emergency activation of members of the reserve components or the emergency deployment of active duty personnel of the Armed Forces of the United States and who demonstrate a need for exceptional equitable relief. (BOR 7.3.5.3)

Students who are members of the Georgia National Guard or other reserve components of the U.S. Armed Forces who are re-enrolling after having been summoned to active duty in an emergency situation are to be accorded special consideration regarding class registration, financial aid processing, payment of fees, etc., so as to expedite their re-enrollment.

Military personnel on active duty in the U.S. Armed Forces who, before the end of their present station assignment, receive emergency orders for a temporary or permanent change of duty location who later wish to resume their education are to be accorded special consideration regarding class registration, financial aid processing, payment of fees, etc., so as to expedite their re-enrollment.

Tuition and fees awarded by scholarship or grant from an agency or authority of the State of Georgia on behalf of a student receiving a refund under this policy shall be reimbursed to such agency or authority.

## **Definition of Legal Residents**

Individuals who enter the institution as out-of-state students but who wish to later qualify as legal residents must fill out a Petition for Georgia Residence Classification form, which can be obtained in the Office of the Registrar, online at [kennesaw.edu/enrollmentservices/lawfulpresence.html](http://kennesaw.edu/enrollmentservices/lawfulpresence.html), or by contacting the Residency Officer for Kennesaw State University at (470) 578-7744. A student's resident status is not changed automatically, and the burden of proof that the student qualifies as a legal resident under the regulations of the Board of Regents of the University System of Georgia rests with the student. A student is responsible for registering under the proper residency classification. A student classified as out-of-state who believes that he or she is entitled to be reclassified as a legal resident may petition the Residence Committee for a change in status. The petition must be filed no later than 60 days after the semester begins in order for the student to be considered

for reclassification for that semester. If the petition is granted, reclassification will not be retroactive to prior semesters.

If there is any question in the mind of the student concerning his/her resident status, application for clarification should be made immediately or not later than two weeks prior to the registration date in order to avoid delay and inconvenience of registration.

Applications should be addressed to Kennesaw State University Attn: Residency Committee, 1000 Chastain Road, Mailbox #9110, Kennesaw, Georgia 30144.

## **Board of Regents Policies Governing the Classification of Students for Tuition Purposes and Out-of-State Tuition Waivers**

USG BOR policy on classification of students for tuition purposes and out-of-state tuition waivers may be found in the BOR Policy Manual section 4.3.2 and 7.3.4.1 at [www.usg.edu/policymanual](http://www.usg.edu/policymanual).

Waiver forms must be filed within 60 days of the first day of class of the semester in order for the student to be considered for the waiver.

## **Financial Aid**

Kennesaw State University is committed to ensuring that a post-secondary education is accessible to qualified graduate students. In order to accomplish this commitment, the financial aid office subscribes to the following goals to assist students in paying for their educational investment:

- Evaluate the family's financial ability to pay for educational costs;
- Distribute limited resources in an equitable manner; and
- Provide a balance of gift aid and self-help aid.

A wide variety of financial aid programs from scholarships, grants, employment, and loans are available to help students with educational costs. Most awards are based on financial need while some are awarded in recognition of merit or achievement.

For more information, visit the Financial Aid Office, view the website at [financialaid.kennesaw.edu](http://financialaid.kennesaw.edu), call our automated telephone system at (770) 423-6074, fax at (470) 578-9096, email at [finaid@kennesaw.edu](mailto:finaid@kennesaw.edu), or write to:

Office of Student Financial Aid  
Kennesaw State University  
585 Cobb Avenue, NW MD #0119  
Kennesaw GA 30144-5591

## **Determination of Need-Based Awards**

Awards based on need are determined by a process called financial need analysis. The analysis is standardized by the U. S. Department of Education (USDE) using a financial formula called Federal Methodology. The Free Application for Federal Student Aid (FAFSA) is the application that is required to begin this process. The electronic FAFSA is the easiest and quickest way to apply. The processing time for USDE is approximately four days. The electronic FAFSA may be accessed on our website at [financialaid.kennesaw.edu](http://financialaid.kennesaw.edu).

[kennesaw.edu](http://kennesaw.edu) or [www.fafsa.gov](http://www.fafsa.gov). Prior to completing the electronic FAFSA, students and parents of dependent students should obtain a PIN at [www.pin.ed.gov](http://www.pin.ed.gov).

When completing the electronic FAFSA for KSU attendance, use the Federal Title IV Code of 001577. KSU will receive your FAFSA information electronically. Students must reapply annually to qualify each academic year.

## **Loan Programs**

### **Federal Stafford Loan - Unsubsidized**

Students borrowing through the Unsubsidized Stafford Loan Program are responsible for the interest on the loan. The interest rate is 6.21% for graduate students. The origination fee for Stafford Loans is 1.073% if disbursed prior to October 1, 2015. Funds are disbursed to the student through the university in two installments. The student must be enrolled in at least 5 hours each term to receive a Federal Unsubsidized Stafford Loan as a graduate student. For the most up to date information on interest rates and loan fees, please visit: [studentaid.ed.gov/types/loans/interest-rates](http://studentaid.ed.gov/types/loans/interest-rates).

The maximum amount of unsubsidized loans available is \$20,500.

### **Federal Graduate PLUS Loan**

Graduate students are eligible to borrow under the PLUS Loan Program up to the cost of attendance minus other financial assistance. Students must not have an adverse credit history. The fixed interest rate is currently 7.21%. While the student borrower is enrolled in school on at least a ½ time basis (5 credit hours), the student is eligible for an in-school deferment that allows postponement of payments until graduating or dropping below ½ time. The Federal Direct Grad PLUS Loan has a federal origination fee of up to 4.292% if disbursed prior to October 1, 2015. Students are required to complete the FAFSA application. For the most up to date information on interest rates and loan fees, please visit: [studentaid.ed.gov/types/loans/interest-rates](http://studentaid.ed.gov/types/loans/interest-rates).

# Emergency Loan Program

## Tuition and Fees and Personal Loans

The Emergency Loan Program is designed to provide temporary assistance to students during their matriculation at KSU. An emergency loan for in-state tuition and fees or an emergency personal loan for mitigating circumstances that produces a hardship may be available to currently enrolled students. The student must be currently enrolled and be in good academic standing (3.0 GPA). A maximum of three tuition and fees and personal loans are allowed while a student is enrolled at KSU. A KSU student is allowed only one such loan per academic year. (An academic year is defined as the first day of class in August through the last day of finals in July.) A student is ineligible to receive an additional emergency loan if the student received such a loan the last semester attended. Students may not request both a tuition and fees and a personal loan in the same term. Students who need emergency funds for in-state tuition and fees or for personal circumstances should complete an application on-line on the Financial Aid website on the specified date. Funds for emergency loans are limited. Loans are made on a first come, first serve basis.

A service charge of \$10 will be added to the tuition and fees and/or the personal loan. The loan must be repaid within 45 days. If it is not repaid, a \$25 late charge will be added to the emergency loan. If a student is late paying an emergency loan, the student is considered delinquent in payment and is no longer eligible for any emergency loans during their academic career at KSU. Students will not be allowed to register for the following semester if they have not repaid their emergency loan.

**NOTE: Students cannot take both the emergency tuition loan and the personal loan out in the same term.**

Monies for this fund have been received from the following sources:

- Geral Dean Boggs Memorial: Established by the students of Kennesaw Junior College in 1967 to honor the memory of their fellow student, Geral Dean Boggs.
- James V. Carmichael Memorial
- Phillip B. Rice Memorial: Established in memory of Phillip B. Rice
- Kennesaw State University Civitan Club
- Kennesaw State University Women's Club
- The Southwest Women's Club
- Marietta Civitan Club
- John L. Dees Memorial
- Smyrna Lions Club
- Betty H. McNiece Memorial: Established by Kennesaw College in 1984 to honor the memory of an employee, Betty H. McNiece
- Kennesaw State University Rotary Club
- Student Activities Budget Advisory Committee

For more information on the Emergency Loan Program, please visit: [financialaid.kennesaw.edu/aid/emergency\\_loans.php](http://financialaid.kennesaw.edu/aid/emergency_loans.php).

## **Alternative Loan Program**

Alternative or Private student loans are different from federal student loans in that they are not guaranteed by the federal government, require a credit check, and often a co-signer. Loan approval, interest rates, and repayment requirements are prescribed by the lender. Additional information and application procedures are available from the Office of Student Financial Aid or the lender. Students must maintain satisfactory academic progress.

## **Graduate Student Work Opportunities**

### **Graduate Research Assistantships**

Graduate programs may award a limited number of Graduate Research Assistantships. Graduate Research Assistants work closely with faculty on specific projects and, in return, receive a stipend and waiver of tuition. Graduate Research Assistantships are not available for the MBAEP or WebMBA programs. Students interested in the Graduate Research Assistantship program should contact the program director of the specific degree program.

### **Federal Work Study Program (FWS)**

This program provides part-time jobs for undergraduate and graduate students who demonstrate financial need based on the Free Application for Federal Student Aid (FAFSA). FWS gives the student an opportunity to earn money to help pay for educational expenses while working on campus or in community service work. Early application with the FAFSA is recommended.

### **Institutional Employment**

There are a limited number of part-time jobs available in each division of the university. Funds for these jobs are provided by the department or college that employs the student. Interested persons should contact the particular division or department of the university or the KSU Career Services Center for information.

### **Career Services**

KSU's Career Services Center maintains a listing of full-time and part-time off-campus jobs for students who need assistance in locating off-campus employment. Regular job listings are posted online at [careerctr.kennesaw.edu](http://careerctr.kennesaw.edu). For more information, contact the director of career services.

## Satisfactory Academic Progress Standards Policy

Federal regulations, HEA Sec. 484(c), §668.16, 668.34, require all schools participating in Title IV federal financial aid programs to have a Satisfactory Academic Progress (SAP) policy that conforms to the requirements detailed below. These requirements apply to all students as one determinant of eligibility for financial aid.

- Your SAP status is based on your entire academic record, at all schools attended (includes all transferrable hours), regardless of whether you received financial aid.
- SAP is calculated each semester after grades have been posted to academic history by the Registrar's Office.
- Students can view their SAP Status at any time via Owl Express. Students who are put on a warning or failure status are notified via their student email address and mailed a letter via US Mail to their mailing address on record.
- If after the first term of attendance you are not making SAP, you will be put on a Warning status and allowed to keep aid for one term. Your continued eligibility will be determined after the next term checkpoint.
- If your SAP status is Failure after the check is performed, you will not qualify for financial aid for the following term.
- If your SAP status is Failure and you cannot mathematically attain SAP requirements following the next term, an appeal will not be permissible. Documented mitigating circumstances may allow continued eligibility on a case-by-case basis and will require an academic plan.
- A student may appeal their SAP Failure status only twice during their academic career at KSU. Documented mitigating circumstances may allow additional appeals on a case-by-case basis.

## Quantitative and Qualitative Requirements

I. Quantitative Requirement - The quantitative requirement has two parts:

- A maximum time frame
- A required completion ratio

### Undergraduate Students

**Maximum time frame (maximum attempted credit hours)** - You must earn your degree before reaching 185 attempted credit hours, which includes transferrable credits attempted at any school prior to and while enrolled at Kennesaw State University (KSU). Students who are seeking a second undergraduate degree different from their first degree may be granted additional hours to complete the second degree requirements. Note "Determining Maximum Time Frame" below.

Once you reach the maximum attempted credit hours, you are no longer eligible for financial aid as an undergraduate student. Federal regulations stipulate that the maximum time frame for an undergraduate student cannot exceed 150% of the published length of the academic program.

**Completion Ratio** - You must complete and pass at least 67% of all credit hours you attempted. Courses earned include grades of A, B, C, D, or S. Courses attempted include any course in which grades of A, B, C, D, F, W, WF, I, S, U or IP are given.

## Graduate Students

**Maximum time frame** - To determine the maximum time frame, multiply the total hours required for the degree by 150%. As an example, if the program required 33 hrs.  $\times 150\% = 50\text{hrs}$ . This includes credits attempted at any school prior to and while enrolled at Kennesaw State University (KSU).

**Completion Ratio** - You must earn at least 67% of all attempted credit hours.

**Qualitative Requirement** - The qualitative requirements sets a minimum Cumulative Grade Point Average for all students. Each student must maintain a 2.00 GPA each term to remain in good academic standing at KSU. The cumulative GPA includes grades of A, B, C, D, F, WF and I. The cumulative GPA, which is determined by the Registrar's Office processes, will be checked each term for SAP.

- **Undergraduate Students** - The cumulative GPA requirement is 2.00 for each term.
- **Graduate Students** - The cumulative GPA requirement is 3.00 for each term.

## Policy Details

### When is SAP determined?

- **Initial Review** - You are considered to be meeting SAP during your first KSU term.
- **End of Every Semester Review** - Your SAP status is calculated at the end of each semester, after grades are posted to your academic history by the Registrar's Office.

### What happens when you do not meet the requirements?

- You are no longer eligible for financial aid - including work study, loans, grants or scholarships. If you're on a Warning Status - eligibility may continue (note below).
- Because you do not qualify for financial aid, you must pay your tuition and fees by the payment deadline or your registration will be cancelled by the Bursar's Office.

**Maximum Time Frame (maximum attempted credit hours)** - When you have attempted the maximum credit hours, you are no longer eligible to receive financial aid.

**Is there extended eligibility for a 2nd bachelor's degree?** - Yes. You may attempt a total of 150% of the hours needed to complete your first degree plus 60 additional hours. The standard is  $123 \times 150\% = 185 + 60 = 245$  attempted hours.

**Is there extended eligibility for a 2nd master's/graduate degree?** - Yes. You may attempt a total of 150% of the hours needed to complete each degree.

**Low Completion Ratio** - There are two statuses for low completion ratio before your eligibility for financial aid is cancelled. Probation status is only allowed for one term.

- **Warning Status** - The first time you fall short of meeting the required completion ratio, your status is Warning. You remain eligible to receive financial aid while in warning status. If placed on "No Progress" status (note "No Progress" subheading), the student does not receive a Warning Status but goes to Failure Status immediately (note below).
- **Failure Status** - After attending one semester on Warning status, if you do not meet the required completion ratio, your status becomes Failure Status. You are no longer eligible to receive financial aid until the required standards are met. You must successfully appeal to regain eligibility.
- **Probation Status** - After being placed on a Failure Status, AND a student has successfully appealed and financial aid has been reinstated, the student is eligible to receive financial aid. This status is only for one term and quite often will carry conditions and/or stipulations for continued eligibility.

### **How do you regain eligibility?**

- **SAP Appeal** - If extenuating circumstances during a specific term of enrollment prevented you from meeting the requirements, you may file a SAP Appeal.

### **Appeal Requirements:**

- A typewritten explanation of extenuating circumstances associated with Failure Status. Indicate how these circumstances have changed so that you can comply with regulations in the future. Attach supporting documents to corroborate extenuating circumstances mentioned in the letter.
- Include a "student plan of action" for academic improvement. This requires that you meet with your Academic Advisor and receive a plan for getting back in good academic standing.
- Attach at least one letter of support from someone that can substantiate the extenuating circumstances. This individual should not be a family member. Examples would include a medical doctor, clergy, professional, etc.
- Attach the SAP Appeal form.
- The appeal form must be provided to the Financial Aid Office within the prescribed dates as noted on the SAP Appeal Form. Failure to provide these within the prescribed dates will result in a delayed determination.
- An objective committee, composed of selected individuals outside the Financial Aid Office, determines whether the appeal is approved. The decision of the Appeals Committee is final and cannot be appealed further.

**Appeal Denials or Non-appeals** - If you are denied an appeal or you decide not to appeal, you must complete the necessary hours and earn the appropriate grades. Once you have reached the prescribed standards you become eligible to receive financial aid.

**You change from undergraduate to graduate** - If you reach Failure Status as an undergraduate, and then are admitted to a graduate degree program, you will be eligible to receive financial aid as a graduate student. You must be in a degree-seeking status and fully accepted into the graduate program.

### **Academic Circumstances that Affect Your Status:**

- **Changes in major, double majors or minors** - may cause you to reach your maximum attempted hours, and lose your eligibility before earning a degree.
- **Incomplete grades, missing grades, failing grades, course withdrawals** - all reduce your completion ratio, because they are counted as attempted, but not earned credits. They also count against your maximum attempted hours.
- **Repeated courses** - count as attempted credit hours each time you register for them. They also count against the allowed maximum. This can also reduce your completion ratio because repeated credits count as earned credits only once. NOTE: The U. S. Dept. of Education allows only one retake for Title IV credit.
- **Academic Fresh Start** - count against your maximum attempted credits, and also lower your completion ratio because the credits count as attempted but not earned.
- **Transfer credits, credits taken while cross-registered, enrolled in study abroad, transient study** - count toward your maximum attempted credits and your completion ratio. NOTE: Credits count as attempted, but not earned, until your official transcript is reviewed and processed by the KSU Registrar's Office. This could cause you to be in a Failure Status.
- **Remedial courses** - count as attempted and earned credits and are included in the GPA calculation.
- **Late posted grades or grade changes** - Once notification is received from the Registrar's Office of grade changes, the SAP status will be recalculated.
- **Dismissal and Return** - students who are suspended academically or choose not to attend because of SAP Failure will not be automatically eligible for financial aid upon their return. Student must meet both qualitative and quantitative standards of SAP. If below standards, a student must appeal or use means other than financial aid for educational expenses. Absence does not restore eligibility for financial aid. It remains the responsibility of the student to be knowledgeable of their SAP standard when returning to school after dismissal or choosing not to return because of SAP Failure.
- **Summer Term Courses** - all hours attempted and completed in the summer terms are treated as any other semester hours in determining SAP status. SAP will be checked following the summer term as well.
- **Audit Courses** - students are not eligible to receive financial aid for audit courses. Audited courses are not included in hours attempted or earned for SAP determination.
- **Students pursuing dual bachelor's/master's degrees** - Students who are pursuing dual degrees are subject to the maximum time frame rules but may be reviewed on a case by case basis by the Office of Student Financial Aid.

The Office of Student Financial Aid reserves the right to review denied appeals, cumulative GPA's and completion rates on a case by case basis.

## **Veteran's Benefits**

The university is on the approved list of the Georgia State Approving Agency for the training of veterans, disabled veterans, and the children and widows of deceased/disabled veterans who are eligible for benefits under the G.I. Bill.

Students using Chapter 33 (Post 9/11) benefits under the G.I. Bill are required to pay (by the final payment deadline) any tuition and fees not covered by the VA. Students using Chapter 30, Chapter 1606, Chapter 1607, or Chapter 35 benefits under the G.I. Bill are required to pay all fees as regular students, since they are paid benefits directly through the Veterans Administration.

KSU and the VA do not have an agreement to process tuition/fee waivers; therefore, failure of the VA to pay students in a timely manner does not eliminate or delay a student's financial responsibility to Kennesaw State University. Each VA beneficiary should make financial preparation for at least one semester because benefit checks are sometimes delayed.

Eligible veterans and the children and widows of veterans must make application to their regional Veterans Administration Office. The Veterans Resource Center can assist with the application process. It is the student's responsibility to contact the Office of the Registrar at the time of acceptance to the university. Certain requirements must be met before students may be certified for noncredit remedial courses for VA payment purposes.

Veterans who wish to use Vocational Rehabilitation benefits must contact the VA Regional Office to be assigned a counselor to help with the application process. All other benefits can be applied for on-line at [www.gibill.va.gov](http://www.gibill.va.gov). Students in training under the G.I. Vocational Rehabilitation program should check with the University Business Services Office regarding the handling of their account for fees, supplies, etc.

Students attending on the G.I. Bill are certified for VA benefits only for those courses required in their particular programs of study. Courses taken for audit are not payable by the VA. Such students must maintain Kennesaw State University standards for academic performance. Those students who are academically dismissed from school will have their benefits interrupted. Upon readmission and re-certification for benefits at Kennesaw State University, the VA will decide if further benefits may be paid for continuation of the program in which the academic deficiency occurred.

Current VA standards require that students attend class and that benefits be terminated when the student has been suspended for academic or disciplinary reasons. Since VA regulations are subject to periodic change, it is the student's responsibility to keep up to date on requirements for VA benefits while in attendance at Kennesaw State University.

Any veteran or dependent wishing to use the G.I. Bill benefits must contact the VA Coordinator. The office of the VA Coordinator is located in the Office of the Registrar.

## **Computing & Information Resources**

Technology is increasingly an integral part of a student's education. In addition, many student services and information are delivered via technology. To provide the KSU student with a quality education delivered most conveniently, technology is used as an essential part of instruction, for student access to educational materials, and for the delivery of student services.

A technology fee is collected each term to provide students with improved technological resources including: greatly enhanced on-campus and remote access to the internet; important software packages such as Microsoft Office delivered on-line; student training in use of computer technology; increased access on campus through extended laboratory hours; computer connections; an electronics study room in the Sturgis Library; upgrade of student laboratories, and instruction in the use of advanced multimedia presentation technology in the Audio Visual Technology Services laboratory.

The Kennesaw State University Website exists to assist students with course registration and reviewing of grades. In addition, the KSU Website delivers quality content to the reader. Each year brings new technology, creative uses of technology on campus, and additional services to meet growing needs

## **Mandatory KSU E-Mail Account**

KSU generated email accounts are the official means of communication with students. Instructions can be found at [uits.kennesaw.edu/support/netid](http://uits.kennesaw.edu/support/netid).

## **KSU's Vice President for Operations and Chief Information Officer/Chief Business Officer**

The Vice President for Operations and Chief Information Officer (CIO)/Chief Business Officer (CBO) provides leadership in the continuing advancement of information and instructional technology. This position oversees the operations of information technology which includes the KSU Library System, University Information Technology Services, Museums, Archives and Rare Books, and Enterprise Information Management.

## **The University Library System**

The Kennesaw State University Library System is comprised of the Johnson Library on the Marietta Campus and the Sturgis Library on the Kennesaw Campus. The mission of the Kennesaw State University Library System is to provide excellent services and resources that directly support the University's efforts to become a world-class comprehensive university. Essential to achieving this mission is a Library System that selects, organizes, presents, and preserves resources for the KSU community of faculty, students, and scholars.

Librarians are available to assist students with research via the walk-in Research Clinics at both the Johnson Library and the Sturgis Library, in "The Hive" at the Johnson Library, 24/7 chat

services, and specialized one-on-one research consultations. Support is also available via text (SMS messages) at (770) 983-6547 and telephone (470) 578-6325. Graduate students may seek assistance from a graduate-level librarian who holds a Ph.D. Library Instruction classes are also provided for students and faculty.

KSU students and faculty have borrowing privileges not only from Johnson Library and Sturgis Library but also from all of the member institutions of the University System of Georgia as well as the Atlanta Regional Consortium for Higher Education (ARCHE). Through the SuperSearch discovery tool, students can instantly access millions of resources, including books, ebooks, journals, databases, videos, and government documents. Mobile versions of the library catalog and databases are available. Interlibrary Loan services may be used for items not owned by one of the participating Georgia libraries.

The Library System hosts the DigitalCommons@Kennesaw State University. The Digital Commons is a digital resource for KSU's intellectual and creative out-put. With the increase of KSU's graduate programs, the Library System uses the Digital Commons to self-publish dissertations and theses and make them available via the web.

The Library Systems' Copyright Management Center is intended to assist Kennesaw faculty, staff, and students in working and complying with copyright issues, specifically in balancing the rights of copyright holders with the exercise of fair use for educational purposes.

During the fall and spring semesters, the Sturgis Library is open 95 hours each week, with extended hours during exams. Johnson Library is open 80 hours weekly with extended hours during exams. Both libraries are open seven days a week. Mac and PC computers are available in the Information Commons on the first floor of the Sturgis Library. Laptops may be checked out for use in the Sturgis Library. Johnson Library also has laptops for use by students.

Both individual and group study spaces are available at both libraries. The Sturgis Library is undergoing renovations to the OWLSpace. This space will be relocated to the 1st floor. This space is a "loud" space where students are free to collaborate and work on group projects. Plans for the OWLSpace include multiple presentation rooms, wireless service, and vending machines. The Graduate Library, located on the third floor, offers a quiet study area containing 144 cubicles as well as 7 glassed-in study rooms for quiet group study, a room for graduate research assistance, and a room for making copies and viewing microfilm.

The Sturgis Library houses a partial Federal Government Documents Depository for the Sixth Congressional District. Sturgis Library also supports the Performing Arts Library (located in the Wilson Building), the Teacher Resource and Activity Center or TRAC (located in the Bagwell College of Education), and the Paulding Campus of the Georgia Highlands College Library. For more information about the libraries visit our webpage, [www.kennesaw.edu/library/](http://www.kennesaw.edu/library/).

# **University Information Technology Services (UITS)**

University Information Technology Services (UITS) provides KSU with the technical resources for students to carry out scholarship, academic collaboration, research and innovation. Students can expect the state of the art technology they need for course registration, learning management, instructional classrooms, and voice/data solutions to appropriately prepare for their future careers.

Students are given a KSU e-mail account, personal web space, web-based file storage, and are eligible to take online and face-to-face training in many commonly used software programs, multimedia development, production assistance, and information security. Student software applications are accessed via a single-sign-on authentication, one login ID, one password. A student help desk with extended hours and walk-up services is available to answer any questions. Wireless access is available on all campuses and continues to expand as the University grows.

UITS maintains both traditional computer labs with printing and copying services, as well as Virtual Labs, which allow students to use productivity software at home on their own devices. Equipment checkout options are available for students who need audio/visual technology such as data projection systems, video playback, video recorders, audio player/recorders, public address systems, and microphones through the AV Circulation desk. Assistance with graphics creation, multimedia file conversion, audio/video duplication, video editing/compression and desktop publishing is available in our multimedia lab.

The rules for use of all campus technology and telecommunications equipment, including telephones, computers and fax equipment, are found on the KSU web site at [policy.kennesaw.edu/policy/information-technology](http://policy.kennesaw.edu/policy/information-technology). Use of any of these facilities or services implies an understanding of and compliance with these policies.

## **KSU Archives and the Office of Records Management**

The mission of the Department of Museums, Archives & Rare Books (MARB) at Kennesaw State University is to provide stewardship for and access to KSU's collections that meets the highest professional standards. MARB is comprised of five units, two of which focus on documents and records management.

The KSU Archives preserves the historical memory of both campuses of Kennesaw State University and the broader community by identifying, collecting, and making accessible records of enduring value. The Archives provides reference services, reproduction requests, and project consultations, as well as advice on the preservation and maintenance of paper, audio-visual, and electronic materials. Holdings include university records, oral histories, and the collections of

organizations, businesses, and individuals active in Northwest Georgia. The website address for Archives is [archives.kennesaw.edu](http://archives.kennesaw.edu).

The Office of Records Management is responsible for establishing a records management program that consistently and effectively addresses the maintenance and recordkeeping activities for required records. Through the implementation of policies, procedures, and best practices, The Office of Records Management offers a variety of services to the Kennesaw and Marietta campuses in order to comply with the Board of Regents' records retention policy and guidelines, and to meet the legal, fiscal, and administrative needs of the University. The website address for Records Management is [recordsmanagement.kennesaw.edu](http://recordsmanagement.kennesaw.edu).

## **Enterprise Information Management and Institutional Research (EIM/IR)**

Enterprise Information Management and Institutional Research (EIM/IR) facilitates the continuous improvement of KSU's enterprise-wide data management, data quality, and data warehousing efforts as well as meets institutional research, analytics, and information reporting needs for decision-making support, strategic planning, and organizational and operational effectiveness at the institutional and unit levels. In addition, EIM/IR produces the KSU Fact Book annually and is responsible for federal IPEDS data submissions and national benchmark surveys (i.e., Common Data Set). The scope of EIM/IR's reporting includes student, faculty, and financial datasets. The website address for Enterprise Information Management and Institutional Research is [vic.kennesaw.edu](http://vic.kennesaw.edu).

## **Academic Policies**

### **Registration**

All registration at Kennesaw State University is conducted over the web through Owl Express. There are at least two registration periods - Registration and Final Registration. New graduate students, as well as continuing students, may register during the registration period in the preceding term or during the final registration period.

Any course adjustments (dropping and adding classes) should be completed during this final registration period.

NOTE: Specific dates can be found on the academic calendar located on the KSU Registrar Web page, [kennesaw.edu/registrar](http://kennesaw.edu/registrar).

### **Registration Access**

Access to registration will be granted by time tickets in Banner/Owl Express based on a student's number of overall earned hours. The University may grant earlier access to registration to certain students who have been approved by the University.

## **Verification of Class Schedule**

Students should verify their class schedule for each semester enrolled. No course additions/deletions are permitted after the Drop/Add period has ended. It is the student's responsibility to verify their class schedule (including credit hours) on Owl Express for accuracy.

## **Graduate Course Auditing Policy**

Auditing of courses will be permitted for regularly enrolled graduate students, as well as on a space-available basis for those who hold a graduate degree from Kennesaw State. Auditing of courses is not allowed in the Coles Doctor of Business Administration, the Coles Executive MBA, the Master of Science in Conflict Management (MSCM), the Master of Science in Information Systems (MSIS), or any of KSU's Master of Education (M.Ed.) programs. Students must have completed all prerequisites necessary for the course to be audited and are expected to complete all course requirements as noted on the course syllabus. A student may audit no more than 6 credit hours of graduate course work in a given term.

The permission to audit form, available in the Office of the Registrar, must be submitted before the end of final registration. The form must be signed by the Graduate Program Director of the program offering the course to be audited. Audited courses count at full value in computing the student's course load and fees. The student's name will appear on the official class rolls of the courses audited, as well as the student's approved schedule of courses. No credit is granted for audited courses, and students are not permitted to change to or from an auditing status except through the regular procedures for schedule changes.

The grade for auditing is "V" (visitor), and this grade will at no time be changed to a "W" on the basis of the auditor's attendance in the course. The grade of "V" will have no effect upon the student's grade-point average, and students will not be permitted to have the audit grade changed at any future date. Audited courses will not count toward degree completion for any of KSU's graduate programs.

## **Continuous Enrollment Policy**

- Students enrolled in a Graduate degree program must register for at least one course in at least one semester per academic year in order for the original program requirements for their degree to remain unchanged unless a Leave of Absence has been approved.
- All students who have registered at least once for courses titled thesis, dissertation or project must be continuously enrolled every semester thereafter, including the semester of graduation. Summer registration is not required unless summer is the graduation term.
- Students who have completed all coursework and are planning to submit a thesis or project in partial fulfillment of the requirements for a master's degree should register for thesis or project hours consistent with a realistic appraisal of the amount of remaining thesis work and required faculty involvement.

- Students who have completed all coursework and are planning to submit a dissertation in partial fulfillment of the requirements for a doctoral degree should register for dissertation hours consistent with a realistic appraisal of the amount of remaining dissertation work and required faculty involvement.
- Graduate students who have only thesis, dissertation or project courses remaining will be allowed to register at a rate equivalent to the prevailing in-state tuition rate (except for premium price programs). This does not supersede the minimum enrollment requirements of other programs, offices, or any state or federal agencies.
- Students are not eligible to receive thesis, dissertation or project guidance nor use campus resources during any term for which they are not registered.
- If a student has completed all degree requirements and will no longer require any of the campus resources or faculty time, the student may request an enrollment waiver.
- Graduate students must be registered for at least one semester hour in the semester they plan to graduate.

## **Grading of Thesis/Dissertation credits:**

- A grade of "IP" will be recorded for all thesis, dissertation or project credit work in progress and will automatically be recorded each semester the student is enrolled.
- The grade of "S" or "U" must be recorded for all thesis, dissertation or project credit when completed.
- The program will report a final thesis, dissertation or project grade of "S" or "U". Any reported grade other than "S" or "U" will be changed to an "S" or "U" grade according to the following: REPORTED GRADE OF "A", "B", "C" = "S"; "D", "F" = "U"
- Upon completion of the thesis, dissertation or project requirements, final grades for preceding semesters will be changed to the appropriate grade.

## **Leave of Absence**

A leave of absence provides a mechanism for students experiencing unusual circumstances to be exempt temporarily from the continuous enrollment policy. A leave of absence requires approval of the Graduate Program Coordinator and the Dean of the Graduate College. A leave of absence will be granted only for good cause such as serious medical and health-related issues, major financial and employment issues; pregnancy, childbirth, child care, elder care, and other significant family issues; and other major personal circumstances that interfere with the ability to undertake graduate study.

- I. An approved leave of absence stands in lieu of registering for the minimum of 1 credit for each semester for which the leave of absence is granted. During a leave of absence, students may not use KSU facilities, resources, or services designed or intended only for enrolled students' receive a graduate assistantship, fellowship, or financial aid from the University; or take any KSU courses related to their program of study. An approved leave of absence does not stop the clock unless the leave is granted for pregnancy, childbirth or adoption (see below): time on leave counts toward any University, Graduate College, or program time limits pertaining to the degree being sought.

2. **Application.** Students may apply for a leave of absence for good cause such as serious medical and health-related issues, major financial and employment issues; pregnancy, childbirth, child care, elder care, and other significant family issues; and other major personal circumstances that interfere with the ability to undertake graduate study. An approved leave of absence stands in lieu of registering for the minimum of 1 credit for each semester for which the leave of absence is granted.
3. **Student Responsibility.** It is the student's responsibility to apply for a leave of absence in a timely fashion. An approved leave of absence does not exempt students from the enrollment requirements of other programs, offices and agencies such as the Veterans Administration, Immigration and Naturalization Service, and federal financial aid programs. Eligibility for certain types of financial aid, including graduate assistantships, requires enrollment for more credits than the Continuous Enrollment Policy.
4. **Deadlines.** A student may apply for a leave of absence before or during any semester in which they are not registered for courses. Application for a leave of absence must be received by the Graduate College on or before the last day of classes for the semester for which it is requested. A leave of absence will not be granted retroactively after the end of the semester.
5. **Limits.** A student may request a leave of absence for one semester, two consecutive semesters, or three consecutive semesters (Summer semester included). There is a 12-month limit for any one request of leave of absence. A student may submit multiple requests for a leave of absence subject to a 3 semester limit, while enrolled in a specific graduate program.

## **Credit Hour Definition**

KSU's policy defines a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and one hour and 40 minutes of out-of-class student work each week for 15 weeks in a semester [4]. This equates to a minimum of 750 minutes of class and 1,500 minutes of out-of-class academic engagement per semester credit hour. An equivalent amount of work is required in educational activities that are out of the classroom or do not include direct faculty instruction and equates to a minimum of three hours of student engagement per week, per semester credit hour or a minimum of 2,250 minutes. These equivalencies are provided for use in online and hybrid courses. This policy is published in the academic policies section of the undergraduate and graduate catalogs and covers all courses regardless of type of course, term length, or delivery mode.

## **Full-Time & Maximum Course Load**

Full-time enrollment for graduate students is 9 semester hours. Graduate students in good standing may enroll for 12 semester hours in any semester. In order to enroll for more than 12 semester hours, students must obtain approval from their graduate program director.

## **Classification of Courses**

Courses of instruction for degree credit in the curriculum of Kennesaw State University will be divided into four categories: lower division, upper division, graduate and doctorate. Lower division courses (typically regarded as freshman and sophomore level courses) are numbered 1000-2999; upper division courses (typically regarded as junior and senior level courses) are numbered 3000-4999; graduate courses are numbered 5000-7999; doctoral courses are numbered 8000-9999. Graduate courses are open only to students accepted to graduate study. (Courses numbered below 1000 do not count for degree credit but do count for determining fees and enrollment status.)

## **Candidacy**

The minimum requirements for admission to candidacy in any degree program shall be the successful completion of 9 semester hours of graduate credit in a degree program at KSU with a minimum cumulative grade-point average of 3.0 and a grade of "C" or better in each course presented for candidacy. Individual degree programs may establish additional requirements for candidacy (e.g., interview or examination).

## **Residency Requirement**

To receive a graduate degree from Kennesaw State University, a student must complete at least 75% of the total semester hours required for the degree in residence at KSU. All of these hours must be completed after the student has been admitted to the degree program.

Candidates for a second master's degree at KSU must earn a minimum of 18 additional hours in excess of any hours used toward the first master's degree (the exact number of hours will depend on specific degree requirements).

## **Time Limit (Age of Credit)**

All requirements for a master's degree must be completed within six years, beginning with the first registration in graduate-level classes following admission to the degree program. Extension of time may be granted only on conditions beyond the student's control. Only courses in which credit has been earned within six years of the date of graduation will be counted for degree credit.

Doctoral students must meet program requirements as specified in the catalog.

## **Transcripts**

Current and formerly enrolled KSU students may request a Kennesaw State University Transcript using the on-line order process. Students may request transcripts to be mailed or

delivered electronically. The cost is \$5.00 per transcript. Telephone requests will not be honored.

Due to provisions of the Student's Right to Privacy Act, the student is the only one who can authorize release of his/her records.

## **Transfer Credit**

Graduate work taken at other Commission of Colleges (COC) regionally 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 KSU. Such transfer credit cannot be for courses over five years old and must satisfy the six-year rule above to count towards degree credit; cannot exceed 25% of the total semester hours required for the degree, and cannot reduce residency requirements. No grade below B may be accepted. Transfer grades are not used in calculating semester, summer term, or cumulative grade-point averages. Individual degree programs may have additional specific requirements or limitations for transfer credit.

Refer to the program descriptions in this catalog for additional information.

Transfer credit is not permissible for any part of the Coles Doctor of Business Administration, Coles Executive MBA, or the Master of Science in Conflict Management programs.

## **Student Guide to Degree Progression (DegreeWorks)**

- DegreeWorks 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. DegreeWorks is available to all degree seeking graduate students who have a catalog year equal to Fall 2011 or later.

Students with a catalog year prior to those listed above should continue to meet with their academic advisor concerning degree progression.

Students can access DegreeWorks through Owl Express.

## **Cross Registration-Atlanta Regional Consortium for Higher Education (ARCHE)**

Kennesaw State University is a member of the Atlanta Regional Consortium for Higher Education, an association of colleges and universities in the Atlanta area offering a combination of reciprocal academic services, such as cross registration, interlibrary loans and visiting scholars program.

The cross registration program is available to students officially enrolled in Atlanta Regional Consortium Institutions. This program is distinct from transient status in that it is possible for a student to register for an approved course at any of the 20 consortium schools and receive credit, while paying tuition costs to the home institution. The intent is to allow qualified students to take course work in their area of study that is not available on their own campus.

To be eligible to participate, the student must be in good standing and must have the recommendation of the faculty adviser or department chair at the home institution. Cross registration may be pursued only for courses not offered at the home institution for the given term and is not recommended for students in their last semester before graduation. KSU students must be enrolled for at least one semester hour at KSU in order to cross register. A complete list of the requirements for eligibility and registration procedures are located on the ARCHE Registration form.

Students who wish to enroll in courses at member institutions of the Atlanta Regional Consortium should obtain a Cross-Registration form from the cross registration coordinator in the Office of the Registrar. Check with the coordinator for individual member college cross registration deadlines: Fall Semester – July 26<sup>th</sup> , Spring Semester – December 1, Summer Semester – May 1.

## **Member Colleges**

Agnes Scott College  
Brenau University  
Clark Atlanta University  
Clayton College & State University  
Columbia Theological Seminary  
Emory University  
Georgia Gwinnett College  
Georgia Institute of Technology  
Georgia State University  
Interdenominational Theological Center  
Kennesaw State University  
Mercer University of Atlanta  
Mercer University  
Morehouse College  
Morehouse School of Medicine  
Oglethorpe University  
Savannah College of Art and Design – Atlanta  
Spelman College  
University of Georgia  
University of West Georgia

## **Course Repetitions**

Graduate students may repeat for credit no more than two graduate courses, one time each. Only courses in which students previously earned a grade below “B” may be retaken for credit.

All grades received for work attempted at KSU are calculated in the cumulative grade point average. Grades for repeated courses are considered as work attempted and do not replace grades already received. Individual degree programs may establish more stringent requirements. Students enrolled in KSU’s executive programs (Coles Executive MBA, and MSCM) may not repeat courses for credit toward a degree.

## **Withdrawal from Courses**

Students may withdraw from one or more courses up to one week prior to the last day of class. To completely or partially withdraw from classes at KSU, a student must withdraw online at [www.kennesaw.edu](http://www.kennesaw.edu), under Owl Express, Registration and Student Records. Students who officially withdraw from courses before mid-semester will receive a “W” in those courses and receive no credit. They will not, however, suffer any academic penalty. Students who officially withdraw after mid-semester one week prior to the last day of class) will receive a “WF,” which will be counted as an “F” in the calculation of their grade point average. Exact withdrawal dates will be published in the official academic calendar and are subject to approval by the Board of Regents. Students who simply stop attending classes without officially withdrawing usually are assigned failing grades.

The only exceptions to these withdrawal regulations will be for instances involving unusual circumstances that are fully documented.

Students will receive refunds only when they withdraw from all their classes and only by the schedule outlined in the University System refund policy.

## **IP (In Progress) Grade**

In most graduate courses, the grades “A,” “B,” “C,” “F,” “I” (Incomplete), “W” (Withdrawal), and “WF” (Withdrawal with an “F”) are awarded. In some graduate courses, particularly thesis, dissertation, and project courses that are intended to last more than one semester and are not completed during the semester in which the student is first registered for the course, the notation “IP” (In Progress) is used. A student then has to pay to enroll for a specified number of hours in each consecutive semester in which work is still in progress. While the work is in progress, the instructor will report a grade of “IP” for these credit hours at the end of each term. Thesis, dissertation, and project course credit hours taken during the semester that the work is completed will be awarded a grade of “S” (satisfactory) or “U” (unsatisfactory). Grades of “IP,” “S,” or “U” will not be computed in the student’s grade-point average.

# Grading Policies

Issuance of grades and formulation of individual attendance policies are the prerogative of the instructor. Faculty must provide feedback to students about their progress prior to the last published day to withdraw without academic penalty. Grades are expected to conform to those listed below. Any deviations must be approved by the Faculty Senate and the Office of the

<b>Grade</b>	<b>Grade Point</b>
A - Excellent	4.00
B - Good	3.00
C - Fair	2.00
D - Poor	1.00
F - Failing	0.00

Registrar.

The following are the final grades included in the determination of the scholastic grade point average:

**I:** The grade of "I" denotes an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course.

The grade of "I " must be removed by the end of the next semester or term. The grade of "I" will not be included in the calculation of the student's scholastic average at the end of the semester in which the grade of "I" is received. Upon completion of the outstanding requirements within the specified time limit, a final grade of "A," "B," "C," "D," or "F" will be assigned in the course on the basis of the student's total performance, and the grade will then be included in the calculation of the student's cumulative grade point average. If the outstanding work is not completed by the end of the following semester or term, the "I " will be changed to an "F " and calculated into the student's cumulative grade point average. An "I " cannot be removed by reenrolling in the course.

**K:** indicates credit awarded awarded from Prior Learning Assessment (portfolio review).

**W:** indicates that the student was permitted to withdraw from the course without penalty with the approval of the program director and registrar within the first 28 working days (including registration days) of the semester. Withdrawals without penalty may be permitted after the

official withdrawal period in hardship cases only with approval of the registrar. A course in which the grade of "W" has been assigned will not be included in calculating the student's scholastic average.

**WF:** indicates that the student was permitted to withdraw from a course after the first 28 working days of the semester. The dropping of a course under these circumstances is equivalent to failure and will be included in the calculation of the student's scholastic average.

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

**U:** (Unsatisfactory) indicates unsatisfactory performance or progress in an attempt to complete degree requirements other than academic course work. The use of this grade is approved for thesis hours, student teaching, clinical practicum, internship and proficiency requirements in graduate programs.

**IP:** (In Progress) indicates credit has not been given in a course that requires a continuation of work beyond the term for which the student signed up for the course. This symbol cannot be substituted for an incomplete grade.

**V:** indicates that the student was given permission to audit the course and is not included in the calculation of the scholastic average. Students may not transfer from audit to credit status or vice versa.

**NR:** indicates that no grade was reported.

**NA:** Never Attended (for attendance verification). The grade will be changed to the appropriate withdrawal grade

## Grade-Point Average

Kennesaw State University uses a 4.00 grade point average system, calculated to and truncated at two significant digits. The grade-point average (GPA) is the average grade made by the student on all graduate course work for which he/she has enrolled. It is calculated by dividing the total number of quality points earned by the total number of semester hours attempted. Courses carrying "S," "U," "W," or "I" grades are not included.

### **Semester GPA (also known as SGPA or Term GPA)**

Kennesaw State University calculates a semester grade point average (SGPA) for courses attempted each semester. This SGPA becomes particularly significant for students on academic probation who must maintain a 2.0 SGPA to avoid academic dismissal.

### **Institutional GPA (also known as KSU Adjusted GPA)**

Kennesaw State University Calculates an institutional GPA that is used as the primary, overall GPA. Transfer credit/grades will not be used in calculating the institutional GPA. The institutional term GPA will be used to determine semester honors and academic standing at the end of the term. This GPA is adjusted for course repeats.

### **Cumulative GPA (also known as Regents GPA)**

Kennesaw State University calculates a cumulative GPA by dividing the total number of hours in which a grade of A, B, C, D, F or WF has been received into the number of quality points

earned on those hours. Institutional credit (such as learning support courses and courses taken to satisfy required high school deficiencies, etc.) will not be included in this GPA (BOR Policy Manual 3.5.1.2).

## **Grade Change Approval Process**

Errors in grades must be reported to the Office of the Registrar immediately. In general, no grade changes will be made after the end of the next semester after the grade was assigned, except with the approval of the Academic Standing Committee. In general, the Academic Standing Committee will not consider requests for grade changes beyond one year from the end of the semester in which the grade was assigned. A petition for a grade change will not be accepted after the date of graduation.

## **Grade Appeals**

Grade appeal will follow the level of the course. Students' rights to grade appeals are defined in the university catalog. A key element in the grade appeal procedure is the faculty member's responsibility to publish a specific grading policy for each of his/her classes. Specifically, the grade appeal procedure states: "Each faculty member must specify his/her grading policy, at the first of the semester. He/she may change his/her grading policy for cause after that time, but he/she must do so uniformly, with ample notification to students, if at all possible."

Note that failure to publish the grading policy would mean that a faculty member would have great difficulty in sustaining his/her assigned grade if a student appealed with anything but a frivolous or irresponsible basis for his/her charge. The grading policy should be quite specific and should be distributed to each class in written form. Some departments may also require faculty members to file grading policy statements in the departmental office. Because the student can submit a grade appeal to the Department Chair within 20 business days after the first day of classes of the next academic term after the academic term in which the final grade was awarded to the student (see Grade Appeals Procedure, section B), it is strongly recommended that instructors retain any student papers, tests, projects, or other materials not returned to the student for 70 days after the end of a semester or if an appeal is filed until the appeal is resolved. Refer to the following section for specific grade appeal procedures.

## **Grade Appeal Procedure**

Kennesaw State University is committed to treating students fairly in the grading process. Students may appeal a final grade that they receive in a course, but interim grades or grades on specific assignments can not be appealed. Any such appeal must be based on an allegation that the faculty member has violated his/her stated grading policy or that the grade was a result of discrimination or retaliation. The student has the burden of proving these allegations. All formal appeals under these procedures will be based only on the written record.

1. **Informal:** Students are encouraged to discuss concerns and disputes over final course grades with the faculty member, prior to filing a formal grade appeal, in an effort to understand the basis of his/her grade. Faculty members are encouraged to be available to students for such discussion regarding grades so that if possible, grade disputes can be resolved informally.
2. **Formal:** In situations where such informal resolution does not occur or is not successful, the student may appeal the final course grade to the Department Chair. The appeal must be in writing and describe the precise basis for the appeal. Any pertinent information must be submitted with the appeal in order to be considered in this or subsequent appeals. The appeal must be submitted within 20 business days after the first day of classes of the next academic term (fall, spring, summer[or any other term]) after the academic term in which the final grade was awarded to the student. The Chair will invite the faculty member whose grade is appealed to provide a written response to the student's appeal statement. The Department Chair (or the Chair's designee) will review the allegations and conduct any additional fact finding as needed and will provide a decision in writing to the student, within 20 business days of the receipt of the complaint in the Department. The Chair's written decision will specifically address the relevant issues raised by the student. In preparing the written decision, the Chair shall consult with the EEO officer or the Chief Diversity Officer if there is an allegation by the student that discrimination or retaliation had an impact on the grade that was awarded.
3. The student may appeal the Department Chair's decision within 20 business days of being notified of the Chair's decision. Such appeal will be made, in writing, to the Dean of the College in which the Department is located. At the Dean's discretion, the Dean can appoint an advisory panel, consisting of two (2) faculty members from outside the department where the grade was awarded and one (1) student to review the written documentation and make a recommendation to the Dean. The advisory panel may invite the student and the faculty member who awarded the grade to meet with the panel to share each party's position on the grade dispute. The panel will provide a written recommendation to the Dean within ten (10) business days of the receipt of the appeal. The Dean will issue a decision to the student, in writing, within ten (10) business days of the receipt of the report from the advisory panel or within twenty (20) business days of the receipt of the written complaint from the student if no panel was appointed.
4. The student may appeal the Dean's decision to the Provost, in writing, within twenty (20) business days of being notified of the Dean's decision. [However, if it is a graduate course, the student will direct this written appeal to the Graduate Dean, and the Graduate Dean will issue a decision to the student, in writing, within twenty (20) business days of receiving the appeal. Within twenty (20) days of that decision, the student may then appeal to the Provost as is described in this section]. The Provost, will issue a decision to the student, in writing within twenty (20) business days of receiving the appeal.
5. The Provost's decision is final, and decisions regarding grades may not be appealed to the Board of Regents (BOR Policy 4.7.1)
6. Nothing in this grade appeals process prohibits the parties from settling this matter at any stage. However, any attempt to settle the matter through mediation does not affect time deadlines for this grade appeals process.

# **Expectations for Satisfactory Graduate Level Student Performance**

Graduate students are expected to earn grades of at least "B" in most of their course work for their degree. For graduation, a graduate student must have earned a cumulative grade-point average of at least 3.0 in all graduate course work at Kennesaw State University and a grade of "C" or better in each course presented to meet degree requirements.

## **I. Academic Probation**

Whenever a graduate student's institutional graduate grade-point average drops below 3.0, that student will be placed on probation and be advised of the significance and potential consequences of this action. While on probation, the student will not be permitted to apply for admission to candidacy, take comprehensive exams, or obtain a graduate degree. Academic Probation may also affect a student's financial aid status. Students on probation are only allowed to register for courses during Final Registration.

Graduate students can have their probationary status removed by raising their institutional grade-point average to at least 3.0.

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.

## **II. Dismissal**

Graduate students will be dismissed from further graduate study under any of the following conditions:

1. While on probation, the term GPA is less than 3.0
2. Not achieving an institutional graduate GPA of 3.0 after two semesters
3. Achieving a semester institutional graduate GPA of less than 2.0 in any semester

## **III. Reinstatement**

Students who wish to request reinstatement after their dismissal must sit out at least one semester or summer term. The student must complete the "Request for Reinstatement" form and submit it to the Office of Graduate Admissions. The form will be routed to the appropriate graduate program personnel for review. The program will then forward their recommendation to the Dean of the Graduate College. The Dean of the Graduate College will then notify the appropriate graduate program director, the office of the registrar, and the student of his/her decision. The decision of the Dean of the Graduate College is final and students may not appeal

this decision. Graduate students who are granted a reinstatement must agree to a remediation plan. Any deviation from the remediation plan will result in permanent dismissal. 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.

## **Graduation Requirements**

Each candidate for a master's or doctoral degree must petition to graduate online. A student may request in absentia status by writing to the registrar prior to the graduation exercises. The student must pay all required fees, fines and other financial obligations to KSU prior to receiving his/her diploma and/or other services. Students with a balance may have a HOLD placed on their account until the balance is paid.

Subject to the limitations and qualifications stated elsewhere in this catalog, the requirements for an advanced degree are as follows:

1. A Petition to Graduate will be accepted and may be filed by the posted deadlines using the online petition to graduate form in OwlExpress. A student must complete at least 75% of the total semester hours required for the degree in residence at KSU. Candidates for a second master's degree at Kennesaw State must earn a minimum of 18 additional hours in excess of any hours used toward the first master's degree (the exact number of hours will depend on specific degree requirements).
2. Degree candidates must have earned an institutional grade-point average of 3.0 calculated on all graduate courses attempted at KSU and a grade of "C" or better in each course presented to meet degree requirements. No more than 2 grades of C may be presented to meet degree requirements.
3. With the approval of the Graduate Policy and Curriculum Committee, individual degree programs may establish additional graduation requirements (e.g., comprehensive exams, thesis).

## **Double Majors and Concentrations in a Single Degree program**

In graduate programs with specific concentrations, a student may qualify for an additional concentration (within the specified graduate program) by completing a minimum of 12 additional hours of appropriate course work beyond that required for the original concentration and by completing any special requirements of that concentration.

The earning of a second concentration will be confirmed by the Office of the Registrar, upon written request by the student, and only if the additional courses are completed before any of the student's graduate credits will be more than six years old. The grades in the additional hours must not cause the student's grade point average to fall below a 3.0. All grades must be "C" or higher.

## Dual Degrees

Dual Degrees in the University System of Georgia are defined according to the SACS Collaborative Academic Arrangements Policy.

Kennesaw offers the following dual degree programs at the graduate level:

Business Administration/Information Systems Dual Master's Degree  
Business Administration/Conflict Management Dual Master's Degree  
Business Administration/Public Administration Dual Master's Degree

## Multiple Graduate Degrees

A student may earn a particular master's degree at Kennesaw State only once. A student wishing to complete a second graduate degree program must:

1. submit a new graduate application through the Office of Graduate Admissions;
2. meet with the program director for the second graduate degree program to plan appropriate courses after acceptance into that program;
3. meet all admission requirements in effect for the second graduate degree; and
4. fulfill all requirements for the second graduate degree.

For a second degree at the Masters level, the student may be able to use appropriate course work from the original graduate degree. The exact number of hours will depend on specific degree requirements and will be determined in consultation with the program director. Students enrolled in an approved Dual Degree program would follow the stated curriculum and would not be eligible to follow this policy. Expectations for Satisfactory Graduate Level Student Performance, as outlined above, apply to all second graduate degree students.

Each candidate for a second master's degree must apply for graduation. A student may request in absentia status by writing to the registrar prior to graduation exercises. An application for graduation will be accepted and may be filed online by the posted deadlines. A student may not graduate from the second graduate degree program before graduating from their initial graduate degree program.

## Additional Academic Regulations

Individual degree programs may impose additional academic regulations. Consult with the program director, department head or advisor for this information.

## Academic Policies Student Responsibility

Students are expected to have read this section of the catalog and to be generally familiar with academic rules. Students are expected to consult this section of the catalog and follow the procedures that are outlined herein when the appropriate time in their academic tenure approaches. For example, students who are within a year of graduating should review the graduation section and comply with the time table for petitioning to graduate.

In a pedagogical setting, students are expected to develop the ability to read and follow instructions as part of their educational experience. Academic advisors are available to help students interpret what they've read and to encourage appropriate actions. However, it is the student's responsibility to ask questions when in doubt, and to seek out information from official sources rather than to allow rumor to dictate actions.

## **Student Records**

In accordance with the policy of the Board of Regents of the State of Georgia and under the provisions of the Family Education Rights and Privacy Act of 1974 (FERPA), Kennesaw State University maintains various educational records for each matriculating student.

These records are considered confidential and will not be released for use outside the institution without the written consent of the student. Exceptions as authorized by the Act are noted below.

## **Program and Course Requirements**

It should be noted that program and course requirements and university policies are subject to change without advanced notice. Changes in policy and requirements enacted by the Board of Regents take precedence over existing university policies and requirements. The University will make reasonable efforts to accommodate students affected by such changes, but reserves the right to determine where and to what extent it will grant exceptions to new policies and requirements. In cases where courses are deleted, students must substitute courses deemed acceptable by the faculty or chair responsible for the degree program in question.

## **Directory Information**

The items listed below are designated as "Directory Information" at Kennesaw State University and may be released for any purpose at the discretion of Kennesaw State University.

- student's name
- major field of study
- dates of attendance
- degrees awarded
- participation in officially recognized activities or sports
- weight and height of athletic participants

Directory information will be withheld if requested by the student. To withhold directory information, the student must complete the Release of Directory Information form and mail the

request to the Office of the Registrar, 1000 Chastain Rd, MB #0116, Kennesaw, GA 30144 or hand deliver the request to the Office of the Registrar located in Kennesaw Hall or fax the request to 770.423.6541.

Students should consider very carefully the consequences of any decision to withhold "Directory Information." Choosing the item "Student Confidentiality" will result in the exclusion of all student record information, including student name/address from printed materials (i.e. commencement program). Informing Kennesaw State University not to release "Directory Information" means any future requests for such information from non-institutional persons or organizations will be refused.

## **Student Email**

The official means of communication between the university and students is email. Students are responsible for information sent to their university email accounts.

## **Telecommunications Policies**

The rules for use of all telecommunications equipment, including telephones, computer and FAX equipment, are found on the KSU Web Site at: <http://its.kennesaw.edu/infosec/> or they can be reached from the KSU Intranet Home Page by choosing the topic Issue Specific System Policies from the Computing "Resources section.

Use of any of these facilities implies an understanding of and compliance with these policies.

## **Registration Policies**

All registration at Kennesaw State University is conducted over the web through Owl Express. There are at least two registration periods - Registration and Final Registration.

New undergraduate students may register as a part of an orientation group or during final registration for the term. Continuing students may register during the registration period in the preceding term or during the final registration period.

Final registration is for continuing students, new students and other students eligible to register for the term. Any course adjustments (dropping and adding classes) should be completed during this final registration period.

Waitlisting functionality will be available to students during registration, but its availability will vary based on the length of registration.

NOTE: Specific dates can be found on the academic calendar located on the KSU Registrar Web page, <https://www.kennesaw.edu/registrar>.

## **Registration Access**

Access to registration will be granted by time tickets in Banner/Owl Express based on a student's number of overall earned hours. The University may grant earlier access to registration to certain students who have been approved by the University.

## **Eligible to Register - Defined**

Students eligible to register must enroll during one semester during the year. If a student is not enrolled three (3) terms or more (including summer), he/she must apply for readmission through the Office of Undergraduate Admissions.

## **Holds on Registration**

Holds may be placed on a student's registration in order to satisfy an obligation owed to the university. Holds are displayed on the student's advising guide through Owl Express. The most frequent holds are for a debt due to a parking ticket or library fine, or a Required High School Curriculum (RHSC) deficiency. Failure to return equipment or lab supplies may also result in a registration hold. Registration, transcript requests and graduation cannot proceed unless a hold is removed.

## **Verification of Course Schedule**

Students should verify their class schedule for each semester enrolled. No course additions/deletions are permitted after Final Registration has ended. It is the student's responsibility to verify their class schedule (including credit hours) on Owl Express for accuracy.

## **Credit Hour**

KSU's policy defines a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and one hour and 40 minutes of out-of-class student work each week for 15 weeks in a semester [4]. This equates to a minimum of 750 minutes of class and 1,500 minutes of out-of-class academic engagement per semester credit hour. An equivalent amount of work is required in educational activities that are out of the classroom or do not include direct faculty instruction and equates to a minimum of three hours of student engagement per week, per semester credit hour or a minimum of 2,250 minutes. These equivalencies are provided for use in online and hybrid courses. This policy is published in the academic policies section of the undergraduate and graduate catalogs and covers all courses regardless of type of course, term length, or delivery mode.

## **Classification of Courses**

Courses of instruction for degree credit in the curriculum of Kennesaw State University will be divided into four categories: lower division, upper division, graduate and doctorate. Lower division courses (typically regarded as freshman and sophomore level courses) are numbered 1000-2999; upper division courses (typically regarded as junior and senior level courses) are numbered 3000-4999; graduate courses are numbered 5000-7999; doctoral courses are numbered 8000-9999. Graduate courses are open only to students accepted to graduate study. (Courses numbered below 1000 do not count for degree credit but do count for determining fees and enrollment status.)

## **Full Time & Maximum Course Load**

**Full Time Course Load** - For undergraduate students, twelve (12) semester hours is a full-time load in determining such things as veteran status, financial aid, and insurance eligibility. However, the usual load for a full-time undergraduate student is at least 15 semester credit hours in both fall and spring semesters. Since summer term is approximately half the length of these semesters and the workload, therefore, twice as heavy, KSU strongly recommends that students not attempt more than 12 hours of credit during that term. Since 12 hours during the summer may be difficult due to the short length of time, 9 hours may be more reasonable but does not count as a full-time load. For graduate students, 9 semester hours is considered full-time.

**Maximum Course Load** - During the Fall and Spring semesters, a student may register for up to 18 hours. The Registrar may approve up to 21 hours for students with an institutional GPA of 3.5 or higher. Course loads above 21 hours must also have a recommendation from the student's department chair.

During the Summer term, a student may register for up to 13 hours. The Registrar may approve up to 15 hours for students with an institutional GPA of 3.5 or higher.

Students not in good academic standing will be limited to 13 hours during any term. Course loads above 13 hours must have a recommendation from an academic advisor or department chair that is made to the Registrar.

## **Auditing - Course Audits (V Grade)**

Students at Kennesaw State University can request to Audit one or more courses in a term for a V (Visited) grade. Courses that have an audit status carry the same tuition/fees as those taken for credit. This grade will have no effect on a student's GPA and cannot be changed to another grade in the future.

A student may choose to withdraw from a course for which an audit status has been granted. However, this withdrawal is subject to the institutional withdrawal policy. A student may choose to re-enroll in a course previously audited for a grade or for an additional audit attempt. However, departments may choose to limit the number of course attempts available to students.

If a student would like to audit a course, he/she should meet with his/her academic advisor and complete an Audit request form. The completed form must be submitted to the Registrar's office no later than the close of Final Registration for the term. Changes in an audit status cannot be made after the close of Final Registration.

## **Prerequisites**

Students should attempt to schedule courses that serve as prerequisites for advanced study early in their academic career. Lower division course are designed to serve as preparatory for upper division requirements.

## **First-Year Seminar or Learning Community Requirement**

All first-year full-time students entering Kennesaw State University with fewer than 15 semester hours are required to complete a First-Year Seminar or join a Learning Community and complete all courses that comprise it. This requirement must be satisfied during a student's first term of enrollment at Kennesaw State University. Students with 30 or more credit hours are not eligible to enroll in a First-Year Seminar or a Learning Community. "First-Year Seminar" courses are: KSU 1101, KSU 1111, KSU 1121, and KSU 1200.

## **Enrollment Classification**

Undergraduate students will be classified based on the number of earned institutional hours.

- Freshman: 0 - 29 hours
- Sophomore: 30 - 59 hours
- Junior: 60 - 89 hours
- Senior: 90 hours or more

## **Tuition Classification**

Students are responsible for registering for classes in the correct tuition classification (in-state or out of state). If students seek to be classified as an in-state student (with a resident tuition classification), he or she must provide verification of lawful presence in the United States

## **Withdrawal from Classes**

Students may withdraw from one or more courses any time before the last week of the semester. Summer withdrawal dates vary according to the part of term in which the student is enrolled. However, as of fall 2004, students will be allowed a maximum of eight total withdrawals if they enter KSU as a freshman. Transfer students will be allowed one withdrawal per fifteen credit hours attempted, for a maximum of eight. Students who choose to pursue a second degree at KSU will be allowed two additional withdrawals. Students who entered KSU before fall 2004 will be allowed one withdrawal per fifteen credit hours attempted for a maximum of eight after the institution of this policy. As part of the Kennesaw State University and Southern Polytechnic State University Consolidation process, SPSU students will have eight withdrawals available beginning Fall Semester 2015.

Students who exceed the maximum number of withdrawals will receive a grade of "WF" for any subsequent withdrawals. To completely or partially withdraw from classes at KSU, a student must withdraw online through Owl Express.

Students who officially withdraw from courses before the last day to withdraw without academic penalty will receive a grade of "W" and receive no credit. Students who officially withdraw after the last day to withdraw without academic penalty and before the last week of classes during the semester or who have exceeded the maximum number of withdrawals will receive a grade of "WF," which will be counted as an "F" in the calculation of their grade point average.

The only exceptions to these withdrawal regulations will be for instances involving unusual circumstances, which must be fully documented. Students may appeal to the Academic Standing Committee for consideration of unusual circumstances. Exact withdrawal dates are published in the official academic calendar. Students who simply stop attending classes without officially withdrawing usually are assigned failing grades. Students will receive refunds only when they withdraw from ALL their classes and only by the schedule outlined in the University System refund policy.

## **Military Withdrawals**

Kennesaw State students who are called to active duty or who are deployed during the term may be eligible for a military withdrawal. Students who withdraw for military reasons will receive a WM grade in all courses and receive a refund of tuition and mandatory fees and a pro rata refund of other fees. Students who would like to withdraw for military reasons must submit a copy of their official orders to the Registrar's office.

## **Transient Authorization (for KSU Students) attending another College/Institution**

Students wishing to be transient students at another institution must submit a request to the Office of the Registrar. Once the Registrar has determined that the student is either currently enrolled or has been enrolled in KSU during the past calendar year, and the student is not on academic probation, dismissal or suspension (learning support), then the registrar will issue the appropriate transient letter for the student. The department chair in the student's major must approve major courses taken as a transient student. Students on disciplinary suspension or expulsion will not be issued transient letters.

## **Cross Registration - Atlanta Regional Consortium for Higher Education (ARCHE)**

Kennesaw State University is a member of the Atlanta Regional Consortium for Higher Education, an association of colleges and universities in the Atlanta area offering a combination of reciprocal academic services, such as cross registration, interlibrary loans and visiting scholars program.

The cross registration program is available to students officially enrolled in Atlanta Regional Consortium Institutions. This program is distinct from transient status in that it is possible for a student to register for an approved course at any of the 20 consortium schools and receive credit, while paying tuition costs to the home institution. The intent is to allow qualified students to take course work in their area of study that is not available on their own campus.

To be eligible to participate, the student must be in good standing and must have the recommendation of the faculty advisor or department chair at the home institution. Cross registration may be pursued only for courses not offered at the home institution for the given term and is not recommended for students in their last semester before graduation. Students who wish to enroll in courses at member institutions of the Atlanta Regional Consortium should obtain a Cross-Registration form from the cross registration coordinator in the Office of the Registrar. Check with the coordinator for individual member college cross registration deadlines.

### **Member Colleges**

Agnes Scott College  
Brenau University  
Clark Atlanta University  
Clayton College & State University  
Columbia Theological Seminary  
Emory University  
Georgia Gwinnett College  
Georgia Institute of Technology  
Georgia State University  
Interdenominational Theological Center  
Kennesaw State University  
Mercer University of Atlanta

Morehouse College  
Morehouse School of Medicine  
Oglethorpe University  
Savannah College of Art and Design - Atlanta  
Spelman College  
University of Georgia  
University of West Georgia

## **Attendance Policy**

Attendance in classes, laboratories and lectures is important. All students are expected to attend these activities in accordance with their schedule of courses. The instructor determines the attendance policy for each course. All instructors will provide the students, at the beginning of each semester, a clear statement regarding their policies in handling absences. Instructors will also be responsible for advising their students regarding the academic consequences of absences.

Students must not be absent from announced quizzes, laboratory periods or final examinations unless the reasons for the absences are acceptable to the instructors concerned. Students should also understand that they are responsible for all material covered during their absences and that they are responsible for the academic consequences of the absences. Students who are absent because of their participation in university-approved activities, such as field trips and extracurricular events, will be permitted to make up the work missed during their absences.

## **Changing or Declaring Majors**

Students who wish to declare or change his/her major or add/change their concentration will need to request this through Owl Express, Student Records. The appropriate academic department of the new major will address the request. The updated major will appear on the Academic Transcript in Owl Express after the academic department has approved the change. Some students may wish to change from a major to undeclared status. In this case, they must contact the Student Success Services Office. These services are also available on the web. Students should note that when changing majors, there is a possibility that additional hours of course work beyond those required for the completion of the original program may need to be taken. Students should declare a major as soon as possible so that they can be assigned an advisor to help them expedite their progress toward a degree and to help them in preparing for a career.

## **Transfer Policies**

### **Transfer Evaluations**

When a transfer student is fully accepted to Kennesaw State University, the Office of Admissions notifies the Office of the Registrar that a transcript has been received. Transcripts

are evaluated in the order they are received from the Office of Admissions and are completed on average within 2-3 weeks. Once completed, an evaluation confirmation notice is emailed to the student and transfer credits are viewable on the Owl Express transcript. DegreeWorks may be used to determine placement of transfer courses to the degree and facilitate academic advising. Copies of transcripts from other universities cannot be reissued to the student.

## **Military Transfer Credit Policy**

Military Transfer Credit may be awarded for undergraduate students accepted to Kennesaw State University Fall 2012 or later that have served in the U.S. Military and who desire to have their military experience considered for transfer credit. Students may have the option of accepting or declining up to 12 semester hours of undergraduate elective transfer credits toward a degree program, if applicable. Students must submit official JST transcripts to the Office of the Registrar, Graduation Audit and Transfer Evaluation Services (G.A.T.E.S.).

Kennesaw State University limits academic residency for active-duty servicemembers (including Reservists and National Guardsmen) to no more than twenty-five percent of the degree requirements for all undergraduate degrees. Active-duty servicemembers can satisfy academic residency requirements at any time during their program of study, specifically avoiding any final year or final semester residency requirement, subject to stated requirements in specific course areas such as majors.

Kennesaw State University has been approved as a designated member of the Servicemembers Opportunity Colleges Consortium (SOC). As a member of the SOC Consortium, Kennesaw State University affirms its commitment to fair, equitable, and effective policies and practices that recognize and deal with the special conditions faced by military students who want to obtain a college education.

SOC was created in 1972 to provide educational opportunities to servicemembers who, because they frequently moved from place to place, had trouble completing college degrees. SOC functions in cooperation with 15 higher education associations, the Department of Defense, and Active and Reserve Components of the Military Services to expand and improve voluntary postsecondary education opportunities for servicemembers worldwide. SOC is funded by the Department of Defense (DoD) through a contract with the American Association of State Colleges and Universities (AASCU). The contract is managed for DoD by the Defense Activity for Non-Traditional Education Support (DANTES).

## **Credit by Exam**

There is no limit for the amount of credit by exam hours a student may receive. Credit by Exam hours are not applied toward institutional graduation residency requirements and they are not calculated in the graduation GPA. A maximum of 24 hours of IB credit is accepted"(USG Policy).

Credit may not be granted for departmental exams if credit for the same course may be granted by a CLEP exam. Credit by exam may not be awarded for a course previously failed or audited.

Official score reports for AP, IB, CLEP and DSST must be sent from the testing agency to Kennesaw State University to be considered for credit.

Students are required to meet all residency requirements.

## **Institutional Examination for Advanced Standing**

Students who offer satisfactory evidence may receive credit for a course by an examination for advanced standing. If the examination is passed, the students will receive the appropriate college credit, which will not be included in the calculation of the grade point average.

Requests for institutional advanced standing examinations should be initiated with the department chair responsible for the course in question and must be approved by the registrar.

Forms are available in the Office of the Registrar. Approval of these requests will be subject to the following criteria:

- Authorization will not be given for a course under any of the following circumstances:
  - If the student has previously audited the course.
  - If the student has previously scheduled and failed the course.
  - If the student has previously scheduled the course, but has withdrawn after the first two calendar weeks from the day the semester begins.
  - If the student is currently enrolled in the course.
  - If the course is either a prerequisite or an introduction to a course already completed. (This provision does not apply to skill courses such as physical education or music, for example.)
  - If the course may be granted credit by a CLEP exam.
- Credit earned by institutional advanced standing examination may be used neither to satisfy residency requirements nor to satisfy more than one-half of the major-field or minor-field requirements in a program of study.
- A passing grade for an institutional advanced standing examination is a grade of 75 percent or higher for a lower-division course and a grade of 80 percent or higher for an upper-division course.
- A fee of \$60 will be assessed for each institutional advanced standing examination attempted; no course may be attempted more than once.
- A student must be admitted to the university at the time of application for advanced standing and must be enrolled in the university to receive credit for a course by advanced standing examination.

## **College Level Examination Program (CLEP) for Advanced Standing**

Students with business, military or professional experience are eligible to take standardized examinations in a number of areas to earn credit for certain specific courses, provided a minimum score is attained on the tests. Credit earned will be recorded on the student's permanent record. For specific information concerning subject areas in which tests are available, the cost and minimum score required for credit and dates tests will be given, contact Student Success Services Office (SSS).

## **Advance Placement (AP)**

Kennesaw State University honors Advance Placement (AP) credit for certain classes in which an equivalent is offered and for which the required grade is achieved. For details on the scores required and course equivalencies, contact the Office of the Registrar.

## **International Baccalaureate (IB)**

Kennesaw State University honors International Baccalaureate (IB) credit for certain classes in which an equivalent is offered and for which the required grade is achieved. A maximum of 24 semester hours of credit may be awarded for International Baccalaureate classes. For details on the scores required and course equivalencies.

## **Substitutions**

Students with advanced standing credits or transfer credits for courses similar to those required in the General Education Program may be permitted to satisfy KSU's requirements through approved course substitutions. Students seeking such substitutions should contact the department chair of the respective course discipline.

## **Transferring Core Credits to KSU**

Students transferring to KSU from another USG institution may take advantage of the following policy by completing the General Education Program. Students successfully completing a course in one institution's Areas A-E will receive full credit in Areas A-E for the course upon transfer to another USG institution as long as the following conditions are met:

- The course is within the Area hours limitations of either the sending institution or the receiving institution and
- The student does not change from a non-science major to a science major

Please note that additional courses may be required if they are prerequisites to major courses. Area F (lower division major) courses require a grade of "C" or better. Once the transfer evaluation has been completed, refer to DegreeWorks in Owl Express to determine how transfer credit is applied to a particular program of study.

## **Transferring Core Credits to Another USG Institution**

Students transferring from KSU to another USG institution may take advantage of the following policy by completing the General Education Program. Students successfully completing a course in one institution's Areas A-E will receive full credit in Areas A-E for the course upon transfer to another USG institution as long as the following conditions are met:

- The course is within the Area hours limitations of either the sending institution or the receiving institution and
- The student does not change from a non-science major to a science major

Consult the transfer evaluation office at the receiving institution for specific transfer equivalencies.

Note: The following information is from the CIC approved "Transfer Credit Policies Document" - IF and Where should it be placed?

## **Accreditation/Transfer Credit Practice**

Transfer Credit is awarded from institutions holding Regional Accreditation status. Credit may be accepted for alternative accrediting bodies specifically recognized by AACRAO as long as the acceptance practice is reported as "AG" (generally accepted) by the flagship institution of that state.

## **TCSG**

Credit will be accepted from TCSG institutions in observance of USG/TCSG transfer policy. Additionally, credit may be accepted for courses in SACS approved programs at the specific TCSG institution. Credit transferable from one TCSG institution will apply as transfer credit from all TCSG institutions.

## **International Transfer Credit Practice**

International transcripts must be evaluated and endorsed/certified/accredited by an evaluation agency. - The evaluation agency must be a current member of the National Association of Credential Evaluation Services (NACES). A course-by-course evaluation is required.

- For transfer credit evaluations, international course descriptions must have been translated by a recognized translation service and certified as a true and correct translation.

## **Grade accepted**

(Provided that native and transfer students are treated equally, institutions may impose additional reasonable expectations, such as a grade of "C" in Area A-F courses)

## **Transfer policy for all students**

Transfer credit will be awarded for course work with a minimum grade of "D" except for ENGL 1101 & ENGL 1102, which require a minimum grade of "C." Additionally, unless noted in the catalog, a minimum grade of "C" is required for major-related courses and/or prerequisites to major courses.

## **Credit Evaluator**

### **Core Courses**

Transfer credit evaluations of the core curriculum are determined by the Registrar transfer evaluation staff in collaboration with academic departments. Transfer credit evaluations must adhere to USG transfer policies, reciprocity agreements, and other approved articulation agreements.

### **Major related courses**

Transfer credit evaluations for the major-related coursework are determined in collaboration with academic departments.

## **Grading Policies**

### **Grade Reports**

Official grade reports are no longer mailed. They are available on the web. All grades reflected are those submitted by the faculty members at the time of posting. Grade reports, in addition to the official grades for that semester, contain a semester grade point average, an institutional (previously adjusted GPA) grade point average when required, and a cumulative (Regents) grade point average. For graduate students, a semester GPA and a cumulative (Regents) GPA are issued.

### **Grading System**

Issuance of grades and formulation of individual attendance policies are the prerogative of the instructor. Faculty must provide feedback to students about their progress prior to the last published day to withdraw without academic penalty. Grades are expected to conform to those

listed below. Any deviations must be approved by the Faculty Senate and the Office of the Registrar.

The following are the final grades included in the determination of the scholastic grade point average:

<b>Final Grades</b>	<b>Quality Points per Credit Hour *</b>
A excellent	4
B good	3
C satisfactory	2
D passing, but less than satisfactory	1
F failing	0
WF late withdrawal, failing	0

\* Quality points are not awarded in learning support courses. These courses give institutional credit only, not graduation credit)

## **Other Grades**

The following grades may be listed on the transcript and are not used in grade point average calculations:

**I-** The incomplete grade indicates that a student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. An "I" (Incomplete grade) cannot be removed by re-enrolling in the course.

An incomplete grade must be removed no later than the end of the student's next term of enrollment or no later than one calendar year of non-enrollment-whichever comes first.

The course requirements must be completed, as agreed upon between the student and the faculty member. Upon completion of the course requirements, within the specified time limits, a final grade will be assigned on the basis of the student's total performance.

If the student fails to complete the course requirements, then the "I" will be changed to an "F". The "F" grade is assigned for a course which awards letter grades of "A", "B", "C", "D", or "F") and the cumulative and institutional grade point average will be recalculated accordingly or, the "I" will be changed to a "U" (for a pass/fail course which awards a grade of "S" or "U").

**IP-** indicates "in progress" in a learning support course or where credit has not been given in a course that requires a continuation of work beyond the term for which the student signed up for the course (such as thesis). This symbol cannot be substituted for an Incomplete Grade.

**K-** Indicates credit awarded for credit by examination including, but not limited to the following:

- Advanced Placement (AP)

- College Level Examination Program (CLEP)
- International Baccalaureate (IB)
- DANTES (Subject Standardized Tests (DSST)
- Departmental Challenge Exams
- Prior Learning Assessment (portfolio review)

**NR-** indicates no grade was reported.

**NA-** Never Attended (for attendance verification)

**S-** indicates satisfactory completion of a credit course and is not included in the calculation of the grade point average. The use of this grade is approved for thesis hours, student teaching, clinical practicum, and internship. It also indicates unsatisfactory completion of certain credit laboratory-type courses.

**U-** indicates unsatisfactory completion of a credit course and is not included in the calculation of the grade point average. The use of this grade is approved for thesis hours, student teaching, clinical practicum, and internship. It also indicates unsatisfactory completion of certain credit laboratory-type courses.

**V-** indicates the student was given permission to audit the course. It is not included in the calculation of the grade point average. Students may not transfer from audit to credit status or vice versa. (Add CO-OP statement when received from Jill)

**W-** indicates the student was permitted to withdraw from the course without academic penalty. A course in which a grade of "W" has been assigned will not be included in the calculation of the student's grade point average.

**WF-** indicates the student was permitted to withdraw from a course with the approval of the registrar after the withdrawal date listed in the Semester Schedule of Classes. The grade of "WF" is counted as an F in the calculation of the student's grade point average.

**WM-** indicates withdrawal for Military Reasons (permitted under Board of Regents policy for military service refunds)

## Directed Study

The following institutional regulations apply to directed study. Additional departmental requirements may exist.

General restrictions:

- Content in the directed study will not substantially overlap an existing course in the curriculum.
- A student may not carry more than three semester hours in a directed study per semester.

- A maximum of ten semester hours of directed study may be used to satisfy degree requirements with a maximum of three hours used as related studies electives and a maximum of three hours used as free electives. The department shall determine the maximum number of hours allowed within the major.
- A student must have an overall institutional GPA of at least 3.0 and a cumulative GPA in the major of at least 3.0 in order to be eligible for a directed study.

Any student wishing to do a directed study must obtain an approval form from his/her advisor and complete a Directed Study Form, which goes to the Registrar's office.

## **Grade Point Average (GPA)**

Kennesaw State University uses a 4.00 grade point average system, calculated to and truncated at two significant digits. (BOR Policy Manual 3.5.1) The grade point average or GPA is calculated by dividing the total quality points earned, by the total number of hours of credit for which grades have been assigned, excluding courses in learning support (0989, 0998, 0999).

- **Cumulative (Regents) Grade Point Average**  
Kennesaw State University calculates a cumulative GPA, by dividing the total number of hours in which a grade of A, B, C, D, F or WF has been received into the number of quality points earned on those hours. Institutional credit (such learning support courses and courses taken to satisfy required high school deficiencies, etc.) will not be included in this GPA. (BOR Policy manual 3.5.1.2)
- **Grade Point Average**  
Kennesaw State University calculates a cumulative GPA, by dividing the total number of hours in which a grade of A, B, C, D, F or WF has been received into the number of quality points earned on those hours. Institutional credit (such learning support courses and courses taken to satisfy required high school deficiencies, etc.) will not be included in this GPA. (BOR Policy manual 3.5.1.2)
- **Semester Grade Point Average (SGPA)**  
Kennesaw State University calculates a semester grade point average (SGPA) similarly each semester for courses attempted that semester. This SGPA becomes particularly significant for students on academic probation who must maintain a 2.0 SGPA to avoid academic dismissal.
- **Institutional GPA (previously known as Adjusted GPA)**  
The institutional GPA will be used as the primary, overall GPA. Transfer credit/grades will not be used in calculating the institutional GPA. The institutional term GPA will be used to determine semester honors and academic standing at the end of the term. This GPA is previously known as the adjusted GPA at KSU.

## **Grade Changes**

Errors in grades must be reported to the Office of the Registrar immediately. In general, no grade changes will be made after the end of the next semester after the grade was assigned, except with the approval of the Academic Standing Committee. In general, the Academic

Standing Committee will not consider requests for grade changes beyond one year from the end of the semester in which the grade was assigned. A petition for a grade change will not be accepted after the date of graduation.

## **Grade Appeals**

Grade appeal will follow the level of the course. Students' rights to grade appeals are defined in the university catalog. A key element in the grade appeal procedure is the faculty member's responsibility to publish a specific grading policy for each of his/her classes. Specifically, the grade appeal procedure states: "Each faculty member must specify his/her grading policy, at the first of the semester. He/she may change his/her grading policy for cause after that time, but he/she must do so uniformly, with ample notification to students, if at all possible."

Note that failure to publish the grading policy would mean that a faculty member would have great difficulty in sustaining his/her assigned grade if a student appealed with anything but a frivolous or irresponsible basis for his/her charge. The grading policy should be quite specific and should be distributed to each class in written form. Some departments may also require faculty members to file grading policy statements in the departmental office. Because the student can submit a grade appeal to the Department Chair within 20 business days after the first day of classes of the next academic term after the academic term in which the final grade was awarded to the student (see Grade Appeals Procedure, section B), it is strongly recommended that instructors retain any student papers, tests, projects, or other materials not returned to the student for 70 days after the end of a semester or if an appeal is filed until the appeal is resolved. Refer to the following section for specific grade appeal procedures.

## **Grade Appeal Procedure**

Kennesaw State University is committed to treating students fairly in the grading process. Students may appeal a final grade that they receive in a course, but interim grades or grades on specific assignments are not appealable. Any such appeal must be based on an allegation that the faculty member has violated his/her stated grading policy or that the grade was a result of discrimination or retaliation. The student has the burden of proving these allegations. All formal appeals under these procedures will be based only on the written record.

- Informal: Students are encouraged to discuss concerns and disputes over final course grades with the faculty member, prior to filing a formal grade appeal, in an effort to understand the basis of his/her grade. Faculty are encouraged to be available to students for such discussion regarding grades so that if possible, grade disputes can be resolved informally.
- Formal: In situations where such informal resolution does not occur or is not successful, the student may appeal the final course grade to the Department Chair. The appeal must be in writing and describe the precise basis for the appeal. Any pertinent information must be submitted with the appeal in order to be considered in this or subsequent appeals. The appeal must be submitted within 20 business days after the first day of classes of the next academic term (fall, spring, summer [or any other term]) after the academic term in which the final grade was awarded to the student. The Chair will

invite the faculty member whose grade is appealed to provide a written response to the student's appeal statement. The Department Chair (or the Chair's designee) will review the allegations and conduct any additional fact finding as needed and will provide a decision in writing to the student, within 20 business days of the receipt of the complaint in the Department. The Chair's written decision will specifically address the relevant issues raised by the student. In preparing the written decision, the Chair shall consult with the EEO officer or the Chief Diversity Officer if there is an allegation by the student that discrimination or retaliation had an impact on the grade that was awarded.

- The student may appeal the Department Chair's decision within 20 business days of being notified of the Chair's decision. Such appeal will be made, in writing, to the Dean of the College in which the Department is located. At the Dean's discretion, the Dean can appoint an advisory panel, consisting of two (2) faculty members from outside the department where the grade was awarded and one (1) student to review the written documentation and make a recommendation to the Dean. The advisory panel may invite the student and the faculty member who awarded the grade to meet with the panel to share each party's position on the grade dispute. The panel will provide a written recommendation to the Dean within ten (10) business days of the receipt of the appeal. The Dean will issue a decision to the student, in writing, within ten (10) business days of the receipt of the report from the advisory panel or within twenty (20) business days of the receipt of the written complaint from the student if no panel was appointed.
- The student may appeal the Dean's decision to the Provost, in writing, within twenty (20) business days of being notified of the Dean's decision. [However, if it is a graduate course, the student will direct this written appeal to the Graduate Dean, and the Graduate Dean will issue a decision to the student, in writing, within twenty (20) business days of receiving the appeal. Within twenty (20) days of that decision, the student may then appeal to the Provost as is described in this section]. The Provost, will issue a decision to the student, in writing within twenty (20) business days of receiving the appeal.
- The Provost's decision is final, and decisions regarding grades may not be appealed to the Board of Regents (BOR Policy 4.7.1).
- Nothing in this grade appeals process prohibits the parties from settling this matter at any stage. However, any attempt to settle the matter through mediation does not affect time deadlines for this grade appeals process.

## **Semester Honors**

### **Dean's List**

An undergraduate student is eligible for the Dean's list at the end of the term if he/she has been enrolled in at least 9 credit hours awarding letter grades (A-D and F) and earns a grade point average of at least 3.5 (but less than 4.0). (Please note that learning support courses are not included in the GPA calculations for the term.)

## **President's List**

An undergraduate student is eligible for the President's list at the end of the term if he/she has been enrolled in at least 9 credit hours awarding letter grades (A-D and F) and earns a grade point average of 4.0. (Please note that learning support courses are not included in the GPA calculations for the term.)

(Suggested: University Academic Standing section and then another section for program GPAs OR add clarifying statement for gated program GPAs.)

## **Academic Standing**

### **Good Standing**

An undergraduate student is in good standing when he/she has an institutional GPA of 2.00 or higher.

### **Academic Probation**

A student will be placed on academic probation at the end of any semester or summer term in which his/her institutional grade point average (IGPA) falls below 2.0. Students may remove themselves from academic probation by raising their institutional GPA to at least 2.0.

### **Academic Dismissal**

A student on academic probation will be dismissed for any one of the following reasons:

- He/she fails to maintain a 2.0 grade point average for courses attempted in any semester or summer term.
- He/she fails to remove himself/herself from academic probation after completing three consecutive terms of attendance.

A student who is dismissed is not in good academic standing at KSU and is not eligible for immediate readmission.

## **Readmission to the University after Dismissal**

- After the first dismissal, a student may be considered for readmission after an absence of one semester or summer term. Dismissed students must reapply through the Office of Undergraduate Admissions for admission prior to posted deadlines.
- After the second dismissal, a student may be considered for readmission after an absence of one calendar year from the end of the semester or summer term in which the second dismissal occurred. Dismissed students must reapply through the office of Undergraduate Admissions for admission prior to posted deadlines.

- After the third dismissal, the student will be academically dismissed and will no longer be eligible for readmission.

Any exceptions to this policy must be appealed and approved by the Academic Standing Committee.

## **Repeated Course Policy**

When undergraduate courses taken at Kennesaw State University are repeated at Kennesaw State University with a higher grade, the highest grade received will be counted in the institutional GPA (previously adjusted GPA) calculations. The student's permanent record and cumulative (Regents) grade point average will retain all course attempts and grades.

If a student repeats an institutional course as a transfer/transient student and receives a higher grade in the transfer/transient course, the repeated KSU grade will be EXCLUDED from the KSU institutional GPA the next term the student is enrolled at KSU.

## **Academic Renewal**

Undergraduate students who have been readmitted after a period of absence of three calendar years or longer are eligible for academic renewal, provided they have not attended any post-secondary school during the five years. The institutional GPA may be restarted by petitioning the Registrar for an academic renewal (previously academic fresh start). This provision allows degree-seeking students who earlier experienced academic difficulty to make a fresh start and have one final opportunity to earn a degree.

The institutional GPA (previously adjusted GPA) will be used to determine academic standing (probation or dismissal) and eligibility for program admission. The institutional GPA will also be used to determine eligibility for graduation and eligibility for honors, but with some restrictions. To graduate, students must have at least a 2.0 institutional GPA and at least 30 earned hours of credit for KSU course work not excluded because of repeated courses or "academic renewal" status. If the student has fewer than 30 earned hours of credit for non-excluded KSU course work, he/she must have a 2.0 cumulative grade point average.

To receive honors at graduation, "academic renewal" students must have at least 60 earned hours of credit at KSU after the "academic renewal" status was granted. In addition, for honors, students who have repeated courses must have at least 60 earned hours of credit at KSU after the hours for the repeated courses have been excluded.

(BORpolicymanual/section3/policy/C340/#p3.5.3\_grade\_point\_average\_upon\_academic\_renewal)

## Academic Renewal for Second Degree

A student who returns to KSU for a second KSU undergraduate degree may have his/her Adjusted GPA restarted at the time of re-entry. In order to restart the AGPA, students must petition the Office of the Registrar within three semesters after re-enrollment or one calendar year, whichever comes first. A student can be granted Academic Renewal for Second Degree status only one time.

## Graduation Policies and Procedures

### Petition to Graduate

Undergraduate students should submit a formal petition for the degree through the online petition process no later than the published deadline and pay the graduation fee. Login to Owl Express; select Registration and Student Records tab; select Petition to Graduate. Once submitted, the graduation petition process will initiate a petition fee assessment and a review of the student's academic record to determine eligibility toward the degree. Expect up to eight weeks for a completed degree audit. Petition status changes are viewable at the Display Petition Status link in Owl Express, and the student will be prompted by email to view status changes in addition to essential audit results and graduation policies. A student may request in absentia status by writing to the Registrar prior to the graduation exercises.

Graduation	Petition Acceptance	Petition Deadline
Summer Semester	January 1	April 10
Fall Semester	April 1	July 1
Spring Semester	August 1 of previous year	November 1 of previous year

It should be noted that program and course requirements and university policies are subject to change without advanced notice. Changes in policy and requirements enacted by the Board of Regents take precedence over existing university policies and requirements. The University will make reasonable efforts to accommodate students affected by such changes, but reserves the right to determine where and to what extent it will grant exceptions to new policies and requirements. In cases where courses are deleted, students must substitute courses deemed acceptable by the faculty or chair responsible for the degree program in question.

### Other Degree Requirements

- The Student must pay all required fees, fines and other financial obligations to KSU prior to receiving his/her diploma and/or other services. Students with a balance may have a HOLD placed on their account until balance is paid.

- Satisfy BOR Core Overlay requirements regarding Critical Thinking, United States Perspectives and Global Perspectives.
- Satisfy State Legislative requirements regarding Georgia History, Georgia Constitution, United States History and United States Constitution.

In all instances, meeting the requirements for graduation is the responsibility of the student.

## **Catalog for Graduation Evaluation**

Each student should meet with his/her academic advisor or departmental representative to determine the appropriate catalog to be used for academic advisement and for evaluation of graduation requirements. Catalog selection applies only to the course requirements of that catalog; all other academic procedures and graduation requirements must be satisfied according to regulations in effect at the time of graduation.

A student may elect to be evaluated for graduation from any catalog in effect during the time he or she has been enrolled, provided that enrollment has been continuous. If a student changes majors, he/she will be evaluated for graduation using the catalog in effect at the time of the change, or any catalog in effect during subsequent periods of continuous enrollment.

Students readmitted will be evaluated for graduation from the catalog in effect at the time of readmission or reinstatement, or any catalog in effect during subsequent periods of continuous enrollment.

## **Age of Credit**

Courses, in general, have no limit imposed on the age of credit. However, each department may elect to restrict the age of courses applied to a specific degree program.

## **Deficiencies**

A student who has received a grade of "I", "IP", "F" or "WF" in a course has a deficiency in the course. A student whose final grade is "F" or "WF" has a failure in that course. The student should repeat and pass the course in residence at Kennesaw State University before credit will be allowed. Repeating the course does not remove the "F" or "WF" from the total cumulative average.

A student who has otherwise completed all of the requirements for graduation and who has earned an incomplete in a course scheduled during the final semester in residence may remove the incomplete at the convenience of the department of instruction concerned.

## **Duplicate Courses or Dual Credit**

If a student has two courses that are so similar as to be considered the same, he/she may only use one to meet program of study degree requirements. Only one course may be counted as hours earned, and only one course may be used for graduation purposes.

## **Grade Point Average for Graduation**

- Each student must have a minimum institutional Grade Point Average (GPA) of 2.0 for graduation. Specific degree programs may have higher requirements.
- Complete all required General Education courses; ENGL 1101 AND ENGL 102 require a grade of "C" or higher (or equivalents, if a transfer student).
- Complete the chosen program of study with the grade of "C" or better in all courses listed under the major, including those listed as Lower Division Major Requirements.
- Complete a minimum of 123 semester hours. Specific degree programs may require additional hours. A minimum institutional grade point average of 2.0 on all course work attempted at KSU is required. No course may be counted more than one time in meeting the total credit hours required for the degree.
- Have at least a 2.0 institutional grade point average with at least 30 hours of credit for KSU coursework not excluded because of repeated courses or "fresh start" status. If the student has fewer than 30 earned hours of credit for non-excluded KSU coursework, he/she must have a 2.0 cumulative grade point average.

## **Degree Program Hours**

Baccalaureate degrees consist of a minimum of 123 semester hours. Exceptions to the maximum degree length requirements have been made with the approval of the Board of Regents. A baccalaureate degree program requires at least 24 semester hours of upper division courses in the major field to be completed at KSU, and at least 39 semester hours of upper division work overall are required for the degree.

## **State Legislative Requirements**

Undergraduate students will cannot graduate or receive a degree without successfully completing course work or passing a satisfactory examination on the history of the United States and the history of Georgia and the provisions and principles of the United States and the Constitution of Georgia.

HIST 2112 or HIST 2111 with a grade of "D" or better satisfies legislative requirements for US & GA History provided an emphasis in US and GA content is evident; POLS 1101 with a grade of "D" or better satisfied US & GA Constitution provided an emphasis in US and GA government content is evident. An exemption exam is required for students with transfer credit that do not meet the aforementioned standards.

## **Core Overlay Requirements**

Kennesaw State University will comply with the USG Academic Affairs Policy 2.4.3 and require that undergraduate students meet overlay requirements regarding Critical Thinking, Global Perspectives and US Perspectives. This requirement is for undergraduate students who began at any University System of Georgia (USG) institution Fall Semester 2012 or later.

## **Core Curriculum Requirement**

Kennesaw State University will develop a policy to comply with BOR Academic Affairs Handbook policy 2.4.4 which requires that new students complete AREA A prior to reaching a specified number of hours.

## **ENGL 1101 and 1102: The Campus Writing Requirement**

At Kennesaw State University ENGL 1101 and ENGL 1102 (English Composition I & II) are required for all undergraduate degrees. A grade of "C" or better is required for ENGL 1101 and ENGL 1102.

## **Residency Requirements**

Complete at least 30 semester hours in residence at Kennesaw State (Coles College of Business requires 33 hours). "In residence" is defined as courses for which a student has registered at KSU. Note: Individual departments may have higher requirements. Courses for which the student registers at KSU, including cross-registration, are considered to be "in residence". Coursework completed as a transient student at another institution, transfer credit, credit by examination (including CLEP, AP, IB, etc. are not considered to be in residence.

## **Graduation with Honors**

An institutional grade point average of at least 3.5 is required for students to graduate cum laude, 3.7 to graduate magna cum laude and 3.9 to graduate summa cum laude from a baccalaureate program. Graduation with honor requires that students earn at least 60 semester credit hours in residence at Kennesaw State University for the bachelor's degree.

To receive honors at graduation, "second degree" and "fresh start" students must have at least 60 earned hours of credit at KSU after the "second degree" or "fresh start" status was granted. In addition, for honors, students who have repeated courses must have at least 60 earned hours of credit at KSU after the hours for the repeated courses have been excluded.

## **Dual Majors (or Double Majors)**

Students are eligible for two majors under the same degree program when:

- All of the requirements for two KSU majors are satisfied, including all residency and institutional requirements for each major; and
- The second major contains at least 21 semester hours of upper division course work beyond the courses required for the student's first major and general education requirements.

An example of a dual major would be a Bachelor of Science with a major in mathematics and physics.

## **Dual Degree**

Students are eligible for two degrees at the same time when:

- All of the requirements for two KSU degree programs are satisfied, including all residency and institutional requirements for each major; and
- The second degree contains at least 21 semester hours of upper division course work beyond the courses required for the student's first major and general education requirements.

An example of a dual degree would be a Bachelor of Science and a Bachelor of Arts Degrees.

## **Second Bachelor's Degrees**

Students who have earned a baccalaureate degree from an institution regionally accredited by the Commission on Colleges may obtain a second baccalaureate degree from KSU by satisfying the following requirements:

- Meet all major requirements listed for the chosen program of study.
- Complete the Georgia Legislative history and Constitution requirements.
- Earn at least 30 semester hours in residence at Kennesaw State University. If the first baccalaureate degree was earned at Kennesaw State University, these 30 hours must be in excess of any hours used towards the first baccalaureate degree.
- Complete (for students with majors in the Bagwell College of Education) the lower division major requirement courses in Education.

## **Certificate Programs**

- Students admitted to a certificate program may apply the courses completed for the certificate toward a degree program if they are accepted to a degree program.

- Students admitted to a degree program may be awarded a related certificate based on completion of the courses in the certificate program provided they also apply for the certificate.
- Students who wish to apply for a certificate should contact their academic department of the Office of the Registrar for instructions on how to proceed.

## **Minor Requirements**

- A minor program is a prescribed area of academic study consisting of 15-18 semester hours, at least 12 of which must be non-duplicative outside the major's primary discipline and beyond the courses required for the student's major and general education requirements.
- At least nine of the required hours must be at the upper-division level
- The prescribed courses for a minor may be taken from one or more academic disciplines. Courses taken in Core Area F (lower division major requirements) may be counted as coursework in the minor.
- Courses taken to satisfy Core Areas A through E (general education) may be counted as coursework in the minor
- Students must earn a grade of at least "C" in all course work applicable to a formal minor
- When a student's major and minor programs require the same courses, the credit hours for some of those courses may be counted toward both the major and minor. However, at least 12 hours of minor must be non-duplicative with course requirements in the major.
- At least 6 hours of the upper division hours must be earned in residence at KSU.

In order to graduate with a formal minor that will be noted on the student's permanent record, the student must complete the requirements noted above and submit to the Office of the Registrar a completed and approved "Declaration of Formal Minor" form along with the student's formal petition to graduate.

## **Other Policies**

### **Learning Support Standing**

Grades received in learning support courses (0989, 00998, 0999) are not included in the calculation of a student's grade point average (adjusted or cumulative). Failing grades in these courses will be considered for the purpose of determining satisfactory progress.

### **Learning Support Attempts and Exit**

- A. An attempt is defined as an institutional credit course in which a student receives any grade or symbol except "W" or "WM."

- B. If students do not complete requirements for Foundations-level English or mathematics in two attempts, they will be suspended for a calendar year. Suspended students may be considered for readmission before the end of one year if they can provide evidence that they have taken measures to improve their skills.
  
- C. Students who have been suspended from the institution without completing Learning Support requirements may complete their Learning Support requirements and additional collegiate-level work at SACSCOC-accredited TCSG institutions during the year of suspension.
  
- D. There are no limits on attempts in corequisite Learning Support courses. However, students who have accumulated a maximum of 30 semester hours of college-level credit and have not successfully completed required Learning Support courses may enroll only in Learning Support courses until requirements are successfully completed. Students with transfer credit or credit earned in a certificate or prior degree program who are required to take Learning Support courses for their current degree objectives may earn up to 30 additional hours of college-level credit. After earning the additional hours, such students may enroll in Learning Support courses only.
  
- E. Students will exit Learning Support by successfully passing (as defined by the Institution) the corresponding Area A collegiate-level course.
- F. Students engaged in degree-credit courses before the completion of their learning support requirements will be subject to the requirements of satisfactory scholarship in both types of courses simultaneously. Once the learning support requirements are met, a student's academic standing will be judged solely on the basis of his or her adjusted grade point average for degree credit courses.

## **Mathematics Advisement and Placement Test (MAPT)**

Students who are not required to take the mathematics COMPASS test for the Learning Support Program should take the Mathematics Advisement and Placement Test (MAPT). The MAPT helps students decide which credit mathematics course to take first. This is an online test that students should take before orientation and advisement. Details are at <http://placement.kennesaw.edu>.

# Statement of Student Rights and Responsibilities

## Preface

Students of Kennesaw State University are entitled to an environment that is conducive to learning and individual growth. To this end, students enrolling at Kennesaw State University assume a responsibility to abide by the policies and regulations expressed in this section. By doing so, students may fulfill their responsibilities and enjoy the exercise of their own rights while also respecting the rights of others.

## KSU Student Media Policy

KSU Student Media and the student press are valuable aids in establishing and maintaining an atmosphere of free and responsible discussion and of intellectual exploration on the campus. They are a means of bringing student concerns to the attention of the faculty and institutional authorities and of formulating opinions on various issues on the campus and in the world at large. In response to the editorial responsibility of students, the University must provide sufficient editorial freedom and sufficient financial autonomy for the student media to maintain their integrity of purpose as vehicles for free inquiry and free expression in an academic community. KSU Student Media are designated public forums. Student editors and managers have the authority to make all content decisions without censorship or advance approval.

Institutional authorities, in consultation with students and faculty, have a responsibility to provide written clarification of the role of student media/publications, the standards to be used in their evaluation, and the limitations on external control of their operation. At the same time, the editorial freedom of student editors and managers entail corollary responsibilities to be governed by the canons of responsible journalism, such as avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. As safeguards for the editorial freedom of student media, the following provisions are necessary:

- A. The student press should be free of censorship and advance approval of copy, and its editors and managers should be free to develop their own editorial policies and news coverage.
- B. Editors and managers of student media should be protected from arbitrary suspension and removal because of student, faculty, administrative or public disapproval of editorial policy or content. Only for proper and stated causes should editors and managers be subject to removal and then by orderly and prescribed procedures. The agency responsible for the appointment of editors should be the agency responsible for their removal.
- C. All college published, broadcast and financed student media should explicitly state on the editorial page and broadcasts that opinions expressed are not necessarily those of Kennesaw State University or the student body.

For complete policies concerning KSU Student Media, contact Ed Bonza (Adviser) and Associate Director of the Department of Student Life) at 470-578-3083.

# **KSU Freedom of Assembly and Expression Policy**

Kennesaw State University recognizes and upholds First Amendment rights of Freedom of Speech and Assembly. Demonstrations and assemblies can be valid expression for dissenting opinions provided they do not disrupt academic and administrative functions of the institution. The opinions expressed by organizations, groups or individuals using Kennesaw State University's facilities do not necessarily reflect the position of Kennesaw State University. Kennesaw State University affirms its commitment to the freedom of speech, assembly and expression even though the language or ideas of those seeking a venue for free expression may contradict university ideals and policies or the personal views of university employees and students. The institution expects members of the faculty, staff, student body and community to refrain from and discourage behaviors that threaten the rights, freedoms and respect every individual deserves. The following administrative procedures and guidelines are intended to support the rights and freedoms of individuals and to clarify the duties and responsibilities expected of faculty, staff, students, student organizations and visitors. Scope - This policy shall apply to all non-commercial speech on the Kennesaw State University campus and other KSU facilities. (Commercial speech is regulated by the campus solicitation policies.) Any visiting person or group who desires to use the campus for an assembly or expression event must submit a completed Freedom of Assembly and Expression Policy & Request Form at least five business days in advance of the event. Request forms are only available online at [ksustudent.com](http://ksustudent.com). This form must be authorized by the Director of the Department of Student Life or his/her designee and approved by the Vice President for Student Success. Upon approval of a request, applicants must agree to the guidelines and provisions:

- Kennesaw State University has designated locations for assemblies, demonstrations and protest activities. Applicants must use the marked area for the purpose of the activity. KSU neither encourages or discourages, or otherwise endorses, these activities and protected forms of expression.
- These activities may be conducted Mondays, Wednesdays, or Fridays from 10:00 to 11:30 AM with the exception of the first week of classes each semester, Homecoming Week, KSU Day and final exam week of each semester.
- Individuals or groups are limited to three scheduled activities per month so that opportunities are available for other applicants to use the area. Requests are handled on a first-come, first-serve basis. Once scheduled, if you cannot use the space, please cancel at least by the day before the scheduled date.
- All participants must stay within the marked area, and not obstruct, disrupt or interfere with authorized and scheduled university activities.
- Kennesaw State University cannot be held responsible for the safety of children participating in an event. Persons under the age of twelve (12) should not participate in the event or be within the marked area. All children must be accompanied by an adult.
- Sound amplification (including microphones or bullhorns) is not permitted due to the disruption of classes and other academic and administrative functions of the institution. There will be no use of motorized vehicles. Kennesaw State University equipment will not be available for assemblies, demonstrations and protest activities.
- The individuals or groups are required to remove signs, placards, litter and other materials when the approved activity period ends.

- The university has the right to differentiate between regularly scheduled academic or co-curricular activities and other assemblies, demonstrations or protests.
- Compliance with the Kennesaw State University student conduct regulations, Kennesaw State University policies and procedures, state laws of Georgia, and federal laws is required.
- The university reserves the right to refuse to permit individuals or groups to assemble, demonstrate or protest if the individuals or groups refuse to abide by these administrative procedures and guidelines.
- The university reserves the right to alter these administrative procedures and guidelines if necessary to ensure the academic as well as personal rights of the students, faculty and staff of Kennesaw State University.
- The authorized representative and/or person in charge is required to sign in compliance with these administrative procedures and guidelines; to acknowledge that the university will not be held responsible for the actions of participants in the assembly, demonstration or protest; and to agree to make restitution for any litter or property damage that occurs due to the activity.
- The Kennesaw State University Office of Public Safety and other appropriate administrators will be notified upon receipt of the request for permission to use the campus for assembly or expression. The Freedom of Assembly and Expression Policy & Request Form is a public record and will be released to interested parties.

Students of Kennesaw State University are entitled to an environment that is conducive to learning and individual growth. Please be aware of KSU's Interpersonal Relations & Non-Discrimination Position Statements & Policies and our Student Code of Conduct regarding Disruption of Campus Life.

## **Visits By Children**

The university cannot accommodate children of the faculty, staff, and students on-campus during normal operating hours; i.e., 8:00 AM - 10:30 PM Monday thru Thursday, and 8:00 AM - 5:00 PM, Friday. Children are welcome to attend scheduled events and to make brief visits when accompanied by a parent or adult.

## **Solicitation on Campus by Private Businesses**

Solicitation is not allowed on campus by private businesses. However, during the school year, KSU Student Media hosts "Market Day" which is an opportunity for vendors to come to campus. Visit [ksusm.com](http://ksusm.com) for more information. Due to a lack of space, KSU does not allow area magazine/newspaper publishers to distribute their materials without supervision unless they provide their own racks. Papers/magazines that are left on the floor in bundles will be discarded. Publishers must make arrangements to have the rack placed on campus and must also take responsibility to remove old publications and place new ones.

## **Telecommunications Policies**

### *Copyright Compliance & Fair Use*

Copyright is a form of protection provided by the laws of the United States (title 17, U. S. Code) to the authors of "original works of authorship," including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and

unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright specific exclusive rights. It is illegal for anyone to violate any of the rights provided by the copyright law to the owner of copyright. These rights, however, are not unlimited in scope. There are specific limitations on these rights established in the law. In some cases, these limitations are specified exemptions from copyright liability. One major limitation is the doctrine of "fair use." For a complete list of copyright holder rights and more information on fair use, visit the KSU Copyright Management Center at [kennesaw.edu/library/copyright/index.htm](http://kennesaw.edu/library/copyright/index.htm).

### *KSU Computer Usage Policy*

An individual's use of computing resources in a university environment is not an absolute, personal right; rather it is a privilege conditional on the individual's compliance with state and federal laws, campus policy, and general acceptable use. The Computer Usage Policy seeks to define what constitutes acceptable and unacceptable use of Kennesaw State University computing facilities and resources. In using the computing resources of Kennesaw State University, the user agrees to abide by all applicable University Policies & Procedures as well as all applicable local, state, & federal laws. Kennesaw State University reserves the right to review any account and files created on university resources. Kennesaw State University access accounts are issued solely in support of the mission of the organization. This includes activities which are considered educational, but may not strictly relate to course content. A list of guidelines for the acceptable use of computing resources and facilities at Kennesaw State University is available at [policy.kennesaw.edu/content/computer-usage-policy](http://policy.kennesaw.edu/content/computer-usage-policy). If you are not sure whether something is allowed, you are encouraged to contact the Kennesaw State University Help Desk to advise you on whether your task is a legitimate use of your account.

Information Technology Services expects fair and responsible usage of KSU Computing resources. In the case of abuse, the rights of the users can be suspended. Technology controls permit the logging of activities on University computer systems, and systems are regularly monitored for unauthorized use. If you have questions regarding proper usage, assistance should be sought through the Kennesaw State University Help Desk.

Individuals using KSU Computing resources are prohibited from use of the system to commit a criminal act. This includes (but not limited to) unauthorized access or attempt to access other systems, the implementation of any virus or malicious program, downloading and/or distribution of music, movies, or any other electronic media in which legal copyright is not owned, or any use of the system to plan, commit, or exploit criminal activities. As with any other type of misconduct, incidents of computer misuse and abuse are dealt with in accordance with the judicial policy outlined in the University Catalog.

Punishments may include fines, academic suspension, expulsion, and possibly incarcerations. Violations of local, state, and/or federal laws will be turned over to the Kennesaw State University Department of Public Safety. Individuals in violation of this policy are subject to a range of sanctions including, but not limited to, the loss of computer or network access privileges, disciplinary action, dismissal from the University, and/or legal action. Some violations may constitute criminal offenses, as outlined in the Georgia Computer Systems Protection Act and other local, state, and federal laws.

The Georgia Computer Systems Protection Act: The Act was signed into law on July 1, 1991 and establishes certain acts involving computer fraud or abuse as crimes punishable by defined fines, imprisonment, or both. The Act specifically defines common computer misuse scenarios such as computer theft, computer trespass, invasion of privacy, forgery, and password disclosure. The Georgia Computer System Protection Act is available, in its entirety, at [colquitt.k12.ga.us/Portals/Colquitt/District/docs/HBI630\[1\].pdf](http://colquitt.k12.ga.us/Portals/Colquitt/District/docs/HBI630[1].pdf).

Policy Violations: If an employee or student witnesses any violation of policy they should report it directly to ITS via [abuse@kennesaw.edu](mailto:abuse@kennesaw.edu). If any employee or student witnesses a criminal act, they should notify KSU Public Safety.

## **Parking and Traffic Regulations**

Updates available at [kennesaw.edu/cardservices](http://kennesaw.edu/cardservices)

### **A. Authority:**

Kennesaw State University adopts these regulations pursuant to the authority conferred upon the Board of Regents to regulate the University System of Georgia Campus Traffic, Official Code of Georgia Annotated (OCGA), Title 20. These regulations supersede all previous KSU Parking and Traffic Regulations pertaining to motor vehicle parking on campus.

### **B. Application:**

These regulations apply to all persons operating motor vehicles at Kennesaw State University and become part of the terms and conditions accepted by all persons permitted to operate motor vehicles on campus. Students, faculty and staff shall not park any motor vehicle on campus unless qualified to do so under applicable state law and KSU regulations. The campus includes that property owned or leased by the Board of Regents and designated as Kennesaw State University. For the purpose of these regulations, a "motor vehicle" is a conveyance with two or more wheels propelled by an electric or fuel-burning motor.

### **C. Display of KSU Parking Permits:**

All vehicles on campus must display a valid KSU parking permit unless parked in a designated visitor parking area. Vehicles without a valid permit will be ticketed and/or booted, and/or towed. Students should check [kennesaw.edu/cardservices](http://kennesaw.edu/cardservices) for specific information on parking permits. One-day passes are available as appropriate by visiting the Welcome Center at the visitor lot. It is the responsibility of all KSU employees and students to review and abide by the Parking Policies and Procedures.

### **D. Parking Regulations:**

In order to facilitate a safe and orderly flow of traffic on campus, KSU adopts in full all the statutes and provisions of OCGA, Title 40, Article 10, regarding "Stopping, Standing and Parking." When appropriate, curbs may be painted yellow to designate restricted parking as set forth by Georgia law; however, the lack of yellow curbing or restricted parking signs is not a defense for those charged with violations of state or campus parking regulations. Parking is not permitted on the grass, on sidewalks, in driveways or any other area not designated for parking. Reserved parking areas include but are not limited to "faculty and staff reserved" lots, loading zones, visitor spaces and other areas marked reserved for specific persons or functions. Areas so marked are reserved at all times, unless otherwise specified. Drivers of private vehicles may

use loading zones during actual loading and unloading of heavy or bulky material (30 minutes or less) with four-way flashers activated and a note with driver's name and location left on the dashboard.

KSU will vigorously enforce Georgia's "Parking Law for Persons with Disabilities" in accordance with OCGA 40-6-226. Drivers of vehicles parked in spaces designated for persons with disabilities must have valid license plate or display on their dashboard (in full view) or hung from their rear view mirror the official permit issued by the Georgia State Patrol for persons with disabilities.

An illegally parked vehicle may be impounded without notice and at the owner's expense if it presents a hazard to motorists or is obstructing traffic. Other vehicles subject to immediate impound include, but are not limited to, those parked in marked "Tow Away Zones," those parked in spots reserved for specific persons or for a numbered carpool, and those receiving three or more parking citations. A vehicle is subject to impound immediately upon receiving the third citation. Although the University assumes no liability for damage or losses incurred as a result of such impound, KSU parking shall attempt to inventory the contents of impounded vehicle(s) in order to account for any and all valuables contained therein. No attempt to gain entry for inventory purposes will be attempted when said vehicle(s) is locked with all windows secured. An impounded vehicle will be released to the legal owner upon presentation of proof of ownership. The legal owner of the vehicle is responsible for all towing and storage charges pertaining to the impound. Occasionally a driver will park illegally and then place an old or misappropriated citation on his/her windshield in an attempt to avoid a new ticket. To discourage this behavior, such vehicle is subject to immediate impound. The fine schedule for campus parking violations may be modified annually by KSU Parking and is made available through the Bursar's Office and on the parking web site. Unpaid fines may result in local sanctions, such as holds on class registration and release of records, and/or referral to outside collection agencies.

#### **E. Parking Citation Appeals:**

Information on appealing parking tickets may be found online at the website for the Department of Student Conduct and Academic Integrity [kennesaw.edu/scail/](http://kennesaw.edu/scail/). Information may also be obtained over the phone by calling the respective departments (470-578-3403 for SCAI or 470-578-6506 for the Department of Parking & Transportation). Please note that tickets must be appealed within fourteen (14) calendar days from the date on which they are issued; furthermore, any ticket not paid within thirty calendar days (whether appealed or not) may accrue a late fee as explained on the ticket.

#### **F. Traffic Regulations:**

1. Traffic safety on campus is everyone's responsibility. Students, staff and faculty are expected to obey all traffic laws and practice safe driving habits while operating motor vehicles at Kennesaw State University. The speed limit is 25 MPH campus-wide (unless otherwise indicated), except in parking lots where it is 5 MPH. The University is public property and all of the streets in and around campus are deemed public highways. Anyone operating a motor vehicle in violation of Georgia law may be required to answer charges in State Court.

2. Pursuant to the Official Code of Georgia Annotated, Title 20, the KSU Police are charged with enforcing traffic laws on campus. They are fully empowered to make traffic arrests for offenses committed within their jurisdiction. Questions regarding Uniform Traffic Citations may be addressed to the State Court of Cobb County, Traffic Violations Bureau.
3. KSU Police will investigate all motor vehicle accidents occurring on campus. For purposes of documentation, drivers are urged not to move their vehicles until after the arrival of an officer. Copies of accident reports are usually available on the fourth business day following the accident.
4. The Central Parking Deck is closed every weekend, unless otherwise announced. Gates are locked each Friday at 5:30 PM. Please remove your vehicle before 5:30 PM on Fridays. If your vehicle is locked in the Central Deck over the weekend, you may contact Public Safety at 470-578-6206.

### **G. Parking Selection:**

All students wishing to park a vehicle on-campus or on an off-campus KSU parking facility are required to display the current, proper parking permit. For more information, visit [cardservices.kennesawstateauxiliary.com/parking](http://cardservices.kennesawstateauxiliary.com/parking).

### **H. KSU Shuttle:**

KSU has a shuttle service (called B.O.B. - the Big Owl Bus) that runs Monday thru Thursday 7:00 AM - 11:00 PM and Friday 7:00 AM - 5:00 PM (hours of operation are subject to change based on demand). The shuttle will not run on weekends, during class breaks, or over the summer. Anyone with a valid KSU ID is eligible to ride the shuttle. For more information on the shuttle program, route information or to sign up to park off-campus, please visit our website at [kennesawstateauxiliary.com/](http://kennesawstateauxiliary.com/).

## **Crime Prevention**

### **Crime Prevention & Personal Safety Programs**

KSU police sponsors many educational programs on sexual assault awareness and prevention; personal safety and security; date rape; campus safety; and self-defense. Scheduled classes are advertised on the KSU police website [kennesaw.edu/police](http://kennesaw.edu/police) KSU Police regularly speak to classes and student groups. Topics discussed can be tailored to the event or class including: crime prevention, campus safety, sexual assault/stalking, active shooter response options, and alcohol/drug prevention. To schedule an officer to speak to your class or group, e-mail the request to [safensound@kennesaw.edu](mailto:safensound@kennesaw.edu).

R.A.D. (Rape Aggression Defense) and S.A.F.E. (Self-defense Awareness and Familiarization Exchange). The classes consist of a lecture portion on personal safety followed by hands-on tactical self-defense training. Classes are advertised on the KSU Police website and through KSU student e-mail and on the KSU Police Facebook page at [facebook.com/KSU.Police](https://facebook.com/KSU.Police). Kennesaw State University realizes that your safety is of major concern. The Annual Security Report, the Safe and Sound brochure contains information on campus crime statistics and campus safety policies. Updated brochures are available each October, per the Clery Act, a federal law, at [kennesaw.edu/police](http://kennesaw.edu/police).

## **Reporting Criminal Activity & Emergencies**

If you are involved in or witness a crime or emergency, you should report the incident immediately either by telephone at 770-423-6666, or by use of one of the emergency phones located in the parking lots, parking decks, buildings, along several streets on campus, and in the residential areas. Non-emergency reporting of criminal or suspicious activity may be reported confidentially by calling the Tipster Line at 770-423-6305. KSU police officers are state certified and have the same power and authority as any police officer in Georgia to arrest and to enforce all state laws. For non-emergency questions, comments or concerns, e-mail [safensound@kennesaw.edu](mailto:safensound@kennesaw.edu).

## **Reporting Sexual Assault Incidents**

Kennesaw State University ("KSU" or the "University") does not condone and will not tolerate sexual misconduct or sexually exploitative or harassing behavior of any kind. KSU is committed to providing programs, activities, and an educational environment free from sex discrimination. The University has implemented this policy, and affirms our responsibility to:

- Respond promptly and effectively to sex discrimination, especially sexual harassment and sexual violence;
- Take immediate steps to eliminate the sexual harassment or sexual violence, prevent its recurrence, and address its effects; and
- Support all students with appropriate resources no matter their status as accuser or accused.

- The University takes all incidents of sexual misconduct very seriously. **If you or someone you know may be the victim of sexual assault or sexual violence, you are strongly urged to immediately report the incident.**

The incident can be reported 24 hours a day, seven days a week to the University Department of Public Safety (x6666 or 770-423-6666). You may also elect to report the incident to the Cobb County Police Department (770-499-3911). **In an emergency, dial 9-1-1.** All student, faculty, staff or third party to the University are strongly encouraged to report a complaint of sexual misconduct to the University's EEO/Title IX Officer, (470) 578-2904 or the Student Conduct and Academic Integrity Office (SCAI) (470) 578-3403, by email, or in person, as soon as reasonably possible to report any sexual misconduct you believe may have occurred. Please refer to the student code of conduct for additional detailed information.

## **Security & Access to Campus Facilities**

No one is allowed access to any campus facility without proper authorization by the appropriate University officials. All requests must be submitted to KSU Events at [kennesaw.edu/events](http://kennesaw.edu/events). Violators of this policy may be subject to disciplinary measures under the Student Code of Conduct or to criminal trespass charges. KSU police officers regularly patrol all facilities to maintain security and regularly inspect all doors and locks to ensure that they are properly maintained.

## **Monitoring & Recording Criminal Activity at Off-Campus Events**

KSU has no off-campus organizations or housing at this time. When student organizations hold social events off campus, the local law enforcement agency will be responsible for crime prevention and protection and will report any problems to the KSU Police.

## **Sexual Assault**

When a possible sexual assault has occurred, the victim is encouraged to report it immediately to the KSU Police 770-423-6666. The victim of a sexual assault should try to preserve any evidence that may be able to prove that an assault occurred. Victims are advised to consult law enforcement authorities before showering/bathing, or changing or laundering any clothing that was worn during the assault. However, the fact that the victim of a sexual assault has already bathed, showered, or otherwise compromised potential evidence should in no way dissuade the victim from reporting the assault as such actions may not prevent criminal prosecution or student conduct proceedings from going forward. The Department of Student Conduct and Academic Integrity (SCAI) should be contacted at 470-578-3403. Students who report sexual assaults to the KSU Police shall be afforded assistance in seeking counseling and follow-up medical care, making reasonable changes to their on campus housing arrangements or academic situations and reporting to the appropriate criminal authorities after an assault has occurred. KSU recognizes and upholds the rights of victims of sexual assault, including

- A. The right to have any and all sexual assaults against them treated with seriousness; the right, as victims to be treated with dignity; and the right for campus organizations that assist victims to be accorded recognition.
- B. The right to have sexual assaults investigated and adjudicated by the duly constituted criminal and civil authorities of the governmental entity in which the crimes occurred; and the right to the full and prompt cooperation and assistance of campus personnel in notifying the proper authorities. The foregoing shall be in addition to any campus disciplinary (SCAI) proceedings.
- C. The right to be free from any kind of pressure from campus personnel that victims (1) not report crimes committed against them to civil and criminal authorities or to campus law enforcement and disciplinary officials; or (2) report crimes as lesser offenses than the victims perceive them to be.
- D. The right to be free from any kind of suggestion that campus sexual assault victims not report, or underreport, crimes because (1) the victims are somehow responsible for the commission of crimes against them; (2) victims were contributorily negligent or assumed the risk of being assaulted; or (3) by reporting crimes they would incur unwanted personal publicity.
- E. The same right to advisement and assistance, or ability to have others present, in any campus disciplinary proceeding that the institution permits the accused and the right to be notified of the outcome of such proceeding. In addition, upon request, KSU will disclose to the victim of a crime of violence, as defined in 18 U.S.C. § 16: US Code, or a non-forcible sex offense (statutory rape or incest) a report on the results of any student conduct disciplinary proceeding taken against the student who was the alleged perpetrator.
- F. The right to full and prompt cooperation from campus personnel in obtaining, securing and maintaining evidence (including a medical examination) as may be necessary to the proof of criminal sexual assault in subsequent legal proceedings.

- G. The right to be made aware of and assisted in exercising any options as provided by state and federal laws or regulations with regard to mandatory testing of sexual assault suspects for communicable diseases and with regard to notification to victims of the results of such testing.
- H. The right to counseling from any mental health services previously established by the institution, or by other victim-service entities, or by victims themselves.
- I. After campus sexual assaults have been reported, the victims of such crimes shall have the right to require that campus personnel take the necessary steps or actions reasonably feasible to prevent any unnecessary or unwanted contact or proximity with alleged assailants, including transfer of classes or reasonable changes in on-campus housing arrangements if requested by the victims. Any such request should be communicated to and coordinated by the Office of the Dean of Student Success 470-578-6310 that will work with other departments on campus to effect reasonable and feasible requests.

*"The mission of Kennesaw State University is to provide a learning environment in which all members of the university community are free to pursue their professional and personal goals. Sexual harassment is not only illegal, but an intolerable interference with the attainment of our mutual goals. Unwelcome sexual advances and conduct seriously damage the learning and work climate, and it is the university's intention to protect our environment from such abuses. Resolution of complaints of sexually harassing behavior should be attained as informally as possible, but in absence of that cooperation, we will enforce our policies to the fullest, up to and including dismissal." -President Daniel S. Papp*

## **Reaffirmation of Equal Employment Opportunity & Affirmative Action Policies**

Kennesaw State University continues its policy of implementing affirmative equal opportunity to all students, employees, and applicants for employment or admission without regard to race, color, religion, sex, sexual orientation, national origin, age, creed, veteran status or physical or mental disabilities. The University shall take affirmative action to ensure fulfillment of the policy including, but not limited to, the following actions: recruitment, enrollment and educational practice; hiring, placement, upgrading, or promotion; treatment during employment; recruitment, advertising or solicitation for employment; rates of pay or other forms of compensation; selection for training; layoff or termination; fringe benefits.

The policy of Kennesaw State University is consistent with the requirements and objectives of Executive Order 11246, as amended, Vietnam Era Veterans Readjustment Act of 1974, as amended, Sections 503 and 504 of the Rehabilitation Act of 1973, The Americans With Disabilities Act 1990, and their implementing regulations. It is the University's objective to obtain, without discrimination, individuals qualified and/or trainable for positions by virtue of job related standards of education, training experiences or personal qualification. Kennesaw State will provide reasonable accommodation for all employees, students, and applicants for employment with physical and mental limitations. The rights of employees, students and applicants to file a complaint or assist in an affirmative action/equal opportunity investigation or assist in an investigation is recognized and supported by Kennesaw State University. Kennesaw State University policy on equal employment opportunity and affirmative action will be reviewed and revised periodically for the purpose of updating it and measuring the University's

progress against stated objectives. The following persons are responsible for ensuring the compliance and continued affirmative implementation of this policy:

- Provost & Senior Vice Provost for Academic Affairs; Kennesaw Hall (1), fourth floor, 470-578-6023
- Diversity and Inclusion Office; English Building (27), Suite 201, 470-578-2614
- Human Resources Office; ADA Officer (for employees), 504 Coordinator (for employees); 227 Campus Services (35), 470-578-6030
- Sturgis Library (17), Monday thru Friday 8:30 AM - 5:00 PM (except for official holidays)

## **Grievance Procedures for Students**

### **Grievance Procedures for Admissions, Privacy Rights & Other Non-Academic Matters**

Within the framework of students' relationships to Kennesaw State University, several avenues exist for the expression of grievance. Provision for hearing appeals by applicants denied admission to the university is outlined in Article VI, Section C, paragraph 2a, of the Bylaws of the Board of Regents. Appeal procedures for grievances related to students' privacy rights are contained in the university catalog (see section on confidentiality of student records). Charges against students and student organizations for violations of the KSU Student Code of Conduct will be handled through the University SCAI Program. Grievances related to loss of athletic scholarship and other forms of financial aid are heard by the Financial Aid Appeals Committee. If a student believes that his/her final grade in a course is unfair because of discrimination or retaliation by a faculty member, the complaint shall be addressed as specified under Academic Policies-Grade Appeal Procedures (see KSU catalog).

### **Complaints & Grievances Related to Discrimination, Sexual Harassment, Hostile Environment, Retaliatory Harassment and/or Title IX**

Please visit the EEO/Title website at [kennesaw.edu/eo](http://kennesaw.edu/eo) for detailed information. You can also contact the EEO/Title IX Office with questions, by phone 470-578-2614 or email [eeo@kennesaw.edu](mailto:eeo@kennesaw.edu).

## **KSU Diversity Vision Statement**

It is our vision to create a strong multicultural and diverse educational environment at KSU in order to increase student satisfaction and to promote an understanding and awareness of people from various backgrounds upon graduation. In this way, KSU students will be educated for and can effectively compete in the global society.

## **Interpersonal Relations & Non-Discrimination Position Statements & Policies**

Kennesaw State University, a member of the University System of Georgia, does not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin, age, creed, veteran status or physical or mental disabilities in employment or provision of services.

## **Intellectual Diversity & Interpersonal Relations Position Statement**

Kennesaw State University is an educational community composed of individuals from different ethnic, racial, and religious groups and of different genders, political beliefs, ages, abilities, and sexual orientations. In light of this diversity, Kennesaw State University is resolved to contribute to the development of an integrated, pluralistic society in which individuals model and support humaneness and respect for the individual. Kennesaw State University is committed to a diversity of intellectual viewpoints. We trust in a genuine free marketplace of ideas where faculty and students are encouraged to express their considered opinions openly. We further believe that this intellectual exchange is healthy, democratic, and produces new insights. The exchange of ideas is also a splendid means of encouraging "critical thinking" as long as it is conducted within an atmosphere that respects the dignity of all concerned. The University is also committed to providing quality education, which is enhanced by the perspectives provided by individuals and groups with varying backgrounds and views. Racism, sexism, and other discriminatory attitudes and behaviors impede learning and working. Conversely, respect for differences enhances educational and work experiences. Kennesaw State University is dedicated to creating an environment that cherishes and nourishes this diversity. (Approved by the KSU Faculty Senate Feb. 25, 2008)

## **Americans with Disabilities Act (ADA) Compliance Policy**

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 as amended. Students who require accommodation in facilities, services, programs or activities should contact the Assistant Director for Disabled Student Services to arrange an individual assistance plan. Accommodations may include classroom accessibility, modified computer equipment, disability-accessible parking, assistance with note-taking sign language interpreting or captioning services, class materials in alternate format, library and laboratory assistance, and other accommodations. Determination of appropriate accommodations to be provided will be based upon documentation of the disability. Members of the public who require specific accommodations in facilities, services, programs or activities should contact the office sponsoring the service, program or activity at least five days in advance to arrange individual accommodations. Eligible students deliver certification letters to faculty at the beginning of each semester identifying the accommodations approved for that student. Faculty members are also instructed that they must provide students with special needs appropriate accommodations in a timely manner. The Assistant Director for disAbled Student Support Services will work with faculty members to ensure that students receive appropriate accommodations. A student should notify Disabled Student Support Services in writing within two (2) days of any disagreement between the student and the faculty member if agreed upon academic adjustments are not provided in order to seek a resolution. A student who alleges discrimination on the basis of disability may file a grievance through the University's established grievance procedures. The following have been designated by the President of the University to provide assistance and ensure compliance with the ADA. Should a student require assistance or have further questions about the ADA, please contact either the ADA Compliance Officer for Students at 770-423-6443; the ADA Compliance Officer for

Facilities at 470-578-6224; or the Director of Human Resources, ADA Compliance Officer for staff and faculty at 470-578-6030. For more information, go to [kennesaw.edu/stu\\_dev/dsss](http://kennesaw.edu/stu_dev/dsss).

## **Policy on Service Animals on Campus**

The Americans with Disabilities Act defines a service animal as "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition."

([ada.gov/regs2010/titleII\\_2010/titleII\\_2010\\_fr.pdf](http://ada.gov/regs2010/titleII_2010/titleII_2010_fr.pdf))

The disabling condition must be severe enough to substantially limit one or more major life activities, such as the ability to see or hear, speak, breathe, learn, work, think or take care of oneself. An animal that meets this definition is considered a service animal and is allowed to accompany the person with a disability to class meetings, services, activities, programs, field trips, or residences and to be allowed anywhere on campus unless specifically prohibited by this policy or federal/state law.

In addition, Georgia law (OCGA 30.4.2) provides that any Partner who is accompanied by a dog in training to be a service dog or a dog being raised to be trained as a service dog is required to be given the same degree of access to which a disabled Handler assisted by a service dog is entitled under applicable federal law. Federal and state law specifically excludes animals whose primary purpose is emotional support, therapy, or comfort from the definition of service animal. For the complete service animal policy and service animal registration forms, go to [kennesaw.edu/stu\\_dev/dsss/servicedogs](http://kennesaw.edu/stu_dev/dsss/servicedogs).

## **Acquired Immune Deficiency Syndrome (AIDS) Policy**

Kennesaw State University shall provide academic programs, support services, and social/recreational programs to all eligible individuals, regardless of their disability. In the event that an employee or student is (or becomes) HIV (human immunodeficiency virus) positive, that individual shall retain his/her right to these programs, services and activities. All actions taken by Kennesaw State University will comply with the laws pertaining to public health practices and the rights of individuals to privacy and confidentiality. Instances that arise will be handled individually to provide maximum support to any faculty, administrator, staff or student who is HIV positive.

# Rights Pertaining to Student Records

*FERPA - Family Educational Rights & Privacy Act of 1974*

## **Confidentiality of Education Records:**

- Education Records at Kennesaw State University are defined as any portion of the educational history of a student that is maintained by the University for the purpose of sharing by other academic officials and is intended to support the academic degree progress of the student. Typical examples are the academic files maintained in a department or university administrative office. These records include: files, documents and materials in multiple mediums (handwritten, tape, disks, microfilm, CD-ROM, etc.) which contain information directly related to the academic educational efforts of the student. Academic records do not include law enforcement unit records, medical records (vis-à-vis doctor patient privilege), alumni records, or human resource records.
- Sole Possession Records are defined as records (notes maintained by a faculty member) that are not shared with any other educational official. Notes maintained in a sole possession record are not subject to the guidelines of FERPA. Sole Possession records that are merged with the academic record require full disclosure per FERPA guidelines. Third Party Disclosures are prohibited by FERPA without the written consent of the student. Any persons other than the student are defined as Third Party, including parents, spouses, and employers. All educational officials are required to secure written permission prior to the release of any academic record information.
- Directory information will be withheld if requested by the student. To withhold directory information the student must complete the Release of Directory Information form and mail the request to the Office of the Registrar, 1000 Chastain Road, MB #0116, Kennesaw, GA 30144 or hand deliver the request to the Office of the Registrar in Kennesaw Hall or fax the request to 470-578-6541. The items below are designated as "Directory Information" at Kennesaw State University and may be released for any purpose at the discretion of Kennesaw State University: Name, Major, Advisor, Dates of Attendance, Degrees Awarded, Participation in Recognized Activities and Sports and Weight and Height of Athletic Participants.
- Students should consider very carefully the consequences of any decision to withhold "Directory Information." Choosing the item "Student Confidentiality" will result in the exclusion of all student record information, including student name/address from printed materials. Informing Kennesaw State University not to release "Directory Information" means any future requests for such information from non-institutional persons or organizations will be refused.

*Notification of Rights under FERPA* (The Family Educational Rights and Privacy Act) for Postsecondary Institutions affords students certain rights with respect to their education records. These rights include: The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

- I. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify

the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University 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. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901. [ed.gov/policy/gen/guid/fpco/ferpa/index](http://ed.gov/policy/gen/guid/fpco/ferpa/index)

### **Types of Educational Records and Officials Responsible for Their Maintenance**

The following are lists of student records and the officials responsible for their maintenance. Access to these records will be made available to students upon individual written requests. Such requests must be addressed to the official responsible for the maintenance of the record. In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, Kennesaw State University must obtain written consent from a student before releasing or discussing the student records of that student to a third party. Such written consent must be signed and dated by the student, specify the records to be released, state the purpose of the release, and identify the party or class of parties to whom release may be made. Students may complete the "Student Consent Form to Release Information" located on the Office of Registrar forms web

page. Student must submit the signed consent form in person with Photo ID to the Office of the Registrar.

**Director of Graduate Admissions**

Application for Admission  
Application Processing Fee  
College and University Transcripts  
GRE and GMAT Examination Test Scores  
International Admission Documents, TOEFL, IELTS, Michigan

**Director of Undergraduate Admissions**

Application for Admission  
Application Processing Fee  
High School, College, and University Transcripts  
University Entrance Exam SAT or ACT Scores  
General Equivalency Development (GED) Examination Scores

**Director of Undergraduate and Graduate Global Admissions**

Application for Admission  
Application Processing Fee  
High School, College, and University Transcripts  
University Entrance Exam SAT or ACT Scores  
General Equivalency Development (GED) Examination Scores  
International Admission Documents, TOEFL, IELTS, Michigan

**Registrar**

University Level Examination Program Scores  
Grades and Academic Standing Status  
Petition for a Degree  
Regents' Test Results and Tracking  
Georgia and U.S. History and Constitution Test Results  
Registration Information-Enrollment Data  
Veterans' Records  
Rules and Regulations

**Director of Student Financial Aid**

Loan Processing Request  
Financial Aid Application  
Award Notification

**Medical Director of the Health Clinic**

Health and Medical Records

## **Student Success Services**

### **Director of Student Conduct and Academic Integrity**

Discipline Files

Director of Student Success Services

Individual Standardized Tests

Georgia and U.S. History & Constitution Test Results

CLEP Tests

ISAT Tests

COMPASS Exam

University College

### **Chair of University Studies**

University Placement Examination Scores (Placement and Exit)

## **Parental Notification Policy**

Sections 951 and 952 of the 1998 Higher Education Amendment established that institutions of higher education could notify the parents or legal guardians when their student under the age of 21 was found to be in violation of the school's disciplinary code for drugs and alcohol.

Kennesaw State University strives to create a balance between honoring the personal growth and responsibility of its students as they learn to establish their own independence with that of providing parents with the sensitive information they need to know in order to advise their students effectively. Parental notification is done only when the university believes that it will help the student by providing support for their physical health and safety, academic success and/or personal development. Parents of students under the age of 21 may be notified when a student is determined to have violated the KSU Student Code of Conduct in regard to alcohol or other controlled substances. Circumstances leading to possible parental notification include, but are not limited to, the following:

- A student endangers him/herself or others while under the influence of alcohol or other controlled substances (i.e., this may include alcohol poisoning, hospitalization, fighting or on-campus DUI);
- Student who committed the violation required medical intervention or transport as a result of consumption of alcohol or a controlled substance;
- The occurrence of an arrest (i.e., this might include minor possession of alcohol or other drugs, possession with intent to distribute/supply or the manufacturing or cultivation of drugs or alcohol);
- The occurrence of significant property damage;
- The occurrence of a major disruption to the university's educational mission;
- When an administrator determines that any future violation of the alcohol/drug policy will likely result in the student's suspension;
- When an administrator determines that any future violation of the alcohol/drug policy will likely result in the student's removal from university housing;
- The violation suggests a pattern of alcohol or controlled substance abuse.
-

In order to allow the student to have the first opportunity to notify his/her parent(s) or legal guardian(s) of the alcohol/drug violation, students will be afforded two business days after the determination of a rule infraction before the university will attempt to issue a notification to the parent(s) or legal guardian(s). Notification will be coordinated through the Office of the Dean of Student Success. Written notification will detail the fact that the student has been found responsible for an alcohol or other drug offense. Written notice will not include specific details of the offense(s) for which the student is found responsible, the circumstances surrounding the offense(s), or the specific disposition of the case. The notification will include a listing of campus/community services that are available to address the student's alcohol or drug situation. Parents/guardians interested in gaining more information about the violation or disposition of the case are encouraged to discuss the case with their student or request that the student sign a written consent to have this information revealed to his/her parents. Questions or concerns regarding these guidelines should be directed to the Department of Student Conduct and Academic Integrity, University Village (Suite 5100), 470-578-3403.

## **KSU Student Code of Conduct**

Updates to the student code are available at <http://scai.kennesaw.edu/codes.php>.  
Procedures to implement the student code of conduct are available at <http://scai.kennesaw.edu/codes.php>.

### **I. Preamble**

It is the purpose of the institution to provide a campus environment which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. Students of Kennesaw State University are guaranteed all of the due process rights and privileges associated with their matriculation in a higher education institution in the university system of Georgia. In addition, they are entitled to an environment that is conducive to learning and individual growth. To this end, students enrolling at Kennesaw State University assume a responsibility to abide by the University's student conduct regulations, just as they assume an individual's responsibility to abide by federal, state and local laws. Violation of statutory laws, or of the University student conduct regulations, or specific departmental rules may lead to disciplinary action(s) by Kennesaw State University.

Students who are accused of a Code of Conduct violation will have an opportunity to be heard before a decision is made about their responsibility for a violation. Nevertheless, when a student fails to appear for a hearing/disciplinary meeting after notice of the hearing has been sent to that student's KSU email address, the hearing officer or panel may make a decision without that student's input or explanation. The hearing officer or panel will base its decision on all other information and evidence presented, and may find the student responsible if a preponderance of the evidence indicates responsibility for the violation(s). Students who are found responsible for a violation of the KSU student conduct regulations may be subject to sanctions up to and including dismissal from the institution.

University disciplinary proceedings may be instituted against a student charged with a violation of a law which is also a violation of this Student Code of Conduct without regard to the pendency of civil litigation in court or criminal arrest and prosecution. Proceedings under this Student Code of Conduct may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus.

By adhering to these policies and regulations students can fulfill their responsibilities and enjoy the exercise of their own rights while also respecting the rights of others.

## **II. Academic Honesty**

The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it. Any student found to have violated any KSU academic honesty regulation after a hearing before a university hearing panel or before a hearing officer shall be suspended for at least one semester, unless the student persuades the deciding body or hearing officer that the circumstances of his or her behavior substantially mitigate the gravity of the violation. These regulations are designed to assist students in (1) developing appropriate attitudes about, and (2) understanding and following the university's standards relating to academic honesty. The regulations protect students by helping them avoid committing infractions that may compromise the completion of their KSU degrees or damage their reputations.

### **A. Plagiarism and Cheating**

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

### **B. Unauthorized Access to Official University Materials**

No student shall take or attempt to take, steal or in any unauthorized manner otherwise procure, gain access to, alter or destroy any material pertaining to the conduct of a class (including tests, examinations, grade change forms, grade rolls, roll books, laboratory equipment, University grade records in written or computerized form, etc.).

### **C. Misrepresentation, Falsification of University Records or Academic Work**

No student shall knowingly provide false information in completing University forms or applications (including admissions forms, scholarship applications, time sheets, use of false or counterfeit transcripts, etc.) or in any work submitted for credit.

### **D. Malicious Removal, Retention, or Destruction of Library Materials**

No student shall misplace, take, destroy or attempt to misplace, take or destroy any item or part of an item belonging to or in the protection of the University library with the intention of bringing about an undue disadvantage in the classroom work of other Kennesaw State University students.

### **E. Malicious/Intentional Misuse of Computer Facilities and/or Services**

The malicious or intentional misuse of computer facilities and services is prohibited. Violation of state and federal laws (including copyright violations, unauthorized access to systems, alteration/damage/destruction, or attempted alteration/damage/destruction, use for profit, etc.) or a department's rules for computer usage (including account violations, damage, or destruction of the system and/or its performance, unauthorized copying of electronic information, use of threatening or obscene language, etc.) is prohibited.

### **F. Student Identification Cards**

- (1) Lending, selling, or otherwise transferring a student identification card of any type is prohibited, as is the use of an identification card by anyone other than its original owner.
- (2) No student shall obtain under false pretenses any additional student identification cards.
- (3) A student must present proper credentials to properly identified University faculty and staff upon their request while these persons are in the performance of their duties.

### **G. Revisions of Academic Honesty Regulations**

Any student, faculty member or administrator can propose any revision of, additions to and deletions from these Academic Honesty Conduct Regulations. Recommendations shall be submitted to the Vice President for Student Success. The Vice President, in consultation with appropriate parties, shall ensure discussion on the proposed change. When all parties have had an opportunity to comment on the proposal, the Vice President shall forward all recommendations to the University Council. The Council, in turn, shall send its recommendations with comments to the Kennesaw State University President and cabinet.

## **III. Disruption of Campus Life**

It is the purpose of the institution to provide a campus environment which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. In order to promote these goals, students should be familiar with and abide by the rules against disruption of campus life.

### **A. Disorderly Assembly**

No students shall assemble on the campus for the purpose of creating a riot, or destructive or disorderly diversion, or obstructing or disrupting the normal operation of the university, including any teaching, administrative, disciplinary or public service activity, or any other activity authorized to take place on the campus.

### **B. Disruptive and Dangerous Conduct**

No student shall act in a manner that can reasonably be expected to disturb the academic pursuits of others or infringe upon the privacy, rights, or privileges of others, or the health or safety of him/herself or other persons.

### **C. Disruptive Speech**

That speech is prohibited which: a) presents an immediate or imminent clear and present danger or b) is disruptive to the academic functioning of the institution.

#### **D. Physical Attack**

Physical attack on or in University property or at functions sponsored by the University or any registered University organization is prohibited.

#### **E. Harassment/Bullying/Intimidation**

No student shall harass, bully, or intimidate another person in any manner or by any method, including, but not limited to, harassment, bullying, or intimidation done by electronic device, sometimes called "cyberbullying." Harassment, bullying, or intimidation is the placing of another person in reasonable fear of his or her personal safety through words or actions directed at that person, or a course of conduct that a reasonable person would consider so severe and pervasive as to interfere with the working, learning, or living environment of another.

#### **F. Sexual Misconduct (for more info see the KSU Sexual Misconduct Policy)**

General definition. Sexual misconduct encompasses a broad range of unwelcome behavior that is committed without consent or by force, intimidation, coercion, or manipulation. The term includes, but is not limited to, criminal sexual assault, sexual harassment, sexual exploitation, and sexual intimidation as those behaviors are described later in this section. Sexual misconduct can be committed by men or women, and it can occur between people of the same or different sex.

Consent. For purposes of this policy, consent is a freely and affirmatively communicated willingness to participate in particular sexual activity or behavior, expressed either by words or clear, unambiguous actions. "Non-consent" means without either explicit verbal consent or overt action clearly expressing consent. Such signals of consent must be mutual and ongoing, as well as offered freely and knowingly. If at any time during a sexual interaction any confusion or ambiguity should arise on the issue of consent, the sexual initiator should stop and clarify the other individual's willingness to continue. Non-communication constitutes lack of consent.

Persons unable to give consent. By definition, the following conditions cause a person to be unable to give consent:

- Persons who are asleep or unconscious;
- Persons incapacitated by drugs, alcohol, or medication;
- Persons who are unable to communicate consent due to a physical or mental impairment;
- Persons who have been threatened or coerced into giving their consent; or
- Persons under the age of 16.

Engaging in sexual activity with someone who is unable to give consent is considered by law and KSU to be Sexual Misconduct. Note that indications of consent are irrelevant if the person is incapacitated. When there is ambiguity about whether consent has been given, a student can be charged with, and found responsible for, committing a sexual assault or another form of sexual misconduct. Examples of incapacitation include, but are not limited to, being highly intoxicated, passed out, or asleep. Consumption of alcohol, in and of itself, does not relieve a party of responsibility to obtain ongoing consent.

Sexual misconduct is prohibited. Examples of Sexual Misconduct. Sexual misconduct may vary in its severity and consists of a range of behavior or attempted behavior. Sexual misconduct includes, but is not limited to, the following examples of prohibited conduct as further defined below:

- sexual assault
- sexual harassment
- sexual exploitation

- I. Sexual assault is prohibited. Sexual assault is a form of sexual misconduct and represents a continuum of conduct that includes non-consensual sexual contact between an individual and another person.

Examples of sexual assault under this policy include, but are not limited to, the following behaviors, if non-consensual:

- Sexual intercourse
- Any sexual touching, including penetration, with any object. Sexual touching is contact of a sexual nature, however slight.
- Touching of intimate body parts such as mouth, genitalia, groin, breast, buttocks, inner thighs, or any clothing covering them
- The removal of another person's clothes
- Touching a person with one's own intimate body parts
- Compelling another to touch one's intimate body parts

2. Sexual harassment is prohibited. Sexual harassment is a form of misconduct that includes verbal, written, or physical behavior of a sexual nature, directed at someone, or against a particular group, because of that person's or group's sex, or based on gender stereotypes, when that behavior is unwelcome. Sexual harassment may include unwelcome sexual advances, unwelcome requests for sexual favors, and other unwelcome conduct of a sexual nature where:

- Submission to or tolerance of such conduct is made either an explicit or implicit term or condition of employment or student admissions, enrollment, participation, and programming;
- Submission to or tolerance or rejection of such conduct is used as a basis for employment or for academic, athletic, or other educational decisions affecting an individual;
- The conduct has the purpose or effect of substantially interfering with an individual's work or academic, athletic, or other educational performance; or
- The conduct creates an intimidating, hostile, or offensive work or educational environment.

If an individual has welcomed sexual advances or other harassing conduct (whether sexual or otherwise) by active participation in or encouragement of such activity, he or she should specifically inform the alleged harasser if such conduct is no longer welcome in order for any

subsequent conduct to be deemed unwelcome. However, failure to give such notice does not prevent KSU officials from taking appropriate corrective and/or disciplinary action against the alleged harasser for his or her behavior.

3. Sexual exploitation is prohibited. Sexually exploitative behavior, which occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own benefit, or to benefit anyone other than the one being exploited. Examples of sexual exploitation include, but are not limited to, engaging in voyeurism; forwarding of pornographic or other sexually inappropriate material via email or otherwise to non-consenting students/groups; and any activity that goes beyond the boundaries of consent, such as recording of sexual activity, letting friends watch consensual sex, and knowingly transmitting an STD, including HIV, to another student.

#### **G. Theft of or Damage to Property**

No student shall take, sell or attempt to take or sell, damage or destroy any items belonging to others without proper authorization. Nor shall any student make or attempt to make unauthorized use of the property of any other person or organization. Sale of a textbook or other item that is not one's own will be regarded as prima facie evidence of theft. Items should be turned in to a lost and found area.

#### **H. Possession of Weapons or Fireworks**

Students are prohibited from possessing fireworks, firearms or other weapons on University property or at University sponsored events, except with the specific permission of the Department of Campus Safety and Security, or except as allowed in limited circumstances by Georgia law.

#### **I. Unauthorized Entry or Use of University Facilities**

No student shall make or attempt to make unauthorized entry or use of any University building or facility including electronic data processing systems or personal electronic accounts/files. Upon appropriate notice by University officials, authorization for the use of University facilities can be withdrawn or otherwise restricted. The malicious or intentional misuse of computer facilities and services is prohibited. Violations of state and federal laws (including copyright violations, unauthorized access or systems, alteration/damage/destruction, or attempted alteration/damage/destruction, use for profit, etc.) or a department's rules for computer usage (including account violations, damage or destruction of the system and/or its performance, unauthorized copying of electronic information, use of threatening or obscene language, etc.) are prohibited.

#### **J. Fire Safety and False Alarms**

1. No student shall tamper with fire safety equipment.
2. No student shall set or cause to be set any unauthorized fire in or on University property.
3. No student shall make, or cause to be made, a false fire alarm or a false notification of the presence of a bomb.

4. All occupants of a building must leave the building when the fire alarm sounds or when directed to leave by properly identified University faculty or staff while these persons are in the performance of their duties.

### **K. Littering and Sanitation**

1. No student shall dispose of trash and refuse of any kind except in proper trash receptacles.
2. Food and drink are prohibited in designated areas of the University.
3. No student shall in any way dispose of tobacco products except in receptacles properly designated for them in or on University property.

### **L. Kennesaw State University is a Smoke-Free Environment**

Per Georgia Board of Regents guidelines, smoking is prohibited on all USG or affiliate properties. See [usg.edu/tobaccofree/](http://usg.edu/tobaccofree/) for more information.

### **M. Gambling is Strictly Prohibited**

Raffles may be held by student organizations and will be treated as any other fund-raising activity and will be subject to fund-raising guidelines.

### **N. Advertising, Selling, and Fundraising**

No student or group of students acting in a representational capacity for Kennesaw State University shall carry out any form of sales (including bartering) or fundraising events, or advertise sales or fundraising events, without the authorization of the University President or a designated representative of the University President.

### **O. Campus Elections**

No student shall carry out fraudulent and/or disruptive activity in connection with any election, referendum or poll conducted on the University campus.

### **P. Shared Responsibility**

Persons who knowingly act in concert to violate University regulations may be given joint responsibility for such violation. Students are responsible for their conduct on or in University property or at functions sponsored by the University or any registered University organization.

### **Q. Failure to Comply**

Failure to comply with directions of a University official or law enforcement officer acting in performance of his or her duties and/or failure to identify oneself to such a person when requested to do so is a violation of this Student Code of Conduct.

### **R. Failure to Complete Sanctions**

Failure to complete all sanctions imposed under this Student Code of Conduct by the stated deadline(s) is a violation and may result in additional conduct charges and/or a hold on registration until the sanctions are completed.

## **S. Hazing is Prohibited (for more information see the KSU hazing policy)**

"Hazing" means any intentional, negligent or reckless action, activity or situation that endangers or is likely to endanger the physical health of an individual or causes an individual pain, embarrassment, ridicule or harassment as a condition or precondition of gaining acceptance, membership, office or other status in a student group, whether or not such group is formally recognized by the University and regardless of the individual's willingness to participate. The expressed or implied willingness of the victim (s) is not a defense. Actions and situations that may constitute hazing may include, but are not limited to, the following:

- Forcing, requiring, or encouraging the drinking of alcohol or any other substance;
- Forcing, requiring, or encouraging the consumption of food or any substance;
- Calisthenics (e.g., push-ups, sit-ups, jogging, runs);
- Treeing's (e.g. tying someone up and throwing food or other substances on them);
- Paddling in any form
- Line-ups (e.g. yelling at or harassing people in a formation);
- Theft of any property;
- Road trips (e.g. dropping someone off and leaving him/her to find his/her own way back);
- Scavenger hunts; without prior approval from the OFSL;
- Causing an individual to be sleep deprived and/or suffer from excessive fatigue;
- Conducting activities that do not allow adequate time for studying or that interferes with their scholastic responsibilities (e.g. not allowing an individual to attend class, causing one to miss group projects);
- Forcing, requiring, or encouraging nudity at any time;
- Forcing, requiring, or encouraging the wearing of specific uniform apparel;
- Performing acts of personal servitude for members (e.g. driving them to class, cleaning their individual rooms, serving meals, washing cars, shopping, laundry); requirement/forcing of purchases for others;
- Forcing, requiring, or encouraging individuals to engage in public stunts or buffoonery, hair cutting, morally degrading/humiliating games or activities, which are distasteful or designed to provoke nausea or inebriation;
- Verbally harassing any individual or any action or situation which subjugates an individual to a condition where he/she might tend to lose self-respect or suffer injury to personal or religious values;
- Producing mental or physical discomfort in any form or physical and/or psychological shocks in any form;
- Forcing, requiring, or encouraging the violation of university policies, federal, state, or local law.

## **T. Residential Code of Conduct**

### **I. Alcohol**

Students who are of legal drinking age (21) may possess and consume alcoholic beverages in designated communities, but only as a private activity in private living areas (i.e., room and/or apartment). Students are legally responsible for their actions in all mental and physical

conditions including those induced by alcoholic beverages. Kennesaw State University also prohibits:

- a. The use or possession of alcohol by anyone under the legal drinking age of 21;
- b. Providing alcohol to a person under age 21 is prohibited;
- c. The transport and/or consumption of alcohol in open containers in any public area including any property that surrounds an apartment and is considered housing property;
- d. The manufacture or selling of alcohol;
- e. Failure to abide by the institution's policy on student organization use of alcohol;
- f. Public intoxication;
- g. Common containers of alcohol (kegs, party balls, trash cans, funnels, beer hats, etc.) are not permitted. Beverages must be used in individual containers;
- h. Any game or activity (especially those competitive in nature) contributing to the overindulgence of alcohol is prohibited regardless of the age of the participants;
- i. Guests and/or visitors consuming or possessing alcohol in the room/apartment/surrounding area of a host (resident) under the age of 21;
- j. Alcohol not being clearly consumed by those 21-years of age or older in a room shared by students over and under 21 years of age;
- k. The use or possession of alcohol by any resident or guest, regardless of age, in a substance-free community;
- l. Being present where an alcohol violation is occurring, regardless of whether the resident/guest is using or possessing alcohol;
- m. Alcohol paraphernalia is prohibited in substance free communities and residential units of underage residents. For health and safety reasons, empty alcohol containers are not permitted to be used for decorative purposes within the residential facilities.

## **2. Drugs**

Kennesaw State University prohibits:

- a. Selling, possessing or using any substance currently classified as a dangerous drug by the Georgia Controlled Substance Act or classified as illegal by state or federal law;
- b. Possession of drugs that may be used to incapacitate other Individuals;
- c. Possession and/or use of drug paraphernalia, including but not limited to any form of bong or smoking device, such as a hookah, even if not used or used for tobacco products;
- d. Being present where a drug-related violation is occurring, regardless of whether the resident/guest is using or possessing drugs.
- e. Smoking, ingesting, or otherwise using a substance not already prohibited under section III T 2 a (above) in a manner not consistent with the manufacturer's recommended use. This includes, but is not limited to, all forms of synthetic marijuana, regardless of brand name.

## **3. Weapons**

Kennesaw State University and Housing regulations prohibit the use or possession of any weapon that can cause bodily harm either to the bearer or another individual. In unclear cases of definition, the context in which a particular object was used will determine whether it is a

weapon. Items that can be easily confused as weapons, including but not limited to pellet, BB, paintball, or air guns, are prohibited.

#### **4. Pets/Animals**

The University does not permit students to have pets/animals in or around the residential communities. This includes pets belonging to outside guests; pets/animals may not "visit" at any time. The only exceptions are: 1. Fish in a properly maintained aquarium not to exceed 10 gallons; and 2. Service animals determined to be necessary for persons with disabilities.

#### **5. Smoking**

Prior to October 1, 2014, smoking and the use of tobacco products is prohibited inside all residential facilities. A resident may smoke on a private balcony (only available at Austin Residence Complex, formerly University Place) if agreed upon by all residents of the apartment. Smoking is prohibited on all common area balconies and stairwells. Students may only smoke outside in designated smoking areas around the residential communities. After October 1, 2014, in accordance with Georgia Board of Regents guidelines, smoking and all other use of tobacco and all use of e-cigarettes, personal vaporizers (PV), and/or electronic nicotine delivery systems (ENDS) on property owned, leased, rented or in the possession or control of the University System of Georgia is prohibited.

#### **6. Cooperation**

Residents and guests are expected to cooperate with all reasonable requests made by members of the community, both on-campus and in the surrounding neighborhood. Likewise, residents must comply with all reasonable requests of any person acting in an official capacity as a representative of the university, including, but not limited to, Residence Life staff (including RAs), campus police, faculty, and property management staff. Cooperation includes, but is not limited to, participating in required residential activities (i.e., mandatory meetings, judicial hearings, learning communities, rules, payment of rent/fees, etc.). Cooperation also includes compliance with all rules and regulations established by KSU Residence Life and/or KSU Housing not included within this code of conduct but distributed through other printed and electronic means (housing contract, newsletters, etc.).

#### **7. General Safety and Well-Being**

Residents are expected to take responsibility for the overall general safety and well-being of themselves individually and the residential community as a collective. Engaging in any behavior that impedes the general safety and/or well-being of self and/or others is prohibited. This may include, but is not limited to; causing physical or psychological harm to oneself and/or others; creating an unsafe environment by leaving doors unsecured, particularly common use doors; failing to notify the appropriate authorities when knowledge exists of a situation that may impede the general safety and/or well-being of individuals and/or the community. General safety also includes maintaining your living environment and your own person in accordance with reasonable health, cleanliness, and safety expectations.

#### **8. Fire Safety**

Tampering with, vandalizing or misusing fire safety equipment is prohibited and constitutes reasons for eviction from the apartments and possible suspension or expulsion from the

University. Fire safety equipment includes, but is not limited to, alarms, extinguishers, smoke detectors, door closures, alarmed doors, and sprinklers. Failure to evacuate during a safety drill will result in disciplinary action. Items that are flammable such as fuel, etc., may not be stored in a resident's room or apartment. Items that require an open flame to operate or which produce heat (i.e., Bunsen burners, lit candles, alcohol burners, grills) are not allowed in resident's rooms. Residents must further agree to abide by the safety regulations as stipulated in the Housing Safety Regulations (located in handbook).

## **9. Noise**

All students are expected to respect the rights of others by refraining from making loud noises or causing other disturbances that interfere with study or sleep.

- a. All residents are expected to respect 24-hour courtesy hours. If a student makes a reasonable request of another student to be less noisy, that student should comply. No noise should be heard outside of a student room;
- b. Quiet Hours will apply to noise regulation in the public areas of the residential communities. Quiet Hour adjustments may be voted on by the Community Councils. Until this occurs, residence-wide quiet hours will be in effect. Quiet Hours are 10pm until 10am Sunday through Thursday and 12am to 10am Friday and Saturday;
- c. During exam periods, quiet hours will be extended to 24 hours. This regulation also applies to areas surrounding the residential communities, and public areas; and
- d. In the event that a group makes a disturbance (e.g., game playing, watching TV, or yelling loudly), staff may request violators to leave immediately.

## **10. Guests and Visitation**

Residents may allow guests (those of the same or opposite sex) to visit their room/apartments with agreement from the other residents in their room/apartment. Guests are defined as any person not assigned to live in that specific space (even if the person is a resident of another on-campus space). Community Councils and roommates may develop rules that are supplementary to but not in conflict with the established guidelines. In order to facilitate safety and privacy, the following are prohibited:

- a. Use of the bedroom or bathroom of another resident without his or her prior consent;
- b. Guests (including other KSU students) staying in a resident's room more than three nights within any seven night period, staying in a resident's room on a frequent basis, or cohabitating in any room/apartment;
- c. Proceeding or allowing guests to proceed through the residential facilities unescorted;
- d. Students are expected to accompany their guests at all times and accept responsibility for their behavior. At no time should any resident provide entrance to their room to someone who is not their guest, or provide access to a guest who is unaccompanied by the resident (e.g., lending/copying a key or access card).
- e. While hosts are held responsible for the actions of their guests, legal action will also be taken against a guest for violating campus policies, including but not limited to, criminal trespass, or prosecution. Guest must park in designated visitor spaces only, and hosts may lose parking privileges if guests park illegally.

- f. Minors who are not enrolled KSU students must be escorted by a parent/guardian in addition to the host resident at all times. These minors may not visit overnight without advance permission from the Director of Residence Life or designee.
- g. General occupancy, as recommended by management and the fire marshal, is two persons per bedroom (i.e., a four person apartment equals a total occupancy of eight people at any given time). Residents are expected to comply with occupancy guidelines. Visitation privileges may be revoked for individuals or groups who violate the visitation policies.

### **11. Collective Liability/Damage and Vandalism**

Residents are responsible for the condition of their rooms and any shared spaces. While the University and KSU Housing will strive to attribute damage and vandalism charges to the individuals responsible, when it cannot do so, all members of an apartment or building may be charged equally for any damages. Affected residents should provide information to housing staff to assign these charges to the individual(s) responsible. Damage, vandalism, theft, inappropriate use of facilities, and/or use of facilities/furnishings in a manner other than that for which they were intended, are prohibited. There are no appeals of a Collective Liability charge.

### **12. Enforcement and Grievances**

Any complaints or grievances should be directed to the respective residence hall staff member. Residents have the right to file charges directly against another student through the appropriate Residence Life staff member. If the staff member cannot rectify the situation, then the matter shall be referred through the appropriate channels, and ultimately submitted for action or consultations to the SCAI Department. SCAI shall handle all matters arising from this code as any non-academic violation. Grievances against Residence Life staff members shall be submitted in writing to the Director of Residence Life.

### **13. Modifications and Revisions**

Any modifications or revisions to these codes of conduct shall be submitted to the Kennesaw State University Residence Hall Association (RHA). After discussion, the RHA shall forward its recommendations to the Director of Residence Life. Upon his/her approval, the Director of Residence Life shall forward the approved recommendations to the Director of SCAI, and Vice President for Student Success or designee.

### **14. Warnings and Documented Incidents**

As circumstances warrant, authorized Residence Life and/or SCAI staff may issue warnings to students for behaviors of concern, and violations of housing rules and regulations, even if such behaviors do not constitute a violation of this code. These warnings and/or documented incidents will be recorded within the student's judiciary file.

### **15. Solicitation, Posting, and Use of Residential Space**

For the residents' protection against fraudulent sales and annoyance, solicitation is prohibited on university property. Periodically special programs are offered where residents can learn about products and services. Residents are prohibited from engaging in business activities on campus and in housing. All activities, research, and postings within the residential areas must be

approved in advance by the Director of Residence Life or designee, even if the activities/postings are sponsored by recognized university departments or organizations.

NOTE: Residents are expected to abide by local, state, and federal law and the KSU Code of Conduct, available at [kennesaw.edu/scai](http://kennesaw.edu/scai). Students are afforded appropriate due process, including notification of violations and judicial meetings. Notice forms distributed at the time of violation (typically by RAs) serve as official notice of judicial action and require a response, typically contacting an AC or RD by the next business day. ACs and RDs adjudicate most violations and their actions are final. More serious and repeat violations are typically adjudicated by Student Conduct and Academic Integrity (SCAI). Email is the official mode of communication for KSU; therefore, all students are expected to check their KSU student email account regularly.

While sanctions vary depending on circumstances and severity of specific violations, KSU reserves the right to impose a "two strike" approach and recommend removal from housing upon a second repetitive violation, except drug violations that may result in immediate removal.

#### **IV. Financial Responsibility-Use of Student Activities Funds**

To use student activities funds, student organizations must follow guidelines set by the institution.

#### **V. Use and Possession of Drugs, Including Alcohol**

- A. The sale, use and/or possession of drugs (controlled substances) are/is prohibited. In addition, smoking, ingesting, or otherwise using a substance not already prohibited by the preceding sentence in a manner not consistent with the manufacturer's recommended use is prohibited. This includes, but is not limited to, all forms of synthetic marijuana, regardless of brand name.
- B. Kennesaw State University expressly prohibits the use, possession, manufacture, sale or distribution of alcoholic beverages on campus by any campus constituency. Student activity funds or institutional funds may not be used for the purchase of alcoholic beverages. Kennesaw State University is committed to recognizing, upholding and enforcing the laws of the State of Georgia. Violation of those state laws shall not be condoned on the campus or at any activity held off campus by any constituency. Exceptions to the policy of no alcohol on campus may from time to time be permitted at the discretion of the president, and there are other limited exceptions to this policy within the residence halls by those over the age of 21. See III T I.
- C. All student organizations must submit an "Acknowledgment of Alcohol Policy" form to the Student Life Department each fall semester and each time there is a change in either the president or advisor of the organization. By their signatures, the president and advisor are assuring Kennesaw State University that they and the individuals responsible for the group's social events understand the Kennesaw State University Alcohol Policy and state laws regarding the service and consumption of alcoholic beverages.
- D. Alcoholic beverages will be allowed only for functions at which alcohol is not the focal point, reason for, or the "drawing card" for the event. Organizations choosing to advertise the service of alcoholic beverages at functions will not make reference to the

quantity of or overindulgence in alcoholic beverages. Reference will also be made to serving of food and alternative beverages, and the checking of driver's licenses.

- E. Any activity (especially those competitive in nature) contributing to the overindulgence of alcohol is, by these guidelines, prohibited.
- F. Any violation of this policy at any organization activity shall be reported to the Student Life Department by the designated monitor(s), generally the faculty or staff advisor, verbally within 24 hours of returning to campus and followed by a written report within three working days. The Student Life Department will send the report to the Student Conduct and Academic Integrity (SCAI) Department for possible disciplinary action. The Kennesaw State University Police shall report any violation of this policy, whether at an activity or on an individual basis, to the Dean of Student Success, who shall then be responsible for referring the matter to SCAI for possible disciplinary action according to established University non-academic disciplinary procedures. Possible sanctions shall be the same as those for other violations of nonacademic University rules and regulations as provided for in the University Student Code of Conduct.

## **VI. Jurisdiction of the University Code of Conduct**

Generally, KSU's jurisdiction and discipline shall be limited to conduct which occurs on University premises, University housing, and contiguous areas such as streets and sidewalks. Nevertheless, the University reserves the right to extend its jurisdiction and discipline to KSU students whose off-campus conduct violates the University's Student Code of Conduct and adversely affects the KSU community or the pursuit of its objectives. In addition, the following regulations apply to off-campus activities including outings or field trips for classes of Kennesaw State University, off-campus University athletic events, study abroad programs, co-ops, internships, or any officially sanctioned off-campus activity such as those under the auspices of a Kennesaw State University class, an officially recognized University organization, or a Kennesaw State University group or organization that is seeking official University recognition.

- A. Students involved in off-campus activities shall not act in a disorderly or disruptive fashion, nor shall they conduct any dangerous activity.
- B. Students involved in off-campus activities shall not take, damage or destroy or attempt to take, damage or destroy property of another.
- C. Use and/or possession of drugs, including alcohol: Use and/or possession of drugs (controlled substances) is prohibited. Alcohol regulations appear in Section V of this code.

## **VII. Organizations**

A student organization is subject to the authority of the University hearing panel or hearing officer in the following situations:

- An alleged offense was committed by one or more members of an organization, and was sanctioned by the officers.
- An alleged offense was committed by one or more members of an organization and organization funds were used to finance the venture.
- An alleged offense was committed by one or more members of an organization and was supported by a majority of the organization's membership.

- An organization has chosen to protect one or more individual offenders who were members or guests of the organization.
- The hearing panel or hearing officer, after hearing the case, deems that the offense, by its nature, was an organization offense and not the action(s) of the individual members.
- An alleged offense occurred as a result of an organization sponsored function.

### **A. Disorderly or Disruptive Assembly**

Assembly for the purpose of or resulting in the disruption of normal University or community activity, or which obstructs the normal activities of University faculty or staff, is prohibited.

### **B. Use of Alcohol or Other Drugs**

Use and/or possession of drugs (controlled substances) is prohibited. Alcohol regulations appear in Section V of this code.

### **C. Hazing is Prohibited (for more information see the KSU hazing policy)**

"Hazing" means any intentional, negligent or reckless action, activity or situation that endangers or is likely to endanger the physical health of an individual or causes an individual pain, embarrassment, ridicule or harassment as a condition or precondition of gaining acceptance, membership, office or other status in a student group, whether or not such group is formally recognized by the University and regardless of the individual's willingness to participate. The expressed or implied willingness of the victim (s) is not a defense. Actions and situations that may constitute hazing may include, but are not limited to, the following:

- Forcing, requiring, or encouraging the drinking of alcohol or any other substance;
- Forcing, requiring, or encouraging the consumption of food or any substance;
- Calisthenics (e.g., push-ups, sit-ups, jogging, runs);
- Treeing's (e.g. tying someone up and throwing food or other substances on them);
- Paddling in any form
- Line-ups (e.g. yelling at or harassing people in a formation);
- Theft of any property;
- Road trips (e.g. dropping someone off and leaving him/her to find his/her own way back);
- Scavenger hunts; without prior approval from the OFSL;
- Causing an individual to be sleep deprived and/or suffer from excessive fatigue;
- Conducting activities that do not allow adequate time for studying or that interferes with their scholastic responsibilities (e.g. not allowing an individual to attend class, causing one to miss group projects);
- Forcing, requiring, or encouraging nudity at any time;
- Forcing, requiring, or encouraging the wearing of specific uniform apparel;
- Performing acts of personal servitude for members (e.g. driving them to class, cleaning their individual rooms, serving meals, washing cars, shopping, laundry); requirement/forcing of purchases for others;
- Forcing, requiring, or encouraging individuals to engage in public stunts or buffoonery, hair cutting, morally degrading/humiliating games or activities, which are distasteful or designed to provoke nausea or inebriation;

- Verbally harassing any individual or any action or situation which subjugates an individual to a condition where he/she might tend to lose self-respect or suffer injury to personal or religious values;
- Producing mental or physical discomfort in any form or physical and/or psychological shocks in any form;
- Forcing, requiring, or encouraging the violation of university policies, federal, state, or local law.

#### **D. Theft and Disregard for Property**

1. Unauthorized taking of, attempted taking of, damage to or attempted damage to, or possession of items belonging to an individual, the University, the community, or another university or student organization is prohibited.
2. Unauthorized use or attempted use of service (e.g., telephone, computer services, etc.) belonging to the University, the community, another student organization, or an individual is prohibited.

#### **E. Unauthorized Entry**

Unauthorized entry, attempted entry, or use of University or community facilities is prohibited.

#### **F. Fire Safety**

Use of fireworks or creation of a fire without the specific permission of the KSU Police is prohibited.

#### **G. Academic Honesty**

Maintaining files of examinations, tests, reports, or term papers is prohibited.

#### **H. Official Recognition**

All student groups and organizations shall follow the appropriate procedures, as set forward by the Office of the Vice President for Student Success (or designee), to become officially recognized Kennesaw State University student organizations.

#### **I. Gambling**

Gambling Is Strictly Prohibited, but raffles may be held by student organizations. Raffles will be treated as any other fund-raising activity and will be subject to fund-raising guidelines.

#### **J. Sales, Fundraising and Advertising**

Unauthorized selling of any kind (including bartering), unauthorized fundraising, and unauthorized advertising of fundraising or any other type of event is prohibited. Organizations shall follow the guidelines set down by the Office of the Vice President for Student Success (or designee) for all such activities.

#### **K. Proper Planning**

Organizations shall be able to demonstrate that they have taken due measures to properly plan for any activities or events held on or off the University campus.

1. All such events and activities must be registered with and approved by the Office of the Vice President for Student Success (or designee) for approval at least two weeks prior to holding the event.
2. Reasonable measures shall be taken to ensure appropriate parking, security, safety and sanitary procedures for any activity or event.
3. Organizations shall adhere to specified time limits for any activity or event.
4. Holding events or activities not sanctioned or approved by the Office of the Vice President for Student Success (or designee) is prohibited.

#### **L. Shared Responsibility**

Student organizations are responsible at all times for organizational violations of the University Student Code of Conduct regulations by their members or their guests. Organization members who knowingly act in concert to violate the regulations may be held jointly responsible with their organization for such violations. Organizations that knowingly condone, encourage, or require behavior that violates University regulations may be held jointly responsible for such violations.

#### **VIII. Contempt and False Statements under Oath**

- A. All students shall fully comply with the instructions of the hearing panels and hearing officers of the Kennesaw State University SCAI Department.
- B. No student shall make a false statement while under oath in a University disciplinary hearing.
- C. No student shall disrupt the proceedings of the Kennesaw State University SCAI Department hearing, behave in a manner which is intended to lessen the authority or dignity of the Kennesaw State SCAI Department, or otherwise obstruct justice on the campus.
- D. All students are expected to serve as witnesses when summoned by the Kennesaw State University SCAI Department unless excused by the Vice President of Student Success.

#### **IX. Revisions of the KSU Code of Conduct excluding those sections pertaining to Academic Honesty and the Residential Code of Conduct**

Any student, faculty member, or administrator can propose any revisions, additions, or deletions from the Student Code of Conduct regulations. Recommendations shall be submitted to the acting student government association president. The SGA president shall ensure discussion on the proposed change in the student government association. When the SGA has decided on an official recommendation to comment on the proposal, the SGA president shall forward all recommendations with comments to the Vice President for Student Success no later than 90 days from the date of the initial proposal. In the event that 90 days should expire without a recommendation being given to the Vice President for Student Success, the proposal shall be passed directly to the Vice President's office for consideration and deliberation. The SGA president, upon delivering the recommendation to the Vice President's office, shall also forward copies to the director of student conduct and academic integrity and the chair of the university council for information purposes only. The Vice President shall either accept or reject the student government's recommendations. If the recommendation is accepted, the Vice

President shall distribute the recommendation with comments to the University President and Cabinet.

## **X. Disciplinary Measures**

### **A. For Students**

1. Expulsion: permanent severance of one's relationship with the University.
2. Probated expulsion: further convictions of major offenses, as specified by the University hearing panel or hearing officer, shall result in expulsion.
3. Suspension: temporary severance of one's relationship with the University.
4. Probated suspension: notice to the student that further convictions of major offenses, as specified by the University hearing panel or hearing officer, shall result in suspension.
5. Disciplinary probation: notice to the student that any further major disciplinary violation may result in suspension; this action might also include one or more of the following: the setting of restrictions on social activities, the issuing of a reprimand, and restitution.
6. Restrictions: exclusion from enjoying or participating in social activities or from holding office in University organizations.
7. Reprimand: Oral reprimand: an oral disapproval issued to the student. Written reprimand: a written disapproval issued to the student.
8. Restitution: reimbursement for damage or misappropriation of property; this may take the form of appropriate service or other compensation.
9. Community service: assignment to work a specific number of hours at a community service agency.
10. Other educational or developmental remedies: imposed by the University hearing panel or any hearing officer.
11. Retraction of University degree or course credit previously awarded: The University may retract a degree or course credit previously awarded if the University Hearing panel or hearing officer recommends this sanction and both the Provost/VPAA and Registrar accept the recommendation.

### **B. For Student Organizations**

1. Includes disciplinary sanctions 7, 8, 9 and 10 listed above.
2. Restriction of social or other activities sponsored by the organization.
3. Suspension of the organization's registration with Student Life.
4. Probated suspension of the organization's registration with Student Life.
5. Revocation of the organization's registration with Student Life.
6. Probated revocation of the organization's registration with Student Life.

### **C. Academic Dishonesty**

Any accused student found to have violated KSU regulations concerning academic honesty by an SCAI hearing before a University hearing panel or before a hearing officer, shall be suspended for at least one semester unless he or she has convinced the hearing body or hearing officer that there exist substantial mitigating circumstances to his or her offense. The appropriate grade to be assigned in the case of academic dishonesty is the responsibility of the faculty.

#### D. Interim Suspension

Interim suspension measures may be employed against a student by the Vice President for Student Success, or his or her designated representative, when he or she shall determine, based on clear and convincing evidence, that the student has engaged, or threatens to engage, in behavior which:

- a. is seriously disruptive or significantly impedes the normal activities or academic endeavors of others, or
- b. poses an immediate significant threat of physical danger to others, or
- c. poses an immediate significant threat of danger to him/herself, and such threat is of such a serious nature that it must be handled more expeditiously than the University student conduct procedures allow.

For interim suspension purposes, the designated representative of the Vice President for Student Success may be the Dean of Student Success, the Director of Student Success Services, or the Director of Residence Life. Interim suspension may include any or all of the following:

- a. restriction from participation in any academic course, program, or activity;
- b. restriction from participation in any student activity on or off campus;
- c. restriction from use of any or all University facilities;
- d. restriction from entering the campus or any designated portion thereof.

In such instances, the process outlined for interim suspension in the university SCAI Department procedures shall be followed.

## **Handling Student Code of Conduct Violations at KSU**

Kennesaw State University's Student Code of Conduct, SCAI Policies and Procedures, suspension policies, and campus police are organized in ways to preserve and protect the health, safety and academic integrity of the campus community, as noted in the following policies and procedures. In general, the University SCAI Program handles all charges against students which involve alleged violations of the Kennesaw State University Student Code of Conduct, including allegations of academic misconduct and disruptive behavior. In addition, the KSU police may become involved with incidents of disruptive behavior.

Faculty, staff and/or students who are witnesses to or victims of incidents of alleged violations of the Student Code of Conduct should immediately contact the University SCAI Office and submit the proper documentation. The university SCAI officer will conduct a preliminary investigation and advise as to the appropriate course of action in each situation. Incidents of misconduct may be subjected to mediation or negotiation, if appropriate, prior to the formal hearing process.

A person bringing charges against a student for alleged violations of the Code of Conduct is expected to fully cooperate with the SCAI policies and procedures, which includes participation in investigations related to the charges and in the hearing process. If a university panel hearing date is set, both the accuser and the accused student will have the option of obtaining an

advisor from the SCAI panel to assist in the preparation and presentation of their case. A detailed description of the hearing process is found at the SCAI procedures website [kennesaw.edu/scai/content/scai-misconduct-procedures](http://kennesaw.edu/scai/content/scai-misconduct-procedures).

### **Academic Misconduct**

Academic misconduct is defined in Section II of the Kennesaw State University Student Code of Conduct. Procedures for addressing and reporting incidents of academic misconduct can be found in the SCAI procedures website, as well as the Faculty/Staff Guide to Addressing Student Conduct Issues. The University's policies include procedures for both handling informal resolutions of academic misconduct and filing formal charges with the Department of Student Conduct and Academic Integrity, which will result in a hearing.

In either situation, whether the matter is handled informally or forwarded to the SCAI for handling, the faculty member should document the incident on an Academic Misconduct Incident Report form, and forward this information to the university SCAI officer. Incident reports which are submitted to the Department of Student Conduct and Academic Integrity will not be released without the written consent of the student, in accordance with the Family Educational Rights and Privacy Act.

Under the informal procedure, a faculty member who has evidence that a student has committed academic misconduct may elect to resolve the issue within the confines of the class, if the student readily admits to the misconduct without coercion or intimidation. The faculty member must first meet with the student to explain and discuss the allegations of misconduct. If the student admits the misconduct and declines a SCAI hearing, the faculty member may assign an appropriate sanction. Informal sanctions may include additional academic work for the class, grade reduction, a grade of "F" on the assignment or in the course, etc. However, if the student denies the misconduct, or the student and faculty member cannot reach an informal agreement regarding an appropriate penalty, the misconduct should be reported to SCAI for a hearing. Academic misconduct, as determined by a SCAI hearing, carries a mandatory minimum suspension of one semester, unless substantial mitigating circumstances are proven.

### **Disruptive Behavior**

It is the purpose of the institution to provide a campus environment which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. In order to promote these goals, students should be familiar with and abide by the rules against disruption of campus life.

Students who are found in violation of the Code of Conduct may be subject to immediate dismissal from the University. In addition, those violations, which may constitute misdemeanor or felony violations of state or federal law, may also be subject to criminal action beyond the University disciplinary process. For guidance on what constitutes disruptive behavior see the KSU Student Code of Conduct in this handbook or the SCAI website at [web.kennesaw.edu/scai](http://web.kennesaw.edu/scai).

A faculty member is responsible for maintaining discipline in the classroom setting to the extent that all students in that class have an opportunity to participate in the learning process. Free exchange of ideas through appropriate dialogue is a necessary and important part of the

learning process. Outside the classroom other areas of the campus provide support services which are also important to the total learning process. Sometimes a faculty or staff member may be confronted with a situation where the conduct of a particular student(s) is inappropriate in that it impedes the natural and necessary learning process. The faculty or staff member must then determine whether the situation is disruptive but not imminently dangerous, or both disruptive and imminently dangerous to the health and safety of others.

If the situation is not imminently dangerous, the faculty or staff member may control the immediate situation by requiring the student(s) to meet specific criteria (not speaking during the remainder of the class period, leaving the classroom or office area immediately, etc.), or the faculty member may choose to dismiss the class for the remainder of the period to avoid a confrontation. Such action should be immediately reported to the department chair and to the Department of Student Conduct and Academic Integrity, using the Student Misconduct Incident Report Form.

If the faculty or staff member feels that there is a significant imminent danger to the health and safety of the student(s), others, or him/herself, the faculty or staff member should immediately contact the University's Public Safety office for assistance. The responding officer at the time of notification shall remove the student from the area immediately and refer the incident to the vice president for student success, or his/her designated representative, for possible handling under the "interim suspension" policy.

Interim suspension measures may be taken against a student when the vice president for student success or his/her designated representative shall determine, based on clear and convincing evidence, that the student has engaged, or threatens to engage, in behavior which (1) is seriously disruptive or significantly impedes the normal activities or academic endeavors of others, (2) poses an immediate, significant threat of physical danger to others, or (3) poses an immediate, significant threat of danger to him/herself, and is of such a serious nature that it must be handled more expeditiously than the university SCAI procedures allow.

Interim suspension may include any or all of the following: (1) restriction from participation in any academic course, program, or activity; (2) restriction from participation in any student activity on or off campus; (3) restriction from use of any or all university facilities, including the library, labs, or offices; (4) restriction from entering the campus or any designated portion thereof.

If a determination is made to suspend a student under the interim suspension policy, the person rendering the decision shall notify the student, the public safety department, the registrar, and the student's teachers that the student has been temporarily suspended from the institution pending the outcome of a hearing. The case will then be forwarded to the University SCAI for a hearing, to be held as soon as practical. In such situations, the student may waive the normal notification requirement in order to have a more speedy hearing and decision.

### **Supplemental Program Specific Recourse**

Some degree programs, such as those in education or nursing, have program-level admission and retention standards and review procedures in place beyond the generally applicable institutional admission and retention policies. If disruptive student behavior occurs in the

context of fulfilling program requirements in such areas, the faculty or staff member may also have the recourse of filing a complaint with the designated program-level official and proceeding through the due process procedures established for handling such complaints. Individuals should consult the dean of the college and/or published standards as to the applicability of such program-specific recourse to the incident or incidents in question.

**Resources:**

1. Director of Student Conduct and Academic Integrity, 470-578-3403
2. Vice President for Student Success, 470-578-6310
3. Chief of University Police, 470-578-6206
4. The KSU Student Code of Conduct
5. The Student Conduct and Academic Integrity homepage (which includes all rules, policies and procedures related to the SCAI) at [kennesaw.edu/scai](http://kennesaw.edu/scai).

## **KSU Alcohol and Other Drug Policy**

Current AOD policies may be found at [kennesaw.edu/drugalcoholpolicy](http://kennesaw.edu/drugalcoholpolicy)

### **I. Introduction**

National statistics reveal that the leading causes of death among the 18-23 year-old population are alcohol-related accidents, alcohol-related homicides, and alcohol-related suicides. A high percentage of campus disorderly conduct, disruptive behavior and property destruction, and academic failures on a national level is alcohol-related. The abuse of alcohol and other drugs can alter behavior, distort perception, impair thinking, and impede judgment. Alcohol and drug abuse might also result in various diseases, illnesses, and even death. The Georgia legislature, in response to these disturbing facts, has provided by law certain measures to reduce those dangers associated with alcohol abuse. These measures include statutory provisions which provide that no person below the age of 21 years may use, purchase, or possess alcoholic beverages. The law also prohibits serving alcoholic beverages to any intoxicated person. These considerations, among other things, are equally applicable to the use and abuse of illicit drugs. In response, federal and state laws regarding the manufacture, use and distribution of illicit drugs have been enacted and are applicable to all full-time, part-time, and temporary faculty, staff, students, and administrators. The University supports and endorses these provisions of federal and state laws and insists on strict compliance with these statutes by its students, staff, faculty, and administrators at all levels.

### **II. Alcohol Policy**

Kennesaw State University expressly prohibits the use, possession, sale, or distribution of alcoholic beverages on campus by any campus constituency. Alcoholic beverages may be served at off-campus activities to adults of legal drinking age for the state in which the activity is being held, providing that a responsible club or organization representative acknowledges responsibility for monitoring alcohol consumption. Student Activity funds or institutional funds may not be used for the purchase of alcoholic beverages. Kennesaw State University is committed to recognizing, upholding, and enforcing the laws of the state of Georgia. Violation of those state laws, incorporated into the Kennesaw State University Alcohol Policy shall not be condoned on the campus or at any activity held off campus by any constituency. Exceptions to the policy of no alcohol on campus may from time to time be permitted at the discretion of the president, and there are other limited exceptions to this policy within the residence halls by

those aged twenty-one or older who do not reside in substance-free communities. See the Residential Code of Conduct at subsection III T of KSU Student Code of Conduct for more information. <http://scai.kennesaw.edu/codes.php>.

Official state regulations regarding the use, sale, or possession of intoxicating beverages are as follows:

3-1-2 Defines "alcoholic beverages" to mean all alcohol, distilled spirits, beer, malt beverages, wine, or fortified wine.

3-2-36 Provides for criminal process against any person who violates the law in counties and municipalities where the sale of alcoholic beverages is not authorized or where alcoholic beverages are being sold contrary to law.

3-3-21 Provides that no person knowingly or intentionally may sell or offer to sell any wine or malt beverages within 100 yards of any school building, school grounds, or college campus. Provides further that distilled spirits may not be sold within 200 yards of a school building, educational building, school grounds, or college campus. There are some caveats and exceptions.

3-3-22 States that no alcoholic beverage shall be sold, bartered, exchanged, given, provided, or furnished to any person who is in a state of noticeable intoxication.

3-3-23 Prohibits the furnishing to, purchasing of, or possession of alcoholic beverages by persons under 21 years of age.

3-3-23.1 Provides that any person furnishing or possessing alcoholic beverages in violation of the previous Code Section shall be guilty of a misdemeanor. Establishes procedures for arrest by law enforcement officers.

University student conduct policies and procedures require that all student organizations must submit an "Acknowledgment of Alcohol Policy" form to the Student Life Department each fall semester and each time there is a change in either the president or advisor of the organization. By their signatures, the president and advisor are assuring Kennesaw State University that they and the individuals responsible for the group's social events understand the Kennesaw State University Alcohol Policy and state laws regarding the service and consumption of alcoholic beverages. Alcoholic beverages will be allowed only for functions at which alcohol is not the focal point, reason for, or the "drawing card" for the event. Organizations choosing to advertise the service of alcoholic beverages at functions will not make reference to the quantity of or overindulgence in alcoholic beverages. Reference will also be made to serving of food and alternative beverages, and the checking of driver's licenses. Any activity (especially those competitive in nature) contributing to the overindulgence of alcohol is, by these guidelines, prohibited.

Any violation of this policy at any organization activity shall be reported to the Student Life Department by the designated monitor(s), generally the faculty or staff advisor, verbally within 24 hours of returning to campus and followed by a written report within three working days. The Student Life Department will send the report to the Student Conduct and Academic Integrity (SCAI) Department for possible disciplinary action. The Kennesaw State University Police shall report any violation of this policy, whether at an activity or on an individual basis, to the Dean of Student Success, who shall then be responsible for referring the matter to SCAI for possible disciplinary action according to established University non-academic disciplinary

procedures. Possible sanctions shall be the same as those for other violations of nonacademic University rules and regulations as provided for in the University Student Code of Conduct.

### **III. Drug-Free Workplace and Campus Policy**

As a recipient of federal funds, Kennesaw State University supports and complies with the provisions of the Drug-Free Schools and Communities Act of 1989 and the Drug-Free Workplace Act of 1988. The unlawful possession, manufacture, distribution, dispensation, and/or use of illicit drugs and alcohol by employees or students on the university campus is prohibited and violations of this policy will result in appropriate disciplinary action. Faculty, staff and students are expected to adhere to the policies of the university and observe the basic standards of good conduct, meet appropriate standards of performance, and observe all local, state and federal laws relative to unlawful use of illicit drugs and alcohol. Penalties for violations of these standards range from warnings and probation to expulsion, loss of academic credit, suspension, temporary or permanent suspension and withdrawal of organization recognition, referral to the legal system for prosecution, demotion, and termination of employment. Detailed sanctions are defined in the Student Handbook (Student Code of Conduct), Board of Regents' Policy Manual, Classified Employee Handbook, Faculty Handbook, and in the complete policy statement available in the Office of the Provost and Vice President for Academic Affairs upon request.

### **IV. University Sanctions for Violations of the Alcohol and Drug Policy**

- A. Any faculty, staff member, administrator, or other employee who violates the policy on alcohol and drugs, shall be subject to disciplinary action up to and including the possibility of dismissal and referral to the appropriate federal, state or local authorities for prosecution in the courts.
- B. Any student or student organization that violates the policy on alcohol and drugs, shall be subject to disciplinary action in accordance with the Kennesaw State University Student Code of Conduct up to and including educational sanctions, possible loss of on-campus housing, suspension and/or expulsion from the university and referral to the appropriate federal, state, or local authorities for prosecution in the courts. A student organization shall be subject to disciplinary action up to and including educational sanctions, suspension and/or revocation of its registration with Student Life and referral to the appropriate federal, state, or local authorities for prosecution in the courts.
- C. When there is an alcohol or drug infraction, in addition to any criminal prosecution or university student code of conduct sanction, a student who is a member of a university athletic team may face additional sanctions based on rules established by the NCAA, athletics department, or team.

### **V. Drug and Alcohol Education Programs and Assistance Available**

A combination of several campus offices will provide assistance or act as a referring agency for Kennesaw State University. Included in the campus efforts to assist those with substance abuse problems are:

- The Counseling and Psychological Services (CPS) Center, 470-578-6600 is located on the second floor of Kennesaw Hall. The Center has eleven professional counselors available to work with students who have mental health problems and issues associated

with alcohol and/or drug abuse. At present one CPS counselor is designated as the Substance Abuse Specialist and has been certified in Prime for Life. For counseling matters directly related to AOD abuse and addiction, referrals are made to the Center for Young Adult Addiction and Recovery (CYAAR) where counselors are on hand specializing in misuse, addiction and recovery. Counselors specializing in Substance Misuse and Addiction co-lead an alcohol and other drug class for students found responsible for first time alcohol and/or other drug related code of conduct violations as mandated by the Department of Student Conduct and Academic Integrity. CPS and CYAAR also perform in-house evaluations for alcohol and drug abuse and use the SASSI-3 Substance Abuse Subtle Screening Inventory for alcohol abuse screening. CPS and CYAAR maintain a listing of referral agencies for off-campus assistance when such assistance is more appropriate. CPS and CYAAR services are available to all enrolled students. Two counselors currently serve as co-facilitators for the campus AOD Education and Prevention Coalition. This coalition provides many AOD services including writing of AOD campus policies, conducting research and grant writing, assessing environmental issues and establishing AOD educational programs.

- The Center for Young Adult Addiction and Recovery (CYAAR) is located on the second floor of University College. The Center provides a safe environment in which students struggling with and recovering from substance misuse and addiction can find professional and peer support. CYAAR is home to the Collegiate Recovery Community (CRC), a peer recovery community which supports multiple on-campus 12 step meetings, SMART recovery and ANAD. In addition, there is an open monthly meeting called Celebration Recovery on the third Monday of the month where students in recovery share their story. CYAAR provides Alcohol and Other Drug education in any university settings and trains peer educators to present AOD prevention and education to the incoming freshman class. To date, CYAAR has presented to the Greek Life, Student Athletes, and other at-risk populations. Clinical professionals provide education and Screening Brief Intervention and Referral (SBIRT) services. The telephone number is 470-578-2538 or email [recovery@kennesaw.edu](mailto:recovery@kennesaw.edu).
- The Department of Human Resources, 470-578-6030, is located in the Campus Services Building. The Drug-Free Workplace coordinator is the Assistant Vice President of Human Resources. Employee Assistance Programs (EAP) relating to drug and alcohol abuse are available for KSU employees (staff and faculty). KSU's EAP is provided by Horizon Health and may be accessed 24 hours a day, toll free, at 1-877-851-1631. Additional information can be found at [web.kennesaw.edu/hr/content/eap\\_employee\\_assistance\\_program](http://web.kennesaw.edu/hr/content/eap_employee_assistance_program).
- The Wellness Center, 470-578-6394, is located in the Student Recreation & Wellness Center (3), Room 131. The mission of the Center for Health Promotion and Wellness is to improve the health and well-being of students and employees through awareness and education. The Center encourages students and employees to assume more responsibility for their health and well-being. The Center's primary goal is to enhance and provide a balance in the intellectual, emotional, physical, social, environmental, and spiritual development of the whole person. They also strive to provide an environment that is supportive of positive health practices. Programming focuses on helping students and employees reduce lifestyle risk factors. The Wellness Center participates each year in National Collegiate Alcohol Awareness week in October, sponsoring many interactive programs designed to educate students, faculty, and staff to issues associated

with alcohol use and abuse. The Center also received Young Adult Program grants from the Georgia Governor's Office of Highway Safety since 2008. This grant is used to promote education and awareness to young adults about safety issues, such as but not limited to, underage drinking, impaired driving, destructive decisions, and other high risk behaviors in order to decrease crashes, injuries, and fatalities in young adult drivers and passengers.

- The KSU Health Clinic, 470-578-6644, is located on Campus Loop Road, House 52, across from University Place Housing on the south part of campus. There is also a satellite office located near the residence halls on the north part of the campus: The Village Same Day Appointment Clinic, Village Suites (37). The clinics provide services to all KSU students. Alcohol and drug use and abuse programming is presented in conjunction with the Wellness Center. A query is made regarding alcohol and drug use as part of the student's initial health assessment and is reviewed by medical professionals at the time of student's visit to the clinic. Medical professionals provide education regarding prevention and assist students with referrals for treatment in the community.
- The Department of Residence Life, 470-578-4388, is located in the University Village Suites (38) to better serve the residential population, and in particular the first-year residents. The office is on the terrace level of the 3000 Building of the University Village Suites (38), Room 305I. It provides AOD education to residential students on a continuing basis throughout the year through programs presented in both small and large group settings.
- The Department of Public Safety, 470-578-6206 (non-emergency number), is located in Public Safety (20) near the West Parking Deck. The Department also has established a community policing office, the North Precinct, located in building 6000 of University Village residential housing, adjacent to the North Deck parking area. There is also an East Precinct located at the KSU Stadium. The KSU police are a co-sponsor of annual National Collegiate Alcohol Awareness week in October and will speak to groups or classes upon request about safety and alcohol and drug awareness issues.

## **VI. Annual Distribution of KSU Drug and Alcohol Policies Required**

The Office of the Dean of Student Success is responsible for ensuring that Kennesaw State University's Drug and Alcohol Policy is distributed annually to each student and employee (faculty and staff).

## **Environmental Health and Safety**

### **KSU Position Statement on Environmental Awareness**

Kennesaw State University endeavors to encourage, in each student, faculty, staff member, and the community, a respect for the worth of the environment and a desire and capacity to recycle, to conserve energy and to take other measures to help conserve limited resources. This institution focuses on developing an environmental ethic that promotes excellence, responsibility and stewardship in environmental affairs and is committed to educating the community about environmental issues.

## **Department of Environmental Health & Safety Mission Statement**

It is the goal of Kennesaw State University to protect employees and property of KSU and to provide safe work places. To this end, the Department of Environmental Health and Safety will ensure compliance with local, state, and applicable federal codes, provide technical assistance, conduct routine facility audits and empower employees through training in hazard recognition and accident prevention.

## **KSU is a Restricted Smoking Campus**

Smoking is prohibited on campus. For more information, go to the University System of Georgia Board of Regents smoking policy located at: [usg.edu/tobaccofree/](http://usg.edu/tobaccofree/).

## **Protocols for Medical and/or Psychological Withdrawals**

These protocols apply to any student who withdraws from the University for medical or psychological reasons. These protocols are used to help transition a student to a safer and/or more conducive environment when remaining at the University is not in the best interests of the student or the university community. The University encourages a student to withdraw voluntarily when medical conditions or psychological distress make a withdrawal necessary and seeks to ease that transition and potential eventual return to the University. In those times where encouragement to the student to withdraw voluntarily has not been successful, involuntary withdrawal under these protocols may be implemented. A Dean of Students Medical Withdrawal Hold will be placed on the account of any student who withdraws for medical or psychological reasons.

### **I. Student-Initiated Withdrawal**

Students may voluntarily withdraw from the University for any reason prior to the Deadline to Withdraw Without Academic Penalty. The dean of students (or designee) may grant a medical withdrawal after the Deadline to Withdraw Without Academic Penalty has passed to students who are able to demonstrate medical or psychological reasons by clear and convincing evidence. Grade appeals for any reason and withdrawals for other forms of hardship (i.e., not related to physical or mental health) are addressed through other policies and procedures. Requests made after grades have posted or after the designated submission deadline for that term will be referred for appeal through other policies and procedures. Except under unusual circumstances, withdrawals for medical or psychological reasons must be made for all courses. An approved medical or psychological withdrawal will result in a grade of W for all courses and the procedures for tuition and fee reimbursement outlined in the KSU Catalog will be followed. Medical withdrawals will be granted for a specified period and return may be contingent on the satisfaction of certain conditions. A student withdrawal agreement will specify the reasons for and period of withdrawal, detail any conditions necessary for reinstatement, and provide that a hold will be placed on the student's registration status until the student is eligible for reinstatement.

## **II. University-Initiated Withdrawal**

If a student is behaving in a way that is threatening to the life, health, safety, or welfare of any member of its community, the dean of students (or designee) may initiate these procedures. The dean of students (or designee) shall determine, after an individualized assessment, what behaviors warrant invoking this procedure.

The first step will be to determine an appropriate initial action. The primary alternatives for initial action are as follows, but these do not preclude other actions based on a specific situation.

1. Continue at the university with no restrictions. The university may take no action if it is decided, based on review of the referral information or other information presented, that the student may be allowed to continue with no restrictions. In those cases, care should be taken to provide opportunities for the student to be advised of accommodations and supportive services that are available. In cases where there are conduct actions pending, those actions should go forward.
2. Continue at the university pending further proceedings. The university may require that the student meet certain conditions regarding the student's behavior over a specified period of time if he/she is to remain enrolled. Such conditions here could include, for example, stopping classroom disruptiveness, or continuing only if the student avails him or herself of supportive services or accommodation arrangements. Failure to comply with the conditions, coupled with further disruptive behavior, may result in having additional conduct complaints added to any that were previously pending or deferred.
3. Remaining enrolled at the university subject to conditions but without eligibility to remain in campus housing. Under certain circumstances, where other students' living and learning environment is very likely to be disrupted by a student's behavior, the director of residence life will have the option of allocating alternative and more suitable living accommodations if such are available, or removing a student from campus housing on an interim basis.
4. Interim Suspension. When in the judgment of the dean of students (or designee) the continued presence of a student presents an immediate danger to the life, health, welfare, safety or property of any member of the KSU community, the student may be subject to an immediate change in status. This may include an immediate denial of campus housing and/or suspension from the University.

## **III. Standard for Interim Suspension**

Interim suspension, under these protocols, may be imposed by the dean of students (or designee) when necessary to (a) protect the health and safety of a student or of the community, when investigating a conduct violation, (b) to allow time for a behavioral mental health assessment or evaluation, or (c) when a student fails to participate in the process. Interim suspension will be used for periods of time pending a hearing for a Code of Conduct violation or Involuntary Withdrawal.

### **A. Interim Suspension Review**

Students who are suspended on an interim basis may petition the dean of students (or designee) for a review to show cause why they should not be suspended on an interim basis. This proceeding will be limited to:

1. the reliability of the information concerning the student's behavior;
2. whether the student's behavior poses a danger of causing serious harm, damage or disruption;
3. whether additional information has become available, such as the results of a behavioral mental health assessment or evaluation.

In the event that a student does not or is unable (e.g., incarcerated, hospitalized) to initiate a review, the dean of students (or designee) will conduct an administrative review of the available evidence within five business days of the initiation of the suspension. The sole decisions to be made at the review are whether interim suspension should be continued or modified, and whether medical withdrawal should remain in consideration.

## **IV. Standard for Involuntary Medical/Psychological Withdrawal**

The University may withdraw a student if it is determined, by a preponderance of the evidence (that it is more likely than not) that the student is engaging in or threatening to engage in behavior which (a) significantly disrupts the campus community, (b) constitutes a threat to the life, health, safety, or welfare of any member of the campus community, (c) renders the student unable to engage in basic required activities necessary to obtain an education (including, but not limited to, the inability to attend or complete academic courses or coursework; or, when considered with other facts, the inability to attend to the student's own basic, daily hygienic requirements), or (d) substantially impedes the lawful activities of others.

### **A. Standard for Separating a Student on the Basis of Behaviors Resulting from a Condition of Disability**

Students who have self-disclosed and provided documentation to the University of a disability that meets the requirements of KSU and the University System of Georgia are afforded the rights and protections defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. A student who is under consideration for involuntary medical/psychological withdrawal may request that the dean of students (or designee) consider whether the documented disability is a significant factor in the behavior in question.

If a student has a disability that has been properly recognized by the University, and the student engaged in behavior that is deemed disruptive but not likely to lead to imminent harm, the University may provide reasonable accommodations in an effort to mediate the effects of the disability on the student's participation in University programs. The dean of students, in consultation with other professionals,, will develop an accommodation plan that affords the student a reasonable opportunity to continue at the University while supporting the need to maintain an academic environment that is orderly, civil, and conducive to learning.

If the student continues to cause significant disruption to the University environment even with appropriate accommodations, the student may be subject to involuntary withdrawal proceedings as defined above.

### **B. Status of Code of Conduct Proceedings**

If the student has been accused of a violation of the Conduct Code, but it appears that the student is not capable of understanding the nature or wrongfulness of the action, this medical withdrawal policy may be activated prior to issuance of a determination in the conduct process. If the student is ordered to be medically withdrawn from the University, or another action is taken under these provisions following a finding that the student's behavior was the result of a lack of capacity, such action terminates the pending conduct action. If the student is found not to be subject to medical withdrawal or other action under this section, conduct proceedings may be resumed.

### **C. Referral for Assessment or Evaluation**

The dean of students (or designee) or Behavioral Response Team may refer or mandate a student for evaluation by a campus or independent licensed psychiatrist or psychologist (LPC, LCSW, etc.) chosen or approved by the institution if it is believed that the student may meet the criteria set forth in this policy or if a student subject to conduct proceedings provides notification that information concerning a mental/behavioral disorder will be introduced. The referral for evaluation will require the student to provide the results to the appropriate administrators.

Students referred or mandated for evaluation will be so informed in writing with personal and/or delivery via KSU student email, and will be given a copy of these standards and procedures. The evaluation must be completed within five business days from the date of the referral letter, unless an extension is granted by the Dean of Students (or designee). A student who fails to complete the evaluation in accordance with these standards and procedures, or who fails to provide the evaluative results to the appropriate administrators, may be withdrawn on an interim basis, or referred for conduct action, or both.

## **V. Involuntary Medical Withdrawal Hearing Procedures**

If the medical evaluation or administrative assessment supports the need for medical withdrawal, a hearing will be scheduled before the dean of students (or designee) who may consult with appropriate medical or mental health professionals (e.g., representatives of Counseling & Psychological Services or Student Health Services). The student will be informed via the KSU student email account, which is the official means of communication between the university and its students. The student will be given at least two business days prior to the hearing to independently review the psychological or psychiatric evaluation and any other evidence that will be presented in support of involuntary withdrawal. In addition, the student will be notified of who is expected to present information at the hearing, and is expected to notify the dean of students (or designee) in advance of any witnesses the student expects to bring. The student is entitled to call medical experts or other expert witnesses, and the university may do so as well. The student may consult with an advisor throughout this process,

and the dean of students (or designee) has the discretion to permit an advisor to be present at the hearing. The role of the advisor is to advise rather than actively represent the student.

If the evaluation does not support medical withdrawal, the dean of students (or designee) will notify the student within five business days. If other action is pending, the appropriate individuals will be notified and will proceed with their actions. The student and the student's representatives may present information for or against involuntary medical withdrawal and will be given the opportunity to ask questions of others presenting information. The hearing will be conversational and non-adversarial; however the dean of students or other designated person in charge of the hearing will exercise active control over the proceeding, to include deciding who may present information. Formal rules of evidence will not apply. Anyone who disrupts the hearing may be excluded.

A written decision will be rendered by dean of students (or designee) within five business days, stating the reasons for its determination. The decision will be delivered via the KSU student email account. If the student is withdrawn, the notification will include information concerning when reapplication may be made, as well as specifying any conditions of reinstatement. The decision of the dean of students, or designee, is subject to appeal to the vice president for student affairs. A recording of the proceeding will be kept.

## **VI. Appeal**

A decision in favor of withdrawal can be appealed within five business days of the issuance of the written decision of withdrawal. The withdrawal takes effect immediately unless otherwise specified. Appeal requests must be in writing and will be delivered to the appeals officer, who is the vice president for student affairs (or designee).

If the appeals officer determines that one of the three bases for appeal, below, has been met, a review by the appeals officer will be conducted, at the discretion of the appeals officer. This is the final level of review in the matter.

Except as required to explain the basis of new information, appeals are typically limited to review of the record or transcript of the initial hearing and supporting documents. At the discretion of the appeals officer, witnesses may be called, or a rehearing held, for one or more of the following purposes:

1. There were procedural errors in the process (a procedure error occurs when there is not substantial compliance with KSU policies and procedures as published on the KSU website);
2. Significant new information or evidence becomes available that was not available or known to exist as of the hearing date and that evidence would likely have influenced the original decision;
3. There were substantive errors in the decision (a substantive error occurs when there was no evidence to justify a withdrawal decision or other means of supporting the student that may have prevented the need for withdrawal were not adequately considered).

The vice president of student affairs (or designee) may support or change a decision and/or modify a withdrawal determination, making changes only if a compelling justification to do so exists. The appeal outcome will be communicated via the student's KSU email account and will typically be issued no more than five business days after the appeal is requested.

## **VII. Reinstatement**

A student seeking reinstatement who has been medically withdrawn must petition the dean of students (or designee) for reinstatement. In evaluating whether a student should be reinstated, the dean of students (or designee) shall conduct an individualized assessment of whether the student is qualified, from a health and safety perspective, to rejoin the university. Return to the University may be conditioned upon the receipt of information deemed necessary to evaluate a student's qualifications. This includes, but is not limited to, medical evaluations, the release of relevant medical records, compliance with treatment plans, a demonstrated ability to meet the academic and conduct standards, and interviews with school officials.

In addition to the information that a student seeking reinstatement submits, the university may require the student to undergo an evaluation by a licensed physician or psychologist (LPC, LCSW, etc.). The results of such evaluation must be disclosed to appropriate university personnel.

In addition to any requirements set forth by the University for reinstatement under these protocols, the general readmission policies and procedures of the University will be followed, along with any academic college, department, or program specific policies and procedures. A medical withdrawal is not considered a conduct action, though a prior medical withdrawal may be considered in subsequent conduct hearings involving the student.

## **Graduate Programs**

### **The Graduate College Accelerated Bachelor's-Master's ABM**

The Accelerated Bachelor's-Master's Degree Option provides qualified KSU undergraduate students the opportunity to begin graduate work at KSU in their senior year and to simultaneously satisfy some remaining requirements for the bachelor's degree and the beginning requirements of an advanced degree.

Students may use up to nine credit hours of graduate-level courses offered within a single degree program in meeting the requirements of both a bachelor's degree and a master's degree. Students applying for this program must:

- I. Have completed at least 18 hours of course work at Kennesaw State;

2. Have a KSU GPA of 3.5 or better;
3. Be within 30 semester hours of graduation;
4. Have written permission of the chair of the department of the undergraduate major to use the graduate level courses as acceptable substitutes to fulfill related requirements of the bachelor 's degree (students must satisfy all prerequisites for those graduate courses);
5. Meet all requirements for admission (including tests such as GMAT or GRE) into the specified graduate program (except for receipt of the undergraduate degree); and
6. Submit an application for admission to the ABM Degree Program, along with all necessary admissions documentation to the Office of Graduate Admissions by the deadline dates listed below.

No more than nine (9) semester hours of graduate credit may be completed prior to the completion of the baccalaureate degree and admission to a graduate degree program.

For students who work closely with their advisors in planning their course of study at KSU, this option offers the opportunity of simultaneously satisfying partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate degree, 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 same graduate program, and the graduate courses taken as an undergraduate can be applied toward the graduate degree.

Many combinations of undergraduate and graduate programs are possible and are not restricted to the confines of a single discipline or major. Students interested in this option must meet with the department chair responsible for the undergraduate major as well as the graduate director of the master's program.

For application materials, go to [www.kennesaw.edu/graduate](http://www.kennesaw.edu/graduate) and click on "Accelerated Bachelors/Masters Program" under the "Academics" tab. Students may not apply online for this program. Submit application materials to the Dean of Graduate College no later than the following dates:

<b>July 1</b>	for Fall term admission
<b>November 1</b>	for Spring term admission
<b>April 1</b>	for Summer term admission

## **College of Architecture and Construction Management**

### **Architecture, MS**

The Master of Science (M.S.) in Architecture is a nonprofessional academic, degree program that offers the opportunity for advanced study and research in specialized subfields of

architecture. The program is intended to accompany and enhance degrees related to the built environment and provide a basis for diverse career paths including practice, research, teaching, consulting and entry into a Ph.D. level program.

The ideal student candidate is a critical thinker who is intensely curious about the built environment, is committed to positive change, ecologically sensitive design and who is not afraid to take risks and to push the design envelope. While a prior degree in Architecture is not required, applicants must demonstrate relevant background and experience, as well as capabilities for undertaking advanced academic study. All students are required to submit a portfolio demonstrating graphic competency and design thinking skills.

The program is 36 credits taken over three semesters (Fall, Spring, Fall). The M.S. Architecture program provides graduates with the knowledge and leadership skills necessary for a successful career in two concentrations: Technology of Architecture and Urbanism.

All students entering the program take a common core composed of two seminar courses, each designed to enhance research and critical thinking skills. Students also take a set of courses specific to their concentration that includes either a research or design thesis.

## **Concentrations**

### *1. Urbanism*

1. Urban Design: This curriculum covers a wide range of principles including; urban design theory and planning, spatial analysis, ecological strategies, social ecologies and community and urban practice and strategies.

### *2. Technology of Architecture*

1. Sustainable Design: This curriculum covers a wide range of principles including; global sustainable design strategies, green design concepts and rating systems, energy and environmental quality, materials and assemblies and building performance analytics.

## **Program of Study**

### **Core Courses**

- ARCH 6000 - Critical Inquiries and Discourses
- ARCH 6030 - Research Methods
- ARCH 7200 - Design Studio I
- ARCH 7300 - Design Studio II
- ARCH 7400 - Applied Research I (Thesis)
- ARCH 7500 - Applied Research II (Thesis)

## **Concentrations**

*Concentration One: Urban Design*

- ARCH 6300 - Urban Design Theory and Planning
- ARCH 6310 - Spatial Analysis
- ARCH 6320 - Ecological Urban Strategies
- ARCH 6330 - Social Ecologies and Community
- ARCH 6340 - Urban Practice and Strategies

### *Concentration Two: Sustainable Design*

- ARCH 6500 - Global Sustainable Design Strategies
- ARCH 6510 - Green Design Concepts and Rating Systems
- ARCH 6520 - Energy and Indoor Environmental Quality Sustainable Design
- ARCH 6530 - Materials and Assemblies
- ARCH 6540 - Building Performance Analytics

### **Electives**

- Select three credit hours of graduate-level coursework.

### **Program Total (36 Credit Hours)**

## **Construction Management, MS**

### **Degree Requirements (16 Credit Hours)**

- CM 6000 - Information Methods
- CM 6100 - Construction Law: Contracts and Claims
- CM 6200 - Strategic Bidding and Estimating
- CM 6600 - Construction Risk Analysis and Control

### **Construction Degree Option (20 Credit Hours)**

Select one of the options listed below.

#### **Elective Option**

Select five construction elective courses (four credits each), up to two of which may be approved courses from another graduate department.

#### **Thesis Option**

- CM 7801 - Masters Thesis
- CM 7802 - Masters Thesis

- CM 7803 - Masters Thesis
- Select two 4-hour construction elective courses at the 6000 level

## **Project Option**

Select five 4-hour construction elective courses at the 6000 level. Up to 3 of these courses may be replaced by project courses, CM 7701-CM 7703 A grade of "C" or better is required for each course applied to the degree program

In all graduate programs, a minimum of a 3.00 G.P.A. is required. No grades below 'C' may be applied to a graduate program's requirements, and a maximum of 2 'C' grades at the level of 6000 or above may be applied to a graduate program's requirements.

A cumulative 3.00 grade point average is required in all courses that apply to the degree.

## **Program Total (36 Credit Hours)**

### **Foundation Requirements**

In addition to the 36 required hours for the Masters degree, students may be required to demonstrate competency in the following:

- English Communication Skills (TCOM 2010)
- Construction Graphics (CM 2000)
- Residential and Light Construction Methods (CM 3110)
- Structural Systems (CM 5030)
- Computer Applications in Construction (CM 3000)
- Construction Scheduling (CM 4510)
- Construction Quantity Surveying (CM 3410)
- Construction Finance and Feasibility (CM 3620)

Courses (undergraduate or baccalaureate) taken to show competency in these areas will not count toward the 36 hours required for the Graduate degree. Competency can be shown by:

- Successfully completing coursework
- Successfully completing competency testing developed by the Program

# **College of Computing and Software Engineering**

## **Computer Science Foundations, Graduate Certificate**

The MSCS program serves two audiences: the student of computer science with a research-oriented program; and the industry practitioner with an applied program. In order to serve these two audiences, the program has a thesis option, a variety of applied tracks, an Interdisciplinary Study option, and a Technology Commercialization option. This graduate certificate serves the practitioner with a foundations-building graduate certificate for the student without an undergraduate degree in the discipline.

The Graduate Certificate in CS Foundations develops a breadth of knowledge across the computer science discipline, necessary to sustain graduate study in computer science. The MS CS Admissions Committee may optionally conditionally admit applicants lacking foundational knowledge in computer science, with the requirement to complete this certificate program.

### **Required Courses**

- CS 5000 - Foundations of Programming
- CS 5020 - Foundations of Computer Architecture and Operating Systems
- CS 5040 - Data Structures & Algorithms
- CS 5060 - Database Design
- CS 5070 - Mathematical Structures for Computer Science

### **Program Total (15 Credit Hours)**

## **Computer Science, MS**

The Department of Computer Science at Kennesaw State University offers the accredited program of graduate study leading to the degree of Master of Science in Computer Science (MSCS). The MSCS program serves as both a research program training computer scientists and a professional program training industry practitioners. In order to serve these two audiences, the program provides the following four program models. MSCS students can choose any one of these four models to pursue their MSCS degrees.

MSCS Program Model Options:

- THESIS MODEL (36 hours at the 6000 level or above): The thesis model is designed for students who plan to conduct computer science research under the supervision of faculty members in selected areas, consisting of: a 12 hour program core, one complete

elective track (6 hours), one or two elective courses (6-9 hours), 6-9 hours thesis, and conference paper submissions. Students choose this model should work with a faculty thesis advisor. Thesis needs to be defended and approved by a thesis committee that consists of at least 3 members.

- PROFESSIONAL PRACTITIONER MODEL (36 hours at the 6000 level or above): 12 hour program core, one 6-hour track, any 6 elective courses (18 hours).
- INTERDISCIPLINARY MODEL (36 hours at the 6000 level or above): 12 hours of program core, one 6-hour interdisciplinary option, any six elective courses (18 hour).
- TECHNOLOGY COMMERCIALIZATION MODEL (36 hours at the 6000 level or above): 12 hours of program core, 9-hour technology commercialization track with project, any five elective courses (15 hour). Students choose this model should work with a faculty supervisor. The study plan needs to be approved by the program director.

The MSCS features excellent curriculum that blends theoretic foundations of computer science with the state-of-the-art computing technologies. Major areas of study include big data analytics, cybersecurity, high performance computing, multimedia, mobile and game development, and machine learning and artificial intelligence. The program provides students with opportunities in computer science research, advanced project development, industrial internship, and interdisciplinary study. At most six credits may be in one of the areas from Statistics, Information Technology, or Software Engineering. The MSCS program has a number of premium features, including the integrated use of distance learning technology with intensive faculty-student interactions. Students have a choice of attending class on-campus, remote but "live" at the assigned class time, or remote and viewing the recorded lecture at their convenience. Moreover, the MSCS program is structured with both full-time and part-time study options in order to provide students with maximum flexibility of study. Outstanding students may apply for graduate research assistantships, subject to funding availability.

## **Admission Requirements:**

1. Meet all KSU Graduate College Admission Requirements.
2. GRE Score required.
3. Resume/Vita required.
4. Two letters of recommendation.
5. Undergraduate degree from an accredited university.
6. 2.75 Minimum GPA for students with an undergraduate degree in a computing discipline,  
OR
7. 3.0 Minimum GPA for students with an undergraduate degree in a noncomputing discipline. AND must show evidence of programming competency, and have satisfactory coursework or work experience. Applicants lacking foundation knowledge may be provisionally admitted and required to complete the Computer Science Foundations, Graduate Certificate , which consists of the following 5000-level foundation courses:
  - CS 5000 Foundations of Programming
  - CS 5020 Computer Architectures and Operating Systems (3-0-3)
  - CS 5040 Data Structures and Algorithms (3-0-3)
  - CS 5060 Databases: Design and Applications (3-0-3)
  - CS 5070 Mathematics Structures for Computer Science (3-0-3)

## **Required Common Core (12 Credit Hours)**

Students must satisfy the requirements of topic coverage in each of the following 6000-level core course areas, as approved by the program director.

- CS 6020 - Advanced Computer Architecture
- CS 6041 - Theory of Computation
- CS 6045 - Advanced Algorithms
- Select One: CS 6025 - Advanced Operating Systems
- or CS 6027 - Advanced Computer Networking

## **Elective Track (6 Credit Hours)**

### *High Performance Computing Track*

- CS 7125 - Cloud Computing
- CS 7172 - Parallel and Distributed Computing
- CS 7174 - Modeling and Simulation

### *Big Data Track*

- CS 7260 - Advanced Database Systems
- CS 7263 - Big Text Mining
- CS 7265 - Big Data Analytics

### *Media, Graphics, and HCI Track*

- CS 7327 - Computer Graphics and Multimedia
- CS 7367 - Digital Image Processing and Analysis
- CS 7075 - Artificial Intelligence and Robotics

### *Mobile and Game Track*

- CS 7425 - Wireless and Mobile Computing
- CS 7455 - Mobile App Development
- CS 7457 - Game Design and Development

### *Cybersecurity Track*

- CS 7530 - Computing Security
- CS 7535 - Computing Security: Implementation and Application
- CS 7537 - Digital Forensics

### *Additional Electives*

- CS 7050 - Data Warehousing and Mining
- CS 7060 - Mobile Intelligence
- CS 7070 - Advanced Networking Protocols
- CS 7385 - Human Factors
- CS 7827 - Real Time Systems
- CS 7843 - Theory of Programming Languages
- CS 7990 - Special Topics in Computer Science
- CS 7991 - Advanced Topics in Computer Science
- CS 7992 - Directed Studies
- CS 7995 - Internship

### **Thesis (6-9 Credit Hours)**

- CS 7999 - Thesis (May be Repeated)

### **Approved Interdisciplinary Track Options**

#### *Option One: Information Technology (6 Credit Hours)*

- IT 6203 - IT Design Studio
- IT 6413 - IT Service Delivery
- IT 6423 - IT System Acquisition & Integration
- IT 6823 - Information Security Concepts & Administration
- IT 7833 - IT Strategy, Policy, and Governance

#### *Option Two: MS in Applied Statistics (6 Credit Hours)*

- STAT 7020 - Statistical Computing and Simulation
- STAT 7100 - Statistical Methods
- STAT 8020 - Advanced Programming in SAS
- STAT 8210 - Applied Regression Analysis
- STAT 8220 - Time Series Forecasting
- STAT 8320 - Applied Multivariate Data Analysis

#### *Option Three: Software Engineering (6 Credit Hours)*

- SWE 6613 - Requirements Engineering
- SWE 6623 - Software Engineering
- SWE 6633 - Software Project Planning & Management
- SWE 6673 - Software Quality Engineering & Assurance
- SWE 6743 - Object-Oriented Analysis & Design
- SWE 6823 - Embedded Systems Analysis and Design
- SWE 6843 - Embedded Systems Design and Construction

# **Health Information Technology (HIT) Graduate Certificate Program**

College of Computing and Software Engineering  
Information Technology Department  
<http://ccse.kennesaw.edu/it/>  
itdepartmentinfo@kennesaw.edu

The Graduate Certificate in Health Information Technology (HIT) allows students to add a credential to a Bachelor's degree in Information Technology or other computing disciplines. The HIT certificate program prepares students to advance their HIT knowledge and join the skilled workforce in HIT and Electronic Health Record (EHR) development and management.

The Graduate Certificate in HIT is designed for students with an interest in information technology and its application in healthcare. The certificate program emphasizes the skills and knowledge necessary to help healthcare providers in the adoption and management of EHR systems and the design and development in the HIT industry.

## **Program of Study**

### **Required Courses**

- IT 6423 - IT System Acquisition & Integration
- IT 6503 - Foundations of Health Information Technology
- IT 6513 - Electronic Health Record Systems
- IT 6523 - Clinical Processes & Workflows: Analysis and Redesign
- IT 6533 - Health Information Security and Privacy

### **Program Total (15 Credit Hours)**

## **High Performance Computing Clusters (HPCC) and Big Data Analytics Certificate - Stand-Alone**

This certification program serves students interested in developing expertise in High Performance Computing Clusters (HPCC), and Big Data Analytics using Lexis Nexis technologies. This is a graduate level certificate requiring for admission either practitioner experience in this area or a solid undergraduate foundation in computing and statistics. All courses include both theory (math and statistics concepts and computer science) and hands-on applied activities and lab experiments, investigations, and programming and software development using Lexis Nexis technologies.

This graduate certificate program is appropriate for students from a variety of academic backgrounds with sufficient math, stats, and computer programming background and experience. This certificate is a stand-alone certificate, whose courses may be allowed as electives in some graduate programs.

### **Required Courses:**

- HPCC 6810 - Data Warehousing and Mining
- HPCC 6820 - Big Data Analytics I
- HPCC 6822 - HPCC Platform for Big Data Analytics II
- HPCC 6890 - HPCC Project Capstone

### **Program Total (15 Credit Hours)**

## **Information Technology Foundations, Graduate Certificate**

College of Computing and Software Engineering  
Information Technology Department  
<http://ccse.kennesaw.edu/it/>  
[itdepartmentinfo@kennesaw.edu](mailto:itdepartmentinfo@kennesaw.edu)

The Graduate Certificate in Information Technology Foundations is aimed at individuals who hold an accredited bachelor's degree in an area unrelated to computing but who would like to transition into a Master's program in Information Technology, or obtain an entry-level positions in the industry. Students who obtain the certificate have skills and knowledge in the areas of programming, web development, database systems, system administration and information assurance and security. All the courses in the Graduate Certificate in Information Technology Foundations are offered both face-to-face and online. No Credit by Examination or course substitution.

### **Program of Study**

#### **Required Courses (12 Credit Hours)**

- IT 5413 - Software Design and Development
- IT 5423 - Computer Architecture, Operating Systems, and Networks
- IT 5433 - Databases: Design and Applications
- IT 5443 - Web Technologies and Application Development

#### **Program Total (12 Credit Hours)**

# **Information Technology Security Graduate Certificate**

The Graduate Certificate in Information Technology Security Program is designed for IT professionals who have a bachelor's degree or have taken the Information Technology Foundations Graduate Certificate (or the equivalent through other course work) to advance their knowledge in the field of information security.

Students graduating with this program will have a strong background in fundamental principles and applications of computer security, as well as hands-on experience with security tools commonly used in industry.

## **Program of Study**

### **Required Courses (6 Credit Hours)**

- IT 6823 - Information Security Concepts & Administration  
or
- IS 8310 - Governance, Risk Management, and Compliance
  
- IT 6873 - Information Security Seminar

### **Elective Courses (6 Credit Hours)**

Choose two courses from the following:

- IT 6833 - Wireless Security
- IT 6843 - Ethical Hacking:Network Security and Penetration Testing
- IT 6853 - Computer Forensics
- IT 6863 - Database Security & Auditing
- IT 6883 - Infrastructure Defense
- IT 6903 - Special Topics in Information Technology
  
- IS 8330 - Disaster Recovery/Business Continuity Planning  
or
- IT 6583 - Business Continuity Planning and implementation

### **Program Total (12 Credit Hours)**

# Information Technology, MS

College of Computing and Software Engineering  
Information Technology Department  
<http://ccse.kennesaw.edu/it/>  
[itdepartmentinfo@kennesaw.edu](mailto:itdepartmentinfo@kennesaw.edu)

The MSIT program is designed either for students who have completed an undergraduate degree in a computing discipline - such as Information Technology, Computer Science or Software Engineering, or students who have an undergraduate degree in a non-computing discipline.

The program includes a variety of elective courses and allows students to design a custom program with focus in several areas of IT including IT security, Health Information Technology, Databases and Networking. This degree prepares graduates to pursue IT leadership positions in industry.

If any of the following foundation courses in Computing has not been taken in another program, these must be completed at the earliest. Other students may satisfy Foundation courses by passing an exam during a designated time prior the first semester of enrollment or by the Foundation Courses listed below.

## Program Admission

1. Meet all KSU Graduate College Admission Requirements.
2. Resume/Vita required.
3. Statement of purpose.
4. Two letters of recommendation.
5. Undergraduate degree from an accredited university.
6. Minimum undergraduate degree GPA 2.75. Lower GPA is considered on a case-by-case basis.

## Foundation Courses (0-12 Credit Hours)

Students can request institutional credit for a foundation course if: the equivalent undergraduate or graduate course was completed within the last ten years in another accredited college or university with a grade of "C" or better. Other students may satisfy Foundation courses by passing an exam during a designated time prior the first semester of enrollment or by taking these courses.

- IT 5413 - Software Design and Development
- IT 5423 - Computer Architecture, Operating Systems, and Networks
- IT 5433 - Databases: Design and Applications
- IT 5443 - Web Technologies and Application Development

## **Required Courses (15 Credit Hours)**

- IT 6203 - IT Design Studio
- IT 6413 - IT Service Delivery
- IT 6423 - IT System Acquisition & Integration
- IT 6823 - Information Security Concepts & Administration
- IT 7833 - IT Strategy, Policy, and Governance

## **Elective Courses (21 Credit Hours)**

ONE of the courses marked with \*\* is REQUIRED. Elective outside of IT department: maximum of 3 electives may be from SWE, CS, IDD or IS. No more than two courses from the same department, subject to Credit for Duplicate Courses policy and course prerequisites. Credit may not be awarded for the same course twice, or for courses deemed so similar as to be considered the same. For example, if a student completes IT 6823 - Information Security Concepts and Administration and then takes IS 8310 - Governance, Risk Management and Compliance, only one of the courses may be counted as hours

- CSE 6983 - Graduate Internship
- IT 6103 - IT Policy and Law
- IT 6473 - Multimedia Applications
- IT 6503 - Foundations of Health Information Technology
- IT 6513 - Electronic Health Record Systems
- IT 6523 - Clinical Processes & Workflows: Analysis and Redesign
- IT 6533 - Health Information Security and Privacy
- IT 6583 - Business Continuity Planning and implementation
- IT 6643 - Issues in Information Management
- IT 6663 - Data Center Management
- IT 6683 - Management of Information Technology
- IT 6713 - Business Intelligence
- IT 6723 - Managing & Operating Network Systems \*\*
- IT 6733 - Database Administration \*\*
- IT 6753 - Advanced Web Development \*\*
- IT 6763 - Electronic Commerce
- IT 6833 - Wireless Security
- IT 6843 - Ethical Hacking:Network Security and Penetration Testing
- IT 6853 - Computer Forensics
- IT 6863 - Database Security & Auditing
- IT 6873 - Information Security Seminar \*\*
- IT 6883 - Infrastructure Defense
- IT 7113 - Data Visualization
- IT 7999 - Thesis

## **Program Total (36 Credit Hours)**

# **Software Engineering Foundations, Graduate Certificate**

The Graduate Certificate in SWE Foundations assumes that students do not have a significant background in computing. It both deepens and broadens their knowledge of computing, and prepares them for positions of more responsibility in the computing industry, as well as for further postgraduate studies. Students interested in the Graduate Certificate will typically not have a first degree in computing.

## **Program of Study**

### **Required Courses (15 Credit Hours)**

- CS 5000 - Foundations of Programming
- CS 5020 - Foundations of Computer Architecture and Operating Systems
- CS 5060 - Database Design
- CS 5070 - Mathematical Structures for Computer Science
- SWE 5123 - Advance Programming & Data Structures

### **Program Total (15 Credit Hours)**

## **Software Engineering, Graduate Certificate**

The Graduate Certificate in SWE assumes that students have a significant background in computing. It both deepens and broadens their knowledge of computing, and prepares them for positions of more responsibility in the computing industry, as well as for further postgraduate studies. Students interested in the Graduate Certificate will typically not have a first degree in computing.

### **Admission Requirements**

- A bachelor's degree in Software Engineering or Computer Science or a closely related field (or a bachelor's degree with professional competence and knowledge equivalent to a Computer Science degree.)
- A bachelor's degree in any field with work experience relevant to this Certificate. (Students in this category would have to take substantial additional course work to get ready for this certificate, and would be advised to take the Graduate Certificate in Software Engineering Foundations first.)

## **Program of Study**

### **Required Courses (9 Credit Hours)**

- SWE 6623 - Software Engineering
- SWE 6633 - Software Project Planning & Management
- SWE 6743 - Object-Oriented Analysis & Design

### **Electives (9 Credit Hours)**

- Choose three 6000-level graduate courses in SWE or CS; at least one of these must be in SWE

#### *Note:*

- Another 6000-level SWE course may be substituted for one of the required courses if it is determined that the applicant has equivalent knowledge (e.g., a closely matching graduate course)
- Graduates of the GCSWE are strongly encouraged to apply for the MSSWE program, and if accepted, all 6000-level courses taken for the GCSWE will count for credit towards the MSSWE.

### **Program Total (18 Credit Hours)**

## **Software Engineering, MS**

Software engineering represents the fastest growing segment of software professionals, men and women who solve problems and issues in the development of mission-critical software to meet the needs of business and industry. The MS in Software Engineering (MSSWE) at Kennesaw State University prepares students for careers in this field by exposing them to real-time strategies and procedures that will give them a competitive edge in the market. All courses in the program are available both face-to-face and online, and students can decide which delivery mode is best for them for a particular course.

The MS in SWE assumes that students have a significant background in computing. It both deepens and broadens their knowledge of computing, and prepares them for positions of more responsibility in the computing industry, as well as for further postgraduate studies. Students interested in the MS in SWE will typically have a first degree in computing. For those students who are interested in the program but do not have the required prerequisite knowledge, we offer the Graduate Certificate in SWE Foundations.

If any of the following foundation courses in computing has not been taken in another program, these must be completed at the earliest. Other students may satisfy foundation courses by passing an exam during a designated time prior to the first semester of enrollment or by taking these courses.

## **Foundation Courses**

(taken prior to admissions if the student does not have a bachelors degree in computing):

1. CS 5000 Foundations of Programming
2. SWE 5123 Advanced Programming and Data Structures
3. CS 5020 Computer Architectures and Operating Systems
4. CS 5060 Databases: Design and Applications
5. CS 5070 Mathematical Structures for Computer Science

## **Admission Requirements**

1. Meet all KSU Graduate College Admission Requirements.
2. Resume/Vita required.
3. Statement of purpose.
4. Two letters of recommendation.
5. Undergraduate degree from an accredited university.
6. Minimum undergraduate degree GPA 2.75. Lower GPA is considered on a case-by-case basis.

## **Program of Study**

### **Core Courses (21 Credit Hours)**

- SWE 6613 - Requirements Engineering
- SWE 6623 - Software Engineering
- SWE 6633 - Software Project Planning & Management
- SWE 6653 - Software Architecture
- SWE 6673 - Software Quality Engineering & Assurance
- SWE 6743 - Object-Oriented Analysis & Design
- SWE 6883 - Formal Methods in Software Engineering

*Select one of the following program options (15 Credit Hours)*

#### *A. Capstone Option*

- SWE 7903 - Software Engineering Capstone

- 12 Credit Hours of 6000-level Software Engineering, Computer Science, Information Technology, or System Engineering courses (at least 2 courses must be from SWE and at most 2 from either CS, IT, or SE)

### *B. Thesis Option*

- SWE 7803 - Master's Thesis (6 Credit Hours over two semesters)
- Choose 9 Credit Hours of 6000-Level SWE, CS, IT, or SE courses (at least 2 courses must be from SWE)

## **Elective SWE Courses**

Depending on whether students take the capstone or the thesis option, they are required to complete 4 or 3 elective courses, respectively. In addition to the software electives listed below, students can take any 6000 level courses in Computer Science or Information Technology or approved courses in Systems Engineering, which are listed below. At least two electives must be in Software Engineering.

- SWE 6733 - Software Engineering Processes
- SWE 6753 - Game Design & Development
- SWE 6763 - Software Metrics and QA
- SWE 6783 - User Interaction Engineering
- SWE 6813 - Component Based Software Development
- SWE 6823 - Embedded Systems Analysis and Design
- SWE 6843 - Embedded Systems Design and Construction
- SWE 6853 - Design Patterns
- SWE 6863 - Software Engineering Ethics and Legal Issues

### **Approved SYE Courses:**

- SYE 6005 - Introduction to Systems Engineering
- SYE 6025 - Economic Decision Analysis
- SYE 6035 - Modeling and Simulation

## **Program Total (36 Credit Hours)**

## **Michael J. Coles College of Business**

The Michael J. Coles College of Business offers programs that respond to the needs of our rapidly changing environment. Coles contributes to the economic development of metropolitan Atlanta and the region and is known as the most relevant business school in the South for its

community and corporate outreach. The unique, innovative spirit of the Coles College of Business arises from an emphasis on building partnerships with the corporate world, other academic institutions, the community, government and nonprofit enterprises. Students benefit from these alliances, which enable the College to achieve its goals of continuous improvement and targeted program development.

The Coles College of Business enjoys national recognition in a number of areas. The Cox Family Business Center was cited by Family Business Review as "the nation's premier model of college-based educational programs for family businesses." Nation's Business listed the center as one of the top college-based, family-business programs in the nation. The Coles College Doctorate of Business Administration is one of the few such doctoral programs of its kind in the world.

The College's Entrepreneurship Program was recognized by Businessweek and Success as one of the outstanding entrepreneurship programs in the nation. The Coles MBA was ranked by Businessweek as #4 in the South and #29 in the nation, and the Executive MBA was recognized as a Top 25 Tier One program in North America by CEO Magazine. In addition, the Coles College has been highlighted in many publications as one that moves quickly and aggressively to meet the needs of its customers-students, the business world and the community.

The Econometric Center is the business and economic research arm of the Coles College. Its monthly Business Conditions Survey parallels the National Association of Purchasing Managers Survey and aggregates data from purchasing professionals in metropolitan Atlanta and northwest Georgia. The Econometric Center also conducts a quarterly Consumer Confidence Index for metropolitan Atlanta in conjunction with the Greater Atlanta Home Builders Association.

Coles Accounting graduates have competitive CPA pass rates. The School of Accountancy is the first Georgia educational institution to achieve Partner Level status in the Institute of Internal Auditors' Internal Auditing Education Partnership. The B.B.A. in Professional Sales has garnered national attention, as it is one of only a few such programs in the United States. Coles College hosts the National Collegiate Sales Competition, which pits hundreds of the nation's top sales students in a test of live role-play, one-on-one sales call challenges in front of Fortune 500 recruiters. Another unique program offered by Coles is the B.B.A. in Information Security and Assurance.

Students are attracted to the Coles College of Business for its innovative programs, career services, and co-ops and internships, as well as the faculty's commitment to preparing students for professional success. Embracing evolving topics like the globalization of business, the management of technology, productivity, quality and information systems, the Coles College is committed to developing programs relevant to the ever-changing needs of society.

## **Vision Statement - Michael J. Coles College of Business**

The Coles College of Business aspires to be the preferred provider of flexible business education and relevant research and practice valued by the marketplace.

## **Mission Statement - Michael J. Coles College of Business**

The Coles College of Business provides high quality, applied business education and supports knowledge creation in a collegial, learning-centered environment. We strive to develop our students into highly effective and ethical business leaders who can make a difference in a competitive world.

### **Accreditations**

In addition to KSU's accreditation by SACS, all degree programs in the Coles College of Business are accredited by AACSB International-The Association to Advance Collegiate Schools of Business. Coles is also among a select few schools to earn a dual AACSB accreditation in both business and accounting. In addition, the B.B.A. in Information Systems holds ABET accreditation. ABET, a non-profit, non-governmental organization, uses a rigorous peer-review evaluation process to assess technology-related programs based on quality standards of the profession.

### **Academic Departments**

The Coles College of Business houses five academic units:

- The School of Accountancy
- The Department of Economics, Finance & Quantitative Analysis
- The Department of Information Systems
- The Department of Management & Entrepreneurship
- The Department of Marketing & Professional Sales

### **Programs of Study**

The Coles College of Business offers the following undergraduate degrees:

- Bachelor of Business Administration in Accounting
- Bachelor of Business Administration in Economics
- Bachelor of Business Administration in Finance
- Bachelor of Business Administration in Information Systems
- Bachelor of Business Administration in Information Security and Assurance
- Bachelor of Business Administration in International Business
- Bachelor of Business Administration in Management
- Bachelor of Business Administration in Marketing
- Bachelor of Business Administration in Professional Sales

These programs include foundation courses in the humanities, natural and behavioral sciences, and mathematics as well as advanced courses in business and the specific major field. In addition to the courses in the business major fields listed above, the Coles College offers specialized courses in the areas of business law, entrepreneurship and family business, , operations management, quality, real estate, and strategy.

## Minors

- Accounting
- Business Law
- Economics
- Finance
- Information Systems
- Information Security and Assurance
- Management
- Marketing
- Operations and Purchasing
- Professional Sales

## Certificates

- Information Security
- Information Technology

## Academic Policies

A summary of some of the most significant academic policies for business majors is provided below. For additional information, visit the Business Undergraduate Advising Center on the fourth floor of the Burruss Building.

## Requirements for B.B.A. Degree

All business majors should take the following courses as part of their KSU General Education requirements:

MATH 1111	College Algebra (or MATH 1112 - College Trigonometry or MATH 1113 - Precalculus)
MATH 1106	Elementary Applied Calculus (or MATH 1190 - Analytic Geometry and Calculus I)
ECON 2100	Principles of Microeconomics

All business majors must take a calculus course, which is part of the Coles College Sophomore GPA Requirement and also a prerequisite to several business courses. Most students will take the MATH 1111 and MATH 1106 sequence. Students with stronger math aptitudes or backgrounds, or students considering graduate school, should take MATH 1113 and MATH 1190. Students who can start with Calculus should meet with a Coles Staff Advisor to discuss which MATH courses to take. All students must take ECON 2300 (Business Statistics) and not MATH 1107.

International Business majors should take Geography and the foreign language 1002 course in Chinese, French, German, Italian, or Spanish as part of their General Education requirements.

## **Sophomore GPA Requirement**

Before a business major can be admitted to the Coles College Undergraduate Professional Program and enroll in any upper-division business courses (3000-4000 level), she or he must meet the Coles Sophomore GPA Requirement. This involves earning an Adjusted GPA of 3.00 or greater for the following eight courses:

MATH 1106	Elementary Calculus with Applications (or MATH 1190-Analytic Geometry and Calculus I)
ACCT 2100	Introduction to Financial Accounting
ACCT 2200	Introduction to Managerial Accounting
ECON 2100	Principles of Microeconomics
ECON 2200	Principles of Macroeconomics
ECON 2300	Business Statistics
IS 2200	Information Systems & Communications
BLAW 2200	Legal and Ethical Environment of Business

- Regardless of whether the courses are taken at Kennesaw State University or at another acceptable accredited institution, the grades earned will be used to check this GPA requirement. If any of these courses are transferred in and are not awarded three credit hours by KSU, that difference in hours will affect the GPA calculation. A course may be repeated if necessary. However, KSU has limits on the number of course withdrawals a student may have and on the number of times a student may repeat the same course.

## **Admission to the Coles College Undergraduate Professional Program**

Admission to the Coles College Undergraduate Professional Program is separate from admission to Kennesaw State University. The Sophomore GPA Requirement must be met prior to application for admission. Application forms and details about other admission requirements may be obtained from the Business Undergraduate Advising Center. Business majors must apply for and be accepted for admission into the Coles Undergraduate Professional Program in order to take upper-division business courses and to graduate with a B.B.A. degree. A non-refundable application fee is required.

The B.B.A. degree will not be awarded to anyone who has not met the Sophomore GPA Requirement and been admitted to the Coles Undergraduate Professional Program.

## **Other KSU Requirements**

In order to receive a degree from Kennesaw State University, a student must meet KSU's residency, grade, and graduation requirements. Some of those requirements are summarized here for convenience. Students should check other sections of this KSU Undergraduate Catalog for a complete listing of KSU requirements.

Business majors must earn a minimum of 45 hours of credit in upper-division business courses. Business majors must complete at least 33 hours of business courses in residence at KSU. All business majors must complete at least 12 hours of their Major Field Requirements and Major Field Electives at KSU. All students must complete at least 20 of the last 30 semester hours immediately preceding graduation at KSU.

Certain B.B.A. courses must be taken at Coles, and there are restrictions on the business courses that may be taken via education abroad options. Students should check with a Coles College academic advisor about these restrictions prior to signing up for a study abroad course or semester abroad. Credit for courses taken at other colleges and universities (whether in the U.S. or abroad) will not be given if:

1. the institution does not have acceptable accreditation,
2. the courses were not taken at the same or higher level than comparable courses offered at Kennesaw State University, or
3. the courses are too old.

Business majors must earn a grade of "C" or better in all business courses counted toward their degree. In addition, International Business Majors must earn a grade of "C" or better in all courses used to satisfy their Foreign Language Requirement and their International Study Experience Requirement.

Students must always meet current course prerequisites, regardless of when they first started at KSU. Always check the most recent KSU Undergraduate Catalog for current course prerequisites. Students will also be expected to meet the current admission requirements for the Coles Undergraduate Professional Program at the time of admission, regardless of when they first started at KSU.

## **Timeliness of Degree Completion**

KSU requires all graduating students to meet the program requirements in a Catalog that is not more than ten years old at the time of graduation. Students who do not complete their degree within ten years of starting at KSU must move up to a more recent Catalog. If a student does not attend continuously and is required by KSU to apply for readmission in order to return, the student will have to move up to the Catalog in effect for the readmission term. In addition, Coles requires business majors to successfully complete the B.B.A. degree requirements and graduate within no more than six (6) calendar years after first being admitted to the Coles Undergraduate Professional Program. If a student does not complete the degree within six calendar years, courses may have to be repeated and new B.B.A. program requirements may have to be met prior to graduation.

## **Coles Student Services**

### **Undergraduate Advising Center**

Advising for all business majors is coordinated by the Office for Undergraduate Business Programs through the Business Undergraduate Advising Center. The Center is located on the fourth floor of the Burruss Building. The mission of the Undergraduate Advising Center is to

help students understand what is required to earn a B.B.A. (Bachelor of Business Administration degree) at Kennesaw State University. The Advising Center uses an Advising Team rather than assigning individual advisors. The Team approach provides better information in a more efficient manner. The Advising Team is made up of both Staff Advisors and Faculty Advisors who are committed to helping students succeed. Students can expect the Advising Team to provide information on the following topics:

- The Coles College Sophomore GPA Requirement
- Requirements for admission to the Coles College Undergraduate Professional Program.
- Required Business Core courses for all business majors.
- Required and Elective courses within your Major.
- Options for your Business Electives, including co-ops, internships, and minors.
- Options for your Non-business Electives.
- How to sequence the courses in the B.B.A. program.
- General KSU policies, such as the number of course withdrawals allowed, residency requirements, and graduation requirements.
- Where to go for KSU procedures, such as petitioning to graduate.

Students are responsible for reading the KSU Undergraduate Catalog descriptions of the B.B.A. degree requirements and KSU policies, reading emails sent to their KSU email account, checking course prerequisites in the Catalog, and completing all requirements for their degree. Students should draft a plan for completing their degree and meet with a Coles academic advisor to review that plan early in their coursework so problems can be minimized. Although the specific course schedule may not be known for future terms, the advisors have some general information that can help students make their plans.

### **Coles College Career Services Lab**

The Coles College Career Services Lab is located in the heart of the Coles College of Business, on the first floor of the Burruss Building. It provides hands-on career management tools and resources. Coles career services are provided to you as part of our commitment to helping you achieve your personal and professional goals.

### **Tutoring Services**

The Coles College provides free one-on-one and group tutoring services for many of the required Business Core courses, including Accounting, Economics, Statistics, and Finance.

### **Student Clubs and Organizations**

For further enhancement of student life on campus, a variety of clubs and organizations are available. Students can enrich their college experience by seeking clubs or organizations based on community service, academic achievement, fraternity, sorority, sports, politics, religion, etc. Examples of business student organizations are:

- AITP - Association of Information Technology Professionals
- Beta Alpha Psi
- Beta Gamma Sigma
- Delta Sigma Pi

- International Business Student Association
- Kennesaw Marketing Association
- National Association of Black Accountants
- Omicron Delta Epsilon
- Pi Sigma Epsilon
- SHRM - Society for Human Resources Management
- SIFE - Students in Free Enterprise
- SMIF - Student Managed Investment Fund

## **Accounting, MAcc**

Contact: Dr. Kathryn K. Epps  
 Associate Dean, Coles College of Business  
 Office: Burruss Building, rm 211  
 Phone: (470) 578-6085  
 Email: kepps@kennesaw.edu  
 Web address: <http://coles.kennesaw.edu/>

### **Program Description**

The Master of Accounting (MAcc) degree program is a professional graduate degree designed to help an individual meet the challenges of a career in accounting, whether public, private, or governmental. The School of Accountancy at Kennesaw State University is home to the largest accounting program in the State of Georgia and offers excellence in accounting education. Within the Coles College of Business, the Accounting and Business degree programs are fully accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

### **General Requirements for Admission to the MAcc Program**

Admission to the MAcc program is granted to those persons showing high promise of success in graduate business (accounting) study. Applicants' portfolios are reviewed as a part of a competitive process based on the following components:

- Professional Experience
- Academic Background
- Graduate Management Admissions Test (GMAT)
- Letter of Interest
- Applicants may also provide up to three optional letters of references
- An interview may be required.

\*International applicants have additional requirements; see Graduate Admissions.

## **Transfer Credit**

No transfer credits are permitted for this program.

## **Grades**

Expectations for satisfactory graduate level student performance are detailed in the Academic Policies section of this catalog.

## **Petition to Graduate**

Each MAcc student must petition to graduate at least one semester prior to completion of program requirements.

## **Readmission to the Master of Accounting Program**

As this is a one year intensive cohort program, any graduate students who do not complete the program with the cohort in which they were admitted must apply for readmission to the MAcc program. Upon reapplication, the director will determine the courses required for completion. To apply for readmission visit <http://www.kennesaw.edu/graduate/admissions/forms.php>

## **Program of Study**

The Master of Accounting program is made up of core courses and electives. All students complete the required 12 credit hours of prescribed core accounting courses and 18 credit hours of accounting electives for a total of 30 credit hours.

### **Core Requirements ( 6 Credit Hours)**

- ACCT 8110 - Business Combinations and Transactions
- ACCT 8215 - Leadership and Professional Skills

### **Elective Requirements (24 Credit Hours)**

Select one of the following options:

*Option A: Financial Reporting and Auditing Specialization*

- ACCT 8100 - Theory of Business Reporting
- ACCT 8120 - Transaction Processing and Controls
- ACCT 8190 - Accounting Strategies for Decision-Making in a Global Environment
- ACCT 8310 - Accounting and Public Policy - Financial Reporting and Auditing

- ACCT 8400 - Seminar in Auditing
- ACCT 8420 - Forensic Accounting and Fraud Examination
- ACCT 8430 - Fraudulent Financial Reporting and Corporate Governance
- ACCT 8445 - Regulatory Structures and Emerging Issues in Financial Reporting

#### *Option B: Tax Specialization*

- ACCT 8100 - Theory of Business Reporting
- ACCT 8190 - Accounting Strategies for Decision-Making in a Global Environment
- ACCT 8320 - Accounting and Public Policy - Taxation
- ACCT 8510 - Tax Research and Procedure
- ACCT 8520 - Corporate Tax and Shareholders
- ACCT 8530 - Taxation of Flow-Through Entities
- ACCT 8545 - State and Local Taxation
- ACCT 8560 - International Taxation

#### *Option C: Advisory*

- ACCT 8120 - Transaction Processing and Controls
- ACCT 8310 - Accounting and Public Policy - Financial Reporting and Auditing
- ACCT 8400 - Seminar in Auditing
- ACCT 8410 - Seminar in Internal Auditing
- ACCT 8420 - Forensic Accounting and Fraud Examination
- ACCT 8430 - Fraudulent Financial Reporting and Corporate Governance
- ACCT 8610 - Advanced Systems and Control for Risk Advisors
- ACCT 8620 - Advanced Analytics for Risk Advisors

## **Program Total (30 Credit Hours)**

## **Business Administration, DBA**

Contact: Sobia Mufti

Office: KSU Center, Suite 431

Email: [ksudba@kennesaw.edu](mailto:ksudba@kennesaw.edu)

Web address: <http://coles.kennesaw.edu/>

## **Program Description**

The KSU Doctor of Business Administration (DBA) program is an innovative doctoral program designed to prepare highly experienced professionals for teaching and research positions at AACSB accredited business schools or for advanced research positions in consulting, government or industry. The KSU DBA program combines the rigor of a traditional doctoral

program with intense classroom study allowing full immersion into state of the art academic research content and methods, along with a European style mentorship model supporting the student in conducting independent, original research.

## **General Requirements for Admission to the KSU DBA**

The KSU DBA admission process is highly competitive and designed to identify applicants with the background and experience necessary to complete the requirements of a rigorous doctoral degree program. The KSU DBA four-step application process is designed to determine if applicants have the skills and interests necessary to succeed in the program. Admission decisions for each step are made only after receipt of required documents for that step. For directions on how to apply, applicants should review the information at <http://coles.kennesaw.edu/graduate/dba/admission-process.htm>.

The application process begins during the summer, enrollment decisions are made in the spring for admittances to a DBA cohort beginning during the following summer semester. Applicants offered admittance to a cohort but who are unable to attend will need to reapply for a future cohort. All students who have been admitted to the DBA program are required to register for the specified number of courses each semester in order to remain in good standing.

## **Transfer Credit**

Transfer credit is not permissible for any part of the KSU Doctor of Business Administration program.

## **Program of Study**

### **Foundation Course (3 Credit Hours)**

Students must attend orientation in addition to taking one of the following courses that corresponds with the chosen discipline:

- ACCT 9001 - Introduction to Research in Accounting
- IS 9001 - Introduction to Research in Information Systems
- MGT 9001 - Introduction to Research in Management
- MKTG 9001 - Introduction to Research in Marketing

### **Discipline Seminar Courses (9 Credit Hours)**

Students must take three of the following courses that corresponds with the chosen discipline:

- ACCT 9002 - Seminar in Accounting Research
- IS 9002 - Seminar in Information Systems Research
- MGT 9002 - Seminar in Management Research

- MKTG 9002 - Seminar in Marketing Research
- ACCT 9003 - Seminar in Behavioral Accounting Research
- IS 9003 - Seminar in Behavioral and Design Science Research
- MGT 9003 - Seminar in Behavioral Research
- MKTG 9003 - Seminar in Consumer Research
- ACCT 9004 - Seminar in Archival Accounting Research
- IS 9004 - Seminar in Management of Information systems Research
- MGT 9004 - Seminar in Strategic Management Research
- MKTG 9004 - Seminar in Business-to-Business Research

## **Business Research Methods Courses (12 Credit Hours)**

Students must take all four of the following courses:

- BRM 9101 - Foundations of Business Research
- BRM 9102 - Business Research Design and Analysis
- BRM 9103 - Advanced Business Research Analysis
- BRM 9104 - Qualitative Research Methods

## **Career Transition (3 Credit Hours)**

- DBA 9005 - Career Transition Strategies

### *Dissertation Design (6 Credit Hours)*

Students must take two of the following courses that corresponds with the chosen discipline:

- ACCT 9901 - Research Methods & Dissertation Design I
- IS 9901 - Research Methods and Dissertation Design I
- MGT 9901 - Research Methods & Dissertation Design I
- MKTG 9901 - Research Methods & Dissertation Design I
- ACCT 9902 - Research Methods & Dissertation Design II
- IS 9902 - Research Methods and Dissertation Design II
- MGT 9902 - Research Methods & Dissertation Design II
- MKTG 9902 - Research Methods & Dissertation Design II

### *Dissertation Research (15 Credit Hours)*

Students must take one of the following courses (3 Credit Hours) that corresponds with the chosen discipline:

- ACCT 9903 - Doctoral Directed Study

- IS 9903 - Doctoral Directed Study
- MGT 9903 - Doctoral Directed Study
- MKTG 9903 - Doctoral Directed Study

Students must take four sections (12 Credit Hours) of one of the following courses that corresponds with the chose discipline:

- ACCT 9904 - Dissertation Research
- IS 9904 - Dissertation Research
- MGT 9904 - Dissertation Research
- MKTG 9904 - Dissertation Research

## **Program Total (48 Credit Hours)**

### **Business Administration, MBA**

Coles College of Business  
<http://coles.kennesaw.edu/>

The Coles College of Business offers several options for the Master of Business Administration.

Please select from the following:

Coles Executive MBA  
Coles MBA (Dalton)  
Coles MBA (Kennesaw and Galleria)  
Georgia WebMBA

### **Business Administration/Conflict Management Dual Master's Degree**

Contact for MSCM: Sherrill W. Hayes, Ph.D., Director MSCM Program  
Office: MD 2205 SO Bldg. 22 Rm 5034  
Phone: 470-578-6499  
Fax: 470-578-9151  
Contact for MBA: Dr. Timothy Mathews, Director of MBA Programs  
470-578-2072  
<http://coles.kennesaw.edu/>

The Master of Business Administration/Master Science in Conflict Management is a dual degree offered by the Coles College of Business Administration and the College of Humanities and Social Sciences. The primary objective of this program is to prepare students for competitive

leadership and managerial positions in careers requiring extensive understanding and interaction with conflict management and business acumen. The students' desire for this program comes from the extensive interaction between the two sectors in areas such as global project management, negotiations and contracting.

## **Program Admission Requirements**

To be admitted into the dual degree program, the applicant must specify the option at the time of application to the Graduate School. Students interested in applying for the MBA-MSCM dual degree program should consult with both the MSCM Director and MBA Director with regard to admission requirements and required courses.

## **GENERAL ADMISSION REQUIREMENTS FOR THE MBA-MSCM DUAL DEGREE PROGRAM\***

1. Submission of application to the graduate admission office and a non-refundable application fee.
2. Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University.
3. Academic background (approved by MBA and MSCM program directors).
4. Current GMAT score required by each individual program
5. Two letters of recommendation.
6. Personal statement that explains interest in enrolling in the dual degree program.
7. Professional experience via Resume and two years of working professional experience.

(Note: Personal interviews will be conducted whenever possible and responsible work, community service, and leadership experience will be considered).

\*International applicants have additional requirements; see Graduate Admissions section of KSU's catalog.

## **Program Requirements**

The program consists of a minimum of 53 hours of graduate study of which 27 hours are in areas of Business Administration and 26 hours are in Conflict Management. Additional credit hours may be required depending on each student's academic background. Students may also be required to take foundational courses in business as specified by the respective program director. It generally takes approximately three years to earn both degrees for a full-time student.

Students will be required to take the core courses from both MBA and MSCM programs as well as one international business elective in the Coles College of Business:

### **MBA**

- IS 8090 - Leveraging Information Systems in Business
- ACCT 8000 - Accounting Insights for Managers
- ECON 8010 - Resource Allocation and Decision Analysis
- FIN 8020 - Business Finance
- MKTG 8030 - Strategic Marketing
- MGT 8040 - Managing the Value Chain
- MGT 8050 - Managing and Leading Work Behavior
- MGT 8999 - Strategic Management: An Integrative, Capstone Experience

## **MSCM**

### *Semester I*

- MSCM 7205 - Basic Mediation Training Clinic
- MSCM 7210 - Foundations and Theories of Conflict Management: Conflict Theory
- MSCM 7220 - Foundations and Theories of Conflict Management: Negotiation Theory
- MSCM 7230 - Foundations and Theories of Conflict Management: ADR Continuum

### *Semester II*

- MSCM 7310 - Interpersonal, Intergroup, and Community Conflict
- MSCM 7315 - Organizational and Workplace Conflict
- MSCM 7325 - Advanced Civil Mediation Clinic
- MSCM 7335 - Organizational Leadership
- MSCM 7400 - Conflict Management Research Methods

### *Electives*

- MSCM 7355 - Advanced International Mediation Clinic
- MSCM 7365 - Humanitarian Crisis Intervention

### *Semester III*

\*Begin MBA courses if desired

- MSCM 7320 - Critical Knowledge and Skills of Conflict Management: Public Policy Disputes, Cross-Cultural and International Conflict Resolution
- MSCM 7500 - Conflict Management Systems Design

### *Semester IV*

\*Enroll in MBA courses for dual degree completion.

- MSCM 7705 - Advanced Applied Skills Training

**Program Total (53 Credit Hours)**

## **Business Administration/Information Systems Dual Master's Degree**

Contact: Timothy Isles, Program Coordinator  
Office: KSU Center, Rm 433  
Phone: 470-578-4470  
Email: [tisles@kennesaw.edu](mailto:tisles@kennesaw.edu)  
<http://coles.kennesaw.edu/>

To be admitted into the dual degree program, the applicant must specify the option at the time of application to the Graduate School. Students interested in applying for the MBA/MSIS dual degree program should consult with the program coordinator with regard to admission requirements and required courses.

### **General Admission Requirements for the MBA/MSIS Dual Degree Program**

1. Submission of application to the graduate admission office and a non-refundable application fee;
2. Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University;
3. Academic background (approved by MBA and MSIS program directors);
4. Acceptable scores on the Graduate Management Admissions Test (GMAT) or the General Test of the Graduate Record Examination (GRE)
5. Three letters of recommendation (optional);
6. Professional experience (Note: Personal interviews will be conducted whenever possible and responsible work, community service, and leadership experience will be considered.).

\*International applicants have additional requirements; see Graduate Admission section of this catalog.

### **Program Requirements**

The program consists of a minimum of 51 hours of graduate study, of which 27 hours are in areas of Business Administration and 24 hours are in Information Systems. Additional credit hours may be taken depending on each student's academic background. It generally takes approximately three years to earn both degrees as a full-time student. Students will be required to take the core courses from both MBA and MSIS programs as well as two electives in the Coles College of Business.

## **MBA (27 Credit Hours)**

- ACCT 8000 - Accounting Insights for Managers
  - ECON 8010 - Resource Allocation and Decision Analysis
  - FIN 8020 - Business Finance
  - MGT 8040 - Managing the Value Chain
  - MGT 8050 - Managing and Leading Work Behavior
  - MGT 8999 - Strategic Management: An Integrative, Capstone Experience
  - MKTG 8030 - Strategic Marketing
  - IS 8090 - Leveraging Information Systems in Business
- Plus one international business MBA elective

## **MSIS (24 Credit Hours)**

Students are required to take all these 8 MSIS courses in their MSIS-MBA dual degree

- IS 8005 - Informatics
- IS 8080 - Database Application Design and Implementation
- IS 8100 - Advanced IT Project Management
- IS 8200 - Legal and Ethical Issues in Information Systems
- IS 8310 - Governance, Risk Management, and Compliance
- IS 8400 - Enterprise Process Models
- IS 8700 - Information Systems Policy and Strategy
- IS 8920 - IT Customer Relationship Management

## **Program Total (51 Credit Hours)**

## **Business Administration/Public Administration Dual Master's Degree**

The Master of Business Administration/Master of Public Administration (MBA/MPA) Program is a dual degree offered by the Coles College of Business Administration and the College of Humanities and Social Sciences. The objective of this program is to allow students who are interested in public and private sectors to concurrently register in both MBA and MPA programs. The increasing interdependence of the public and private sectors makes this dual degree program not only innovative, but attractive to students wishing to pursue careers in positions responsible for working with their counterparts in private and public organizations, and in a variety of settings where both the knowledge of business and government are very crucial.

## **Program Admission Requirements**

To be admitted into the dual degree program, the applicant must specify the option at the time of application to the Graduate School. Students interested in applying for the dual degree option MBA/MPA Program should consult with either the MPA Director or the MBA Director with regard to admission requirements and required courses.

## **General Admission Requirements for the MBA/MPA Dual Degree Program**

1. Submission of application to the graduate admission office and a non-refundable application fee.
2. Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University (official transcripts from all previous institutions of higher education are required);
3. Official score reports for either the General Test of the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT); Each program has separate admission standards.
4. Two letters of recommendation; and
5. A personal statement describing your career aspirations.

\*International applicants have additional requirements; see the Graduate Admissions section of this catalog.

## **Program Requirements**

The program consists of a minimum of 51 hours of graduate study, of which 27 hours are in areas of Business Administration and 24 hours are in the areas of Public Administration. Additional credit hours may be taken depending on each student's academic background or areas of concentration in the MPA Program. It generally takes approximately three years to earn both degrees as a full-time student.

Students will be required to take the core courses from both the MBA and the MPA programs.

## **Core course MBA**

- ACCT 8000 - Accounting Insights for Managers
- ECON 8010 - Resource Allocation and Decision Analysis
- FIN 8020 - Business Finance
- IS 8090 - Leveraging Information Systems in Business
- MGT 8040 - Managing the Value Chain
- MGT 8050 - Managing and Leading Work Behavior
- MGT 8999 - Strategic Management: An Integrative, Capstone Experience
- MKTG 8030 - Strategic Marketing

## **MPA**

- PAD 6200 - Fundamentals of Public Administration and Public Service
- PAD 6250 - Research Methods and Computer Applications
- PAD 6350 - Public Service Budgeting
- PAD 6450 - Governmental Relations
  
- PAD 6500 - Policy Analysis  
or
- PAD 6600 - Program Evaluation
  
- PAD 6700 - Human Resource Management in Public Service
  
- PAD 7995 - Public Service Practicum  
or
- PAD 7985 - Internship in Public Service

## **Electives**

Students are required to select and complete 6 credit hours of elective courses, one MBA elective and one MPA elective, that best fits their career and personal goals in either program. In consultation with the faculty and the program director, students may develop their specific areas of administrative expertise by selecting an appropriate combination of courses within designated concentrations.

Students must take at least 27 credit hours of MBA course work. Of these 24 credit hours are the required core courses shown above. The one additional MBA elective must be an international business course. Additionally, choosing an MPA concentration may require the student to take more than the minimum 51 credit hours required for the dual degree program.

## **Program Total (51 Credit Hours)**

## **Healthcare Management and Informatics, MS**

The goal of the Master of Science in Healthcare Management and Informatics program is to educate and produce a robust workforce that has the skills and knowledge of the intersecting domains of healthcare, management, and informatics. This graduate program will take students from a variety of backgrounds and provide them with a strong foundation in healthcare, information systems, computer science, informatics, and data analytics with the objective to produce a workforce that has a comprehensive understanding of the domain of healthcare

management and informatics and that can fuel the engine of economic development in this promising domain.

Graduates will be grounded in the knowledge base on healthcare management and informatics, including:

- Broad knowledge of the delivery and practice of healthcare in the US system along with the challenges and opportunities in the international landscape.
- Operational knowledge of the ethical, legal, security/privacy, and quality issues as they relate to healthcare management and informatics.
- Knowledge of the basic principles emphasizing the role of informatics as it relates to various complex problems covering the entire domain of healthcare from disease management, patients/providers, drug discovery, evidence based medicine, personalized medicine, etc.
- Knowledge of organizational behavior and management principles as they apply to the issues at the intersecting domain of healthcare, information systems, and informatics.
- Knowledge and skills associated with statistics, quantitative/qualitative research methods, and quality issues associated with healthcare management and informatics.
- Applied knowledge of computer science with respect to database design and management and data structures in the context of healthcare • Knowledge of advanced scholarship so that students are capable of addressing critical issues in the domain via written and oral form d. Location of the program - main campus or other approved site.

## **Admission Requirements for the Potential HMI Candidates:**

1. Online Application and Non-Refundable Fee
2. Acceptable undergraduate grade-point average:
3. Satisfactory score on the GMAT or GRE (General) test
4. Application Letter/Brief Essay
5. Current Resume
6. Two Letters of Recommendation
7. International Applicants (IELTS or TOEFL required)

## **Required Courses (33 Credit Hours)**

- HMI 7510 - Introduction to Healthcare Management and Informatics
- ACS 7010 - Data Structures with C++
- ACS 7030 - Database Systems with Java Applications
- HMI 7770 - Capstone in Healthcare Management and Informatics
- IS 8310 - Governance, Risk Management, and Compliance
- IT 6513 - Electronic Health Record Systems
- IT 6523 - Clinical Processes & Workflows: Analysis and Redesign
- NURS 6150 - Analytical Business Applications & Leadership Skills for Advanced Practice Nursing

- NURS 7780 - Seminar in Conflict Management & Ethics of Leadership for Advanced Practice Nursing
- HMI 7520 - Data Analytics via SAS
- STAT 8240 - Data Mining

### **Elective Courses (3 Credit Hours):**

Choose one course from the following:

- HMI 7530 - Data Analytics via R
- IS 8100 - Advanced IT Project Management
- IS 8200 - Legal and Ethical Issues in Information Systems
- IT 6533 - Health Information Security and Privacy
- NURS 7794 - Advanced Leadership and Policy in a Multicultural World

IS 8320 - Information Security Technology Prerequisite/Co-Requisite Course to all Required/Elective Courses in the Program: HMI 7510 - Healthcare Management and Informatics (HMI 7510 is required to be taken in the first semester of admission in the program with the other courses). o Admission to the Graduate Program in Healthcare Management and Informatics and/or Permission of the Director of Healthcare Management and Informatics.

### **Prerequisite/Co-Requisite Course to Elective and Capstone Courses in the Program:**

Successful completion of at least 18 credit hours of course work in the Healthcare Management and Informatics graduate program and/or Permission of the Director of Healthcare Management and Informatics.

### **Program Total (36 Credit Hours)**

## **Information Security and Assurance Certificate - Stand-Alone and Embedded**

Coles College of Business  
<http://coles.kennesaw.edu/>

The graduate certificate program in information security and assurance is designed for both technology and non-technology graduate students. It encompasses four existing courses:

### **Courses required for certificate: (12 Credit Hours)**

## **Security Management**

- IS 8310 - Governance, Risk Management, and Compliance  
OR
- IT 6823 - Information Security Concepts & Administration

## **Security Technology**

- IS 8320 - Information Security Technologies

## **Contingency Planning**

- IT 6583 - Business Continuity Planning and implementation
- IS 8330 - Disaster Recovery/Business Continuity Planning

OR

## **Elective**

- IS 8200 - Legal and Ethical Issues in Information Systems  
OR
- IS 8305 - Foundations of Information Security

## **Information Systems, MSIS**

Coles College of Business  
<http://coles.kennesaw.edu/>

The MSIS program teaches choice, deployment, management and use of information and computing technologies in the way they bring value to an organization with special emphasis on the following areas:

- Data Management and Business Intelligence Including Big Data
- Information Security Risk Management
- Global IT Management
- System Analysis
- Advanced IT Project Management
- IT Strategy

Students are able to pick their own choice of capstone experience from a spectrum of choices between thesis and industry internship (see details in course section). Prior permission is required to take courses outside of the department, students should contact the program director before they register for non-MSIS courses.

*Note:* No more than six (6) credit hours may be taken outside the MSIS program.

## **Core Requirements (33 Credit Hours)**

- IS 8005 - Informatics (Must be completed in student's first semester in MSIS)
- IS 8060 - Information Systems Development Methods and Technologies
- IS 8080 - Database Application Design and Implementation
- IS 8100 - Advanced IT Project Management
- IS 8200 - Legal and Ethical Issues in Information Systems
- IS 8310 - Governance, Risk Management, and Compliance
- IS 8330 - Disaster Recovery/Business Continuity Planning
- IS 8400 - Enterprise Process Models
- IS 8600 - Global IS Management
- IS 8920 - IT Customer Relationship Management
- IS 8935 - Business Intelligence - Traditional and Big Data Analytics

*Note:*

1. The Informatics course must be completed in the student's first semester of coursework.
2. The remaining 30 core credits can be earned in any sequence of the student's choice.
3. None of the flexible capstone experience courses can be taken before the student has completed at least 12 credit hours of MSIS coursework at KSU including summer semesters, if any.

## **Information Technology Course Equivalence**

Students may consider the following courses as equivalent:

IT 6823 Information Security Concepts & Administration is equivalent to IS 8310 Governance, Risk Management, and Compliance

IT 6583 Business Continuity Planning and Implementation is equivalent to IS 8330 Disaster Recovery/Business Continuity Planning

## **Capstone Experience Elective Course (3 Credit Hours)**

Only one of the following six options can be taken for credit toward the MSIS degree.

- IS 8700 - Information Systems Policy and Strategy
- IS 8900 - Special Topics in Information Systems
- IS 8910 - Special Projects in Information Systems

- IS 8916 - Cooperative Education
- IS 8918 - Internship
- IS 8990 – Thesis
- 

*Note:* None of the flexible capstone experience courses can be taken before the student has completed at least 12 credit hours of MSIS coursework at KSU including summer semesters, if any. The thesis course in the flexible capstone experience can be taken only after a student has successfully completed 18 credit hours of MSIS coursework at KSU as described in the set of prerequisite courses for MSIS thesis (IS 8990).

## **Program Total (36 Credit Hours)**

## **Bagwell College of Education and the PTEU**

Kennesaw State University is a leading producer of teachers in the USG system. One out of six undergraduate students at KSU is enrolled in a professional degree program that prepares teachers for the P-12, elementary, middle and secondary schools.

KSU's conceptual framework for teacher education is the Collaborative Development of Expertise in Teaching, Learning, and Leadership. The Professional Teacher Education Unit (PTEU) at Kennesaw State University is committed to developing expertise among candidates in initial and advanced programs as teachers, teacher leaders and school leaders who possess the capability, intent and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and to enhance the structures that support all learning. To that end, the PTEU fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader. Within the PTEU conceptual framework, expertise is viewed as a process of continued development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the implementation of validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the PTEU recognizes, values and demonstrates collaborative practices across the college and university and extends collaboration to the community-at-large. Through this collaboration with professionals in the university, local communities, public and private schools and school districts, parents and other professional partners, the PTEU meets the ultimate goal of bringing all of Georgia's students to high levels of learning.

Teacher education programs at KSU have high expectations for content knowledge in the teaching field, effective pedagogical skills, multiple field experiences, multicultural perspectives,

use of educational technology, performance-based assessments, and attention to student learning outcomes.

## **Accreditations**

The university's teacher preparation programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by Georgia's Professional Standards Commission (PSC). Successful completion of one of KSU's approved undergraduate programs in teacher education leads to initial teacher certification in Georgia (P-5 for elementary; 4-8 for middle; 6-12 for secondary; and P-12 for all grades).

Graduates of KSU's teacher education programs typically perform well on examinations for professional certification. Candidates for teacher certification in Georgia must pass the GACE Basic and GACE Content tests. In Georgia, the Professional Standards Commission provides the GACE II pass rates for all teacher preparation units in the state to the U.S. Secretary of Education as mandated by Title II of the Higher Education Amendments of 1998. The pass rate, which is published as part of the Title II Teacher Report Card, was 93% for all KSU program completers for the 2010-2011 academic year.

## **The PTEU**

Teacher education at KSU is a highly collaborative and all-campus responsibility. The Professional Teacher Education Unit (PTEU) is the umbrella organization under which approximately 175 teaching faculty and academic administrators representing fifteen different instructional departments and five colleges come together to collaborate on the design, delivery, approval and accreditation of all teacher preparation programs. The Dean of the Leland & Clarice C. Bagwell College of Education leads the PTEU and provides university-wide coordination for teacher education, working in partnership with the other deans of the university.

Within the PTEU, the following functions are centralized in the Bagwell College of Education in support of all teacher education programs at KSU:

- Formal Admission to Teacher Education-Impey Teacher Education Advisement Center, located in Education Student Services (ESS)
- General Program Advisement-Impey Teacher Education Advisement Center, located in Education Student Services (ESS), and specific program areas
- Admission to Student Teaching-Center for Educational Placement and Partnerships (CEPP)
- Recommendations for Teacher Certification- Impey Teacher Education Advisement Center, located in Education Student Services (ESS)
- Final Appeals of Teacher Education Admission & Retention Decisions-Teacher Education Appeals Board and Associate Dean for the Undergraduate Studies of the Bagwell College of Education
- Teacher Induction and Professional Development Activities-Center for Education Placements and Partnerships (CEPP)

- Teaching Resources-Teacher Resource and Activity Center (TRAC)
- Educational Technology Resources-Learning Technology Center in TRAC and the KSU iTeach Center
- Coordination of Field Experiences-Center for Education Placements and Partnerships (CEPP)
- Coordination for Program Accreditation-Associate Dean for Assessment and Accreditation of the Bagwell College of Education
- Coordination of the PTEU and Program Coordinators-Dean of the Bagwell College of Education
- Oversight of the Teacher Education Council (TEC), College Level Policy and Curriculum Committee for all Teacher Education Programs-Dean of the Bagwell College of Education

Within the PTEU, most of the responsibilities for designing and implementing individual degree programs in teacher education are decentralized and assigned to different colleges and instructional departments. Each program has a KSU faculty member who serves as the program coordinator in the department responsible for that program. The collaborating colleges and departments responsible for KSU's twelve bachelor's degree programs and one current endorsement in teacher education are as follows:

#### Bagwell College of Education

- **Birth through Five Education** (Department of Elementary & Early Childhood Education)
- **P-5 Elementary and Early Childhood Education** (Department of Elementary & Early Childhood Education)
- **4-8 Middle Grades Education** (Department of Secondary & Middle Grades Education)

#### WellStar College of Health & Human Services

- **P-12 Health & Physical Education** (Department of Health, Physical Education & Sport Science)

#### College of Humanities & Social Sciences

- **6-12 English Education** (Department of English)
- **6-12 History Education** (Department of History & Philosophy)
- **P-12 Teacher Certification in Foreign Language Education Concentration** (Department of Foreign Languages)

#### College of Science and Mathematics

- **6-12 Biology Education** (Department of Biology & Physics)
- **6-12 Mathematics Education** (Department of Mathematics & Statistics)
- **6-12 Chemistry Education Track** (Department of Chemistry & Biochemistry)
- **6-12 Computer Science Endorsement** (Department of Computer Science & Information Systems)\*

#### College of the Arts

- **P-12 Art Education** (Department of Visual Arts)

- **P-12 Music Education** (Department of Music)

\* The computer science endorsement is a concurrent endorsement that leads to 6-12 certification.

At KSU, content specialists in the arts and sciences work collaboratively with pedagogy specialists in those same disciplines and often in the same departments to prepare teachers. Bachelor's degree programs in teacher education require the equivalent of a major in the content studies of the teaching field and the equivalent of a second major in pedagogical studies with an emphasis on teaching that is discipline-specific and age-appropriate.

## **Bagwell College of Education**

Even though the responsibility for administering professional teacher preparation programs is distributed broadly across many colleges and departments at KSU, the overall coordination and primary leadership for teacher education resides with the Leland & Clarice C. Bagwell College of Education and the Dean of Education. The Bagwell College is organized into five instructional departments that support particular degree programs in teacher education and a number of academic support units that provide services to all teacher education programs in the PTEU.

**Education Student Services (ESS)** serves both undergraduate and graduate teacher education and leadership programs. Housed within ESS is the **William D. Impey Teacher Education Advisement Center (TEAC)**, which provides advisement to Elementary and Early Childhood, Middle Grades, and Secondary History Education candidates in the PTEU as they complete requirements for full admission to Teacher Education, complete program requirements in their major, prepare for participation in major field experiences, and seek teacher certification. Located also within ESS is the Graduate Programs Office (GPO), which provides guidance for admission into graduate programs. ESS also disseminates student scholarship and award information, club and organization information and recruits for high needs programs. Recommendations for teacher certification are completed by the certification officer, who resides in ESS.

**The Teacher Resource and Activity Center (TRAC)** serves teacher candidates and in-service candidates and teachers with a curriculum and textbook library and a media resource center for the design and development of instructional materials.

**The KSU iTeach Center (iTeach)** is a collaborative partnership between the Bagwell College of Education and the Metropolitan Regional Educational Service Agency (MRESA). The iTeach Center's mission is to help teachers and students achieve their best possible future through the use of advanced educational technologies. The iTeach Center serves both public and private schools in Georgia.

**Under the leadership of the Associate Dean for Assessment and Accreditation, the Research and Assessment in Teacher Education Unit** coordinates the PTEU's data collection, institutional research, and assessments for reporting and program improvement purposes.

**The Center for Educational Placements and Partnerships (CEPP)** develops and promotes partnerships and collaborative efforts with the university, the community, and schools to advance public P-12 education. The director and center personnel working with teacher education faculty and appropriate school personnel, plan and implement the selection of school sites and classrooms appropriate to the needs of Kennesaw State University candidates and the goals of the Professional Teacher Education Unit. The Center supports teacher development from pre-service education to teacher induction through mentoring programs, staff development, and other initiatives and oversees the criminal history check process for teacher education programs. All PTEU teacher education field placements are coordinated and secured by CEPP.

**The Advancing the Teaching of Mathematics and Science Center (A.T.O.M.S.)** is a collaborative initiative between the College of Science and Mathematics and the Bagwell College of Education. The goals of the center are to enhance in-service teacher development and effectiveness, implement innovative strategies to retain new teachers, stimulate K-12 student interest in science and mathematics, and recruit science and mathematics teachers. The center also promotes scholarship and research efforts of KSU faculty engaged in K-12 science and mathematics education.

## **Admission to Teacher Education**

Kennesaw State University is committed through its admission and monitoring processes to recruit and prepare diverse, highly qualified and capable prospective teachers. In order to enroll in a professional education course at the upper level (3000-4000), the candidate must be formally admitted to Teacher Education at Kennesaw State University.

Admission to teacher education is separate from admission to Kennesaw State University. Candidates typically apply for admission to Teacher Education as sophomores after having completed most of their general education requirements. Applications for admission to Teacher Education are available in Education Student Services (ESS).

A criminal history background check will be performed prior to admission to Teacher Education. In addition, if determined by the background check that a student is a multi-state offender, the student will be required to pay a fee and be fingerprinted. Results of either the criminal history background check and/or fingerprinting may preclude admission to teacher education. For more information on the criminal history process, students should contact CEPP.

In order to meet the minimum requirements for admission to teacher education programs, candidates must also have:

1. Completed at least 45 semester hours of accredited college coursework.
2. Achieved a cumulative GPA of 2.75 for all attempted hours in the system core curriculum and lower division courses as required for teacher preparation programs.
3. Achieved an adjusted or cumulative GPA of 2.75 for all completed coursework at Kennesaw State University.
4. Completed English 1101 and English 1102 with grades of "C" or higher.
5. Passed or exempted the Regents' Examination.
6. Passed or exempted the state of Georgia required GACE Program Admission Tests, regardless of matriculation date.
7. Registered with the Georgia Professional Standards Commission to obtain a MyPSC account and PSC identification number.
8. Completed EDUC 2110\* with grade of "C" or higher. In addition to the preceding, the Department of Elementary and Early Childhood Education requires that all additional coursework completed in Lower Division Major and Teaching Field at the time of application for admission must consist of a grade of "C" or higher.
9. Received a positive faculty recommendation from EDUC 2110.
10. Received a positive evaluation in the EDUC 2110 field experience.
11. Exhibited responsible, professional behavior in all classes, the field experience, and interactions with peers and faculty.
12. Exhibited potential for success in the program.
13. Been approved for admission by the Admission and Academic Standing Committee of the applicant's proposed degree program.
14. Note: Some degree programs in teacher education have additional admissions requirements. Consult those departments and program coordinators.

\* Or approved state of Georgia high school Georgia Pathways Program

To be considered for admission, applications and all supporting documents must be submitted to the William D. Impey Teacher Education Advisement Center (located in ESS) on or before the following deadlines:

<b>Admission to Teacher Education Program for</b>	<b>Application Deadline*</b>
<b>Fall Semester</b>	<b>April 15th</b>
<b>Spring Semester</b>	<b>September 15th</b>
<b>Summer Term</b>	<b>February 15th</b>

**\* See note below on teacher education admission fee**

Candidates will be informed of their admission status by email to their Kennesaw State University Student email account. Candidates who have been denied admission must remove deficiencies within three semesters of the initial application for admission in order to be eligible for reconsideration for entry into a teacher education program.

## **Teacher Education Admission Fee**

Any student submitting an application for admission to Teacher Education after February 15, 2006 must pay a \$20.00 application fee. This fee is nonrefundable and nontransferable.

## **Retention in Teacher Education**

Once admitted to teacher education, a candidate will not be eligible to continue in teacher education if:

1. Responsible, professional behavior is not exhibited in all classes, field experiences and interactions with peers and faculty, as judged by the program faculty and/or collaborating teachers and school personnel.
2. The candidate is found guilty of a major violation of the student code of conduct or civil law.
3. Two or more "D" or "F" grades are earned in required lower and upper division courses in the candidate's teacher education program. A review may be triggered if the candidate's adjusted or cumulative GPA falls below 2.75 at KSU.
4. The individual fails to observe or meet the required course and program prerequisites, including field-based teaching methods courses and student teaching.
5. Teaching skills and effectiveness are judged by two or more faculty instructors and/or collaborating teachers to be unsatisfactory.
6. Student teaching is not completed satisfactorily.

One or more of these deficiencies will trigger a review by the Admissions and Academic Standing Committee of the appropriate program area, which will determine whether the candidate will be permitted to continue in the teacher education program under an individualized remediation plan. Decisions to remove a candidate from the teacher education program will be recommended by that committee and approved by the program coordinator, department chair, and the Associate Dean for Undergraduate Studies of the Bagwell College of Education.

A student teacher may be removed from a field experience when any of the following occurs:

1. The appropriate school authority states that the teacher preparation candidate's presence in the classroom is not in the best interest of the public school's students and/or requests that the teacher preparation candidate be removed;
2. The joint decision of the appropriate teacher education program coordinator and department chair in consultation with the Director of the Center for Education Placements and Partnerships (CEPP), student teacher coordinator, supervising master teacher, and/or university supervisor states that the circumstances are such as to prevent either the development and/or maintenance of a satisfactory learning environment;
3. Unprofessional/unethical behavior has been exhibited by the teacher education candidate;

4. A decision has been reached that the teacher education candidate cannot receive a satisfactory grade.

## **Major Field Experiences**

The purpose of educational field experiences is to provide each teacher education candidate with multiple opportunities to engage in the practical aspects of teaching in real classroom settings. The teacher education faculty, the Director of the Center for Education Placements and Partnerships and appropriate school personnel collaborate to plan and implement the selection of school sites, classrooms and teaching/learning major field experiences and environments appropriate to the needs of the candidates and the goals of the Professional Teacher Education Unit. Emphasis is given to balancing each candidate's experiences between urban, suburban and rural environments, as well as among the multicultural and diverse populations of learners served within the Kennesaw State University service area. Each candidate is expected to be engaged in the full range of the respective program's teacher certification requirements as prescribed by the Georgia Professional Standards Commission.

The introductory course to the major includes a field component, as do several other courses in the professional education sequence. Two major field experiences form the capstone of all undergraduate teacher education programs: 1) the Teaching of Specific Subjects (TOSS) experience; and 2) the Student Teaching experience.

## **Teaching of Specific Subjects (TOSS)**

While candidate progress will be monitored throughout the program, a formal progress check will occur when candidates submit the TOSS application for the appropriate program area. This form must be signed by the student's advisor and submitted to the program's coordinator. A criminal history background check will be performed prior to Admission to the Teaching of Specific Subjects (TOSS) or equivalent and may preclude continuation in the program. Teacher candidates must pay a fee for this service. Information regarding the criminal history check can be obtained from the Center for Education Placements and Partnerships. Minimum requirements for continuation in the program are:

1. Completion of teaching field and professional sequence coursework with a 2.75 minimum adjusted or cumulative GPA.
2. Grades of "C" or better in all required courses in the candidate's teacher education program.
3. Positive evaluations in all field experiences.
4. Responsible behavior in all classes, field experiences, and interactions with peers and faculty.
5. Approval by the Admissions and Academic Standing Committee of the appropriate program area.

*Individual programs/departments may have additional criteria for continuation in the program.*

The form must be submitted to the appropriate program coordinator the semester preceding the term in which the student wishes to enroll in TOSS. Applications are generally due early in the term. Students should see the program coordinator or TOSS coordinator for exact deadlines.

## **Admission to Student Teaching**

Student teaching normally is the last requirement completed in teacher education programs. Student teaching requires a full-time academic and professional commitment; therefore, no other courses should be taken during the semester of student teaching. Since student teaching is based in the field, the typical school-day hours for teachers at the placement site will be observed by the teacher candidate. The teacher candidate is expected to follow the direction of the collaborating teacher, the school principal, the KSU university supervisor, and the KSU director of the Center for Education Placements and Partnerships.

A criminal history background check will be performed prior to admission to Teacher Education. In addition, if determined by the background check that a student is a multi-state offender, the student will be required to pay a fee and be fingerprinted. Results of either the criminal history background check and/or fingerprinting may preclude continuation in the program.

Formal application to student teach must be completed and submitted to the Center for Education Placements and Partnerships. Candidates become eligible to student teach by meeting the following requirements:

1. Grades of "C" or higher in all Lower Division Major Requirements (Area F) teaching field and professional education coursework.
2. A 2.75 adjusted or cumulative GPA in all coursework at Kennesaw State University.
3. Positive evaluations in field experiences.
4. Responsible professional behavior in all classes, field experiences, and interactions with peers and faculty.
5. Positive recommendation from the instructor(s) of Teaching of Specific Subject (TOSS).
6. Approval by the Center for Education Placements and Partnerships and the Admissions and Academic Standing Committee of the appropriate program area.

*Individual programs/departments may have additional criteria for admission to student teaching.*

Applications for student teaching must be submitted to the Center for Education Placements and Partnerships on or before the deadline dates specified below

<b>Admission to Student Teaching for</b>	<b>Application Deadline</b>
<b>Fall Semester (previous Spring)</b>	<b>January 30</b>
<b>Spring Semester (previous Fall)</b>	<b>August 30</b>

Applications are due a semester in advance. See [bagwell.kennesaw.edu](http://bagwell.kennesaw.edu) for more information. **Applications will not be accepted after the deadline.**

## Completion of Student Teaching

Criteria for the successful completion of student teaching are detailed in the Outcomes and Proficiencies outlined in the PTEU Candidate Performance Instrument (CPI) and embodied in the PTEU Conceptual Framework (CF). Candidates demonstrate their achievement of the Outcomes and Proficiencies through successful completion of the following:

- Entire semester of student teaching including eight to ten continuous weeks of full-time teaching (during one semester), unless otherwise stated by the program area
- Candidate Performance Instrument (CPI)
- Portfolio Narrative
- Impact on Student Learning Analysis Assignment
- Program area criteria and requirements
- End-of-semester student teaching surveys

The CF Outcomes and Proficiencies are available on the Center for Education Placements and Partnerships Website. Refer to the Field Experiences Handbook to review reasons for removal from the student teaching experience.

## Grading Policies for Student Teaching

The final grades and their definitions for student teaching are as follows:

**I** - indicates an incomplete grade for the Student Teaching experience and will be awarded only when the candidate is progressing successfully in the Student Teaching experience, but for non-academic reasons beyond his/her control is unable to meet the full requirements of the student teaching semester experience. An "Incomplete Grade Documentation" form is required that stipulates the conditions for successful completion of student teaching and signed by the university supervisor, collaborating teacher, department chair/program coordinator, and candidate.

If a candidate receives a grade of "I", the candidate must satisfactorily complete the requirements for Student Teaching as recommended by the program area, in compliance with the time frame stated under "Grading Policies" in the current KSU Catalog. The candidate will be assigned the grade of "U" if the grade of "I" is not removed within the time frame stated under "Grading Policies" in the current KSU Catalog. If the candidate receives a grade of "U" and wishes to enroll for student teaching in a subsequent semester, the candidate must reapply for student teaching. If accepted to the program, the candidate must complete the entire student teaching semester experience.

**W** - is awarded when a candidate withdraws without penalty from student teaching with the approval of the registrar before the withdrawal date listed in the Semester Schedule of Classes. Withdrawals without penalty may be permitted after the official withdrawal period in hardship cases only with the approval of the department chair and the registrar. A remediation plan stipulating the conditions for successful completion of student teaching and signed by the university supervisor, collaborating teacher, department chair/program coordinator, and candidate is required. If a candidate receives a grade of "W" and wishes to enroll in student teaching in a subsequent semester, the candidate must reapply for student teaching once the

remediation plan is successfully completed and documented by the program area using the "Student Teacher Remediation Follow-up Report." If accepted to the program, the candidate must complete the entire student teaching semester experience.

**WF** - indicates that the student was permitted to withdraw from a course with the approval of the registrar after the withdrawal date listed in the Semester Schedule of Classes. If a candidate earns a grade of "WF", the conditions indicated under "U" below will apply.

**S** - indicates satisfactory completion of the student teaching experience.

**U** - indicates unsatisfactory completion of the student teaching experience. If a candidate earns a grade of "U", a remediation plan stipulating the conditions for successful completion of student teaching and signed by the university supervisor, collaborating teacher, department chair/program coordinator, and candidate is required. If a candidate receives a grade of "U" and wishes to enroll in student teaching in a subsequent semester, the candidate must reapply for student teaching once the remediation plan is successfully completed and documented by the program area using the "Student Teacher Remediation Follow-up Report." If accepted to the program, the candidate must complete the entire student teaching semester experience.

## **Withdrawals or Removals**

In the event that a teacher candidate withdraws and/or is removed from a placement, the program area's Admissions and Academic Standing Committee will determine whether another attempt is warranted. If a second attempt is warranted, the program area's Admissions and Academic Standing Committee will determine an appropriate period of remediation and determine readiness for re-assignment at the completion of the designated remediation plan. In no case will a candidate be allowed more than two attempts at student teaching.

## **Appeals of Admission & Retention Decisions**

A formal appeal of a decision to deny admission or retention in student teaching or the teacher education program may be made to the Teacher Education Appeals Board. Instructions and forms for such appeals are available in the Office of the Dean of the Bagwell College of Education. An appeal must be based on exceptional and extenuating circumstances and/or other pertinent information not previously available or considered. A formal appeal must be submitted in writing to the Dean of the Bagwell College of Education within 30 days of being notified of admission or retention status. In all cases, the candidate may initiate an appeal after seeking resolution with the appropriate degree program's Admissions and Academic Standing Committee or department chair or both.

The Dean will transmit the appeal to the Teacher Education Appeals Board. The decision of the Teacher Education Appeals Board may be appealed in writing within 30 days to the Dean of the Bagwell College of Education. The decision of the Dean of the Bagwell College of Education is final.

## **Program Completion and Graduation**

A degree is granted by Kennesaw State University upon completion of all university and program requirements while meeting minimum requirements. Individuals completing a program

in education that prepares teachers at the baccalaureate level, and petitioning KSU for a degree, are expected to have met the following requirements:

1. Grades of "C" or better in all Lower-Division Major Requirements (Area F) teaching field and professional education course work.
2. A 2.75 adjusted or cumulative GPA in all course work at Kennesaw State University.
3. Positive evaluations in field experiences.
4. Responsible professional behavior in all classes, field experiences, and interactions with peers and faculty.
5. Positive recommendation from the instructor(s) of Teaching of Specific Subject (TOSS) or Methods course.
6. Successful completion of student teaching while demonstrating the achievement of program and unit outcomes and proficiencies through the following:
  - Entire semester of student teaching including eight to ten continuous weeks of full-time teaching (during one semester), unless otherwise stated by the program area.
  - Candidate Performance Instrument (CPI)
  - Portfolio Narrative
  - Impact on Student Learning Analysis Assignment
  - Program area criteria and requirements
  - End-of-semester student teaching surveys from school-based personnel

Posting of the degree is required for processing of state teacher certification paperwork.

## **Teacher Certification**

Teacher certification is granted by the Georgia Professional Standards Commission. KSU's degree programs in teacher education have been approved by the Professional Standards Commission, but their completion satisfies only one of the requirements for teacher certification in Georgia. Candidates completing an approved program will prepare the necessary paperwork for certification prior to Student Teaching. Candidates desiring certification in another state should contact the Department of Education in that state for specific requirements.

For Kennesaw State University to recommend a candidate for certification in the state of Georgia, candidates must have received a degree in their field of education with a GPA of at least 2.75 from Kennesaw State University, pass the GACE Basic examination or show proof of exemption (see below), pass the GACE Content test for that field, and submit a copy of the GACE Content score report for all passed examinations to the Certification Officer. The Certification Officer is responsible for verifying that all information is correct before any paperwork can be submitted to the Georgia Professional Standards Commission.

GACE Basic is a comprehensive test covering reading, writing, and mathematics. Regardless of matriculation date, GACE Basic is a requirement for entrance into the Teacher Education Program at Kennesaw State University. Candidates should plan to take the test prior to applying to the Teacher Education Program. Students with the following minimum scores on

Collegiate SAT, ACT, or GRE examinations may exempt GACE I test by submitting proof of scores to the Certification Officer located in the William D. Impey Teacher Education Advisement Center:

- SAT: *at least* 1000 (Critical Reading and Mathematics)
- ACT: *at least* 43 (English and Mathematics)
- GRE: *at least* 1030 (Verbal and Quantitative)

Candidates who believe they qualify for this exemption should see the Certification Officer in the William D. Impey Teacher Education Advisement Center, located in Education Student Services (ESS) to establish and record the exemption. The center can also provide further information concerning GACE Basic and GACE Content at (770) 423-6105.

## **Programs of Study**

The following degree programs are offered through the collaborating colleges and departments of the PTEU:

### **Elementary and Early Childhood Education Teacher Certification Program**

- Bachelor of Science in Birth through Five Education
- Bachelor of Science in Early Childhood Education

### **Middle Grades Teacher Certification Program**

- Bachelor of Science in Middle Grades Education

### **Secondary Teacher Certification Programs**

- Bachelor of Science in Biology Education
- Bachelor of Science in English Education
- Bachelor of Science in Mathematics Education
- Bachelor of Science in Chemistry (Chemistry Education Track)
- Bachelor of Science in History Education

### **P-12 Teacher Education Certification Programs**

- Bachelor of Science in Art Education
- Bachelor of Science in Health and Physical Education
- Bachelor of Music in Music Education
- Bachelor of Art in Modern Language and Culture (Teacher Certification in Foreign Language Education Concentration)

## **Endorsements**

The following concurrent endorsement is offered through the collaborating colleges and departments of the PTEU

- Computer Science Endorsement (6-12)

## **Autism Spectrum Disorder Certificate - Stand-Alone**

The Graduate Certificate in Autism Spectrum Disorders is designed to offer graduate courses in instruction, assessment, and positive behavior supports, which provide educators with the necessary knowledge, skills, and dispositions to meet the needs of students with autism. Courses which apply to the certificate focus on effective use of evidence-based/research supported practices and concepts underlying the successful academic experiences and needs of this diverse population.

### *Requirements*

- INED 7720 - Positive Behavior Intervention Supports
- INED 7775 - Nature of Autism: Theory and Practice
- INED 7776 - Assessment and Diagnosis of Individuals with Autism

## **Program Total (9 Credit Hours)**

## **Coaching Endorsement**

The Coaching Endorsement program is designed for experienced educators. Instruction will involve the use of a variety of instructional methods including, but not limited to, problem-based learning, modules, case-studies, simulation, field experiences, research, and individual projects. Application of learning to school-based issues and problems is a critical component of this applied program.

### **Program of Study**

- EDCO 7010 - Introduction to Coaching
- EDCO 7020 - Using Data for Coaching
- EDCO 7030 - Applied Coaching: Developing, Implementing, and Maintaining a Coaching Plan

## **Program Total (9 Credit Hours)**

## **Education, Ed.D.**

The Bagwell College of Education offers several options for the Doctorate of Education. Please select from the following:

### **Majors**

Instructional Technology, Ed.D.  
Educational Leadership for Learning, Ed.D.  
Teacher Leadership, Ed.D.

### **Teaching Field Majors**

Education (Teaching Field Majors) Ed.D. Overview  
Elementary and Early Childhood Education, Ed.D.  
Middle Grades Education Ed.D. (Language Arts, Mathematics, and Social Studies Concentrations)  
Secondary Education, Ed.D. (English, Chemistry, History and Mathematics Concentrations)  
Special Education, Ed.D. (General Curriculum P-12)

## **Education, Ed.S.**

The Bagwell College of Education offers several options for the Specialist of Education. Please select from the following:

### **Majors**

Curriculum and Instruction, Ed.S.  
Instructional Technology, Ed.S.  
Educational Leadership, Ed.S. (Performance-Based)  
Teacher Leadership, Ed.S.

### **Teaching Field Majors**

Education (Teaching Field Majors) Ed.S. Overview  
Elementary and Early Childhood Education, Ed.S.  
Middle Grades Education, Ed.S. (Language Arts, Mathematics, Science, and Social Studies concentrations)  
Secondary Education, Ed.S. (English, Chemistry, History and Mathematics concentrations)  
Special Education, Ed.S. (General Curriculum P-12)

## **Education, M.Ed.**

The Bagwell College of Education offers several options for the Master's of Education. Please select from the following:

Educational Leadership, M.Ed  
Elementary and Early Childhood Education, M.Ed.  
Instructional Technology, M.Ed.  
Middle Grades Education, M.Ed. (Language Arts, Mathematics, Science, and Social Studies concentration)  
Reading, M.Ed.  
Secondary Education, M.Ed. (English, Mathematics, Science, and History concentration)  
Special Education, M.Ed. (General Curriculum P-12)  
TESOL (Teachers of English to Speakers of Other Languages), M.Ed.  
Teacher Leadership, M.Ed.

## **Educational Assessment and Measurement Certificate - Stand-Alone and Embedded**

Departments within the Bagwell College of Education offer graduate courses in assessment to give school and teacher leaders additional training to meet learning and accountability needs. Courses which apply to the assessment certificate focus on effective classroom assessment for learning, effective use of school data for school improvement, and the concepts and principles underlying large-scale educational testing.

### **Admission Requirements**

Applicants who wish to take graduate courses but do not want to pursue a degree program may be admitted to non-degree graduate study.

Students admitted to non-degree programs in education must consult with the Office of Graduate study in Education to plan their programs. Kennesaw State University does not guarantee the transferability of these courses to other colleges or programs of study. Classification as a non-degree student cannot be used to:

1. Earn initial teacher certification. (Note that a recommendation for initial Georgia teacher certification from Kennesaw State University requires the completion of a teacher preparation program at the undergraduate level. Students interested in obtaining initial Georgia teaching certification should contact the Teacher Education Advisement Center for program information at (470) 578-6105;
2. Satisfy more than 9 semester hours of credit toward meeting the requirements of a master's degree in the Bagwell College of Education.

### **Admission Criteria**

1. Baccalaureate degree from an acceptably recognized accredited college or university;
2. A minimum undergraduate cumulative grade-point average of 2.75 (on a 4.0 scale);
3. A clear and renewable Teaching Certification.

## **Non-degree to Degree Status**

A student who wishes to change from non-degree to degree status must follow all the procedures and meet all the requirements specified for the degree program. A maximum of nine semester hours of graduate credit with grades of "B" or higher earned as a non-degree student may be applied toward the requirements of M.Ed. and Ed.S. degrees and up to 15 semester hours for the Ed.D. degree.

Course Offering Schedule and Plan of Study Semester I

- EDUC 7705 - Assessment and Evaluation in the Content Area

### *Semester II*

- EDL 7305 - Data Analysis and School Improvement

### *Semester III*

- EDUC 7710 - Principles, Trends, and Issues in Standardized Educational Testing

## **Program Total (9 Credit Hours)**

## **Educational Leadership for Learning, Ed.D.**

Contact: Dr. Ugena Whitlock

Office: KH 3201

Phone: 470-578-6888

Fax: 470-578-9189

Email: [rwhitlo3@kennesaw.edu](mailto:rwhitlo3@kennesaw.edu)

Web address: <http://www.kennesaw.edu/education/grad/EdLeadership>

The Educational Leadership for Learning Educational Doctorate (EdD) in Leadership for Learning is designed for experienced educators. The program will be delivered through a combination of on-campus seminars, school/district based performance, and on-line learning experiences.

### **Expected qualifications for applicants to be considered for admission will include:**

1. Earned Educational Specialist in education or a related field;
2. Georgia PL-6 certification or L-6 certification or comparable certificate from another state in keeping with Georgia reciprocity agreements and as outlined by the Georgia Professional Standards Commission;

3. Graduate Aptitude & Achievement Index Score of at least 3500 (Graduate Index Score = GRE Quantitative Score plus GRE Verbal Score times GPA for all post-master's work; and
4. Current full time employment as a professional educator with at least five years of teaching and/or administrative experience in P-12 education.

### **Applicants to the program must submit the following:**

1. Official transcript of college coursework, both undergraduate and graduate from the degree granting institutions;
2. Evidence of completion of Educational Specialist degree or its equivalent in a related field;
3. Georgia certification or documentation of appropriate certification as approved by the department;
4. Copies of Official scores on the General Test of the Graduate Record Exam within the past five years;
5. All relevant professional teaching and/or administrative certificates;
6. Professional Profile detailing related professional qualifications;
7. Reflections on Leadership; and
8. Official request for consideration of transfer courses

### **Transfer of Credit**

Transfer credit will not be accepted for the core course requirements that are central to the program's distinctive focus. Consequently, transfer credit considerations will typically be restricted to courses in the concentration, guided electives, and the initial course in applied research methods. Decisions about the acceptability of transfer credit will be made on a case-by-case basis and must be approved by the concentration advisor and Director of the Doctoral and Specialists Programs.

### **Program of Study**

#### *Core Courses for All Concentrations (12 Credit Hours)*

- EDRS 9100 - Advanced Qualitative Research Methods
- EDRS 9200 - Advanced Quantitative Research Methods
- EDUC 8100 - Advanced Study of Learning
- EDL 9800 - Doctoral Seminar in Leadership

#### *Required Concentration Courses (12 Credit Hours)*

- EDL 9881 - Special Education and Advanced School Law
- EDL 9882 - Educational Planning for Transformation
- EDL 9883 - Performance for Educational Executives: Politics, Power, and Policy
- EDL 9884 - Emerging Trends in Instructional Leadership, Curriculum, and Evaluation

### *Elective Courses (12 Credit Hours)*

- EDL 9300 - Critical Issues for Student Learning: (Topic)
- EDL 9310 - Educational Facilities
- EDL 9320 - Media, Community, and Public Relations
- EDL 9330 - Comparative Education
- EDL 9340 - Ethics for Educational Leaders
- EDL 9350 - Doctoral Directed Study
- EDL 9360 - Beyond Policy: Reforming Schools Through Learner-Centered Education and Leadership  
XXX XXXX - Advisor-approved elective
- EDL 9370 - Critical Issues for Student Learning: Exploring the Literature
- EDL 9380 - Economics of Education

### *Dissertation (Minimum 9 Credit Hours)*

- EDL 9900 - Doctoral Dissertation

## **Program Total (45+ Credit Hours)**

## **Graduate Certificate in Special Education**

Evidence related to a rise in the number of students with disabilities in inclusive settings both internationally and nationally is the impetus for the proposed Graduate Certificate in Special Education. There is a need for all teachers to have knowledge, skills, and dispositions to meet the needs of students with disabilities. This certificate is specifically designed to meet the ever-increasing need for specialized preparation to meet the needs of students with disabilities. This stand-alone certificate does not lead to certification; however, candidates who complete the certificate program may transfer up to 9 graduate credits into the M.Ed. in Special Education.

The Graduate Certificate in Special Education is designed to offer graduate courses in instruction, assessment, and positive behavior supports, which provide educators with the necessary knowledge, skills, and dispositions to meet the needs of students with disabilities. Courses which apply to the certificate focus on effective use of evidence-based/research-supported practices and concepts underlying the successful academic experiences and needs of this diverse population.

### *Required Courses*

- INED 7720 - Positive Behavior Intervention Supports
- INED 7730 - Assessment of Diverse Learners
- INED 7761 - Instructional Approaches I

## **Program Total (12 Credit Hours)**

### **Instructional Technology Teacher Certificate - Stand-Alone or Embedded**

Contact: Dr. Traci Redish

Office: KH 2119

Phone: (470) 578-3262

Fax: (470) 578-3263

Email: [tredish@kennesaw.edu](mailto:tredish@kennesaw.edu)

Web address: [bagwell.kennesaw.edu](http://bagwell.kennesaw.edu)

Instructional Technology Certificate Program/Instructional Technology Certificate-Only Program (21 Credit Hours)

The Instructional Technology Certificate Program/Instructional Technology Certification-Only Program is planned to prepare and develop teachers to direct school improvement toward higher levels of student learning and achievement through the use of instructional technology. It is designed for participants who have a T-4 Teaching Certificate and at least a Master's Degree. This program enables experienced teachers to complete the program in three semesters. Candidates will complete 21 hours of specialized course work taught by full and part-time graduate faculty and experienced technology specialists. The program will be delivered in cohorts offered in both blended and online formats.

The Instructional Technology Certificate/Instructional Technology Certification-Only program will be delivered in three semesters. Field-experiences are required throughout the program of study. Candidates will develop and present a professional portfolio providing evidence that they have the knowledge, skills, and dispositions required to master the PSC and ISTE Instructional Technology standards.

The scheduling of course offerings is planned to go over a consecutive period of three semesters covering a total of 21 hours. The sequence may vary depending on the semester of entry. Successful completion of the courses listed in the degree program will result in an S-5 Service Certificate in Instructional Technology in the State of Georgia.

#### *1st Semester*

- ITEC 7400 - 21st Century Teaching and Learning
- ITEC 7430 - Internet Tools in the Classroom

#### *2nd Semester*

- ITEC 7410 - Instructional Technology Leadership
- ITEC 7445 - Multimedia and Web Design and Development in Education

### *3rd Semester*

- ITEC 7305 - Data Analysis and School improvement
- ITEC 7460 - Professional Learning and Technology Innovation
- ITEC 7500 - Capstone Experience and Portfolio

## **Program Total (21 Credit Hours)**

## **Middle Grades Education, M.Ed. (Language Arts, Mathematics, Science, and Social Studies concentration)**

Contact: Dr. Nichole Guillory

Office: ECF 364

Phone: 470-578-6314

Fax: 470-578-9094

Email: [medsmge@kennesaw.edu](mailto:medsmge@kennesaw.edu)

Web address: <http://www.kennesaw.edu/education/mge/>

The Master of Education (M.Ed.) in Secondary or Middle Grades Education is for teachers certified in middle (6-8) or secondary (6-12) English/language arts, history/social studies, mathematics, or the sciences.

These content-focused, standards-based programs emphasize the development of

- evidence-based instructional leaders who know how to build on the strengths and meet the needs of all learners;
- reflective scholar-practitioners who know how to use, produce, and disseminate educational research; and
- responsive change agents who know how to maintain partnerships with families and communities.

## **General Requirements for Admission to M.Ed. in Middle Grades Education**

The general requirements for admission to the M.Ed. in Secondary Education may be found at <http://bagwell.kennesaw.edu/departments/smge/smge-programs/smge-masters-med/>.

\*International applicants have additional requirements; see Graduate Admissions section of this catalog.

## **Full Standing**

Applicants who meet all admission requirements above will be reviewed for admission to full standing in the degree program. The review will be made by the program admission committee who will consider all application materials in assessing the applicant's potential for success in the program.

## **Degree Requirements**

The requirements for completion of an M.Ed. degree in Middle Grades Education include:

1. completion of a minimum of 36 hours of approved graduate coursework; completion of a minimum of 27 semester hours of the minimum 36 hours in full standing at Kennesaw State University; and
2. meeting KSU's requirements for satisfactory graduate student performance and for graduation as outlines in the Academic Policies section of the KSU Graduate Catalog.

## **Transfer Credit**

Graduate courses taken at other accredited institutions must be evaluated and approved by the chair of the Department of Secondary & Middle Grades Education. A maximum of nine semester hours of transfer credit (with grades of "B" or better) may be applied toward a degree program. No courses more than five years old at the time of evaluation will be accepted for transfer credit. Transfer credit includes all course work earned prior to admission to the M.Ed. program in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

## **Petition to Graduate**

Each M.Ed. candidate must petition to graduate at least one semester prior to completion of program requirements. The Petition to Graduate form can be found online at <http://registrar.kennesaw.edu/graduation.php>.

## **Program of Study**

The program includes 36 total hours, including at least 15 hours of core courses and 12 hours of teaching field courses. Candidates may take elective courses in an endorsement field to add the respective endorsement to their teaching certificates.

We offer the following degree options:

- M.Ed. in Middle Grades Language Arts (ONLINE\*)
- M.Ed. in Middle Grades Mathematics (ONLINE\*)
- M.Ed. in Middle Grades Science (HYBRID)
- M.Ed. in Middle Grades Social Studies (HYBRID)

\*Only when the candidate selects an endorsement are all of the courses in the program online.

## **Core Courses (15 Credit Hours)**

Students take 15 credit hours of core courses as follows:

- EDUC 7700 - Reflective Inquiry for Transformative Teaching and Learning
- EDRS 8000 - Applied Quantitative & Qualitative Research
- EDUC 7750 - Differentiation, Academic Language, and Assessment in Middle and Secondary Classrooms
- EDUC 7752 - Transformative Teaching and Learning with Families and Communities
- EDUC 7797 - Capstone in Middle and Secondary Grades Education

## **Teaching Field Courses (12 Credit Hours)**

Students take a minimum of 12 credit hours in the teaching field. Students take graduate level courses in the teaching field that are approved by graduate program coordinator. M.Ed. Teaching Field courses include the following:

- English/Language Arts (courses with ENGL, PRWR, ENED, or EDRD prefixes at 5000+ level)
- Science (courses with SCED, SCI, BIOL, PHYS, or CHEM prefixes at 5000+ level)
- History/Social Studies (courses with SSED, HIST, AMST, GEOG, POLS prefixes at 5000+ level)
- Math (courses with MAED, MATH, STAT prefixes at 5000+ level)

One of the required teaching field courses must be an Instructional Technology course taken according to the teaching field as follows:

- ENGL 7741 - Technology and Media in English and Language Arts  
OR
- MAED 7719 - Technology and Mathematics  
OR
- ITEC 7400 - 21st Century Teaching and Learning as approved by graduate program coordinator for those in the sciences, history, or social sciences

## **Elective Courses (9 Credit Hours)**

Students take nine credit hours of elective courses as follows:

- Endorsement courses at the graduate level with prior approval from graduate program coordinator
- Additional education courses at the graduate level with prior approval from graduate program coordinator

- Additional teaching field courses at graduate level with prior approval from graduate program coordinator

## **Program Total (36 Credit Hours)**

## **Online Teaching Certificate - Stand-Alone and Embedded**

The scheduling of course offerings is planned to span a consecutive period of three semesters for a total of nine credit hours. Successful completion of the courses listed in the plan of study below will result in a Graduate Online Teaching Certificate for all candidates.

### *1st Semester*

- ITEC 7480 - Introduction to Online Learning

### *2nd Semester*

- ITEC 7481 - Designing and Developing Online Learning

### *3rd Semester*

- ITEC 7482 - Facilitating Online Learning

## **Program Total (9 Credit Hours)**

## **Preschool/Special Education Certification-Only Program**

The Preschool/Special Education Certification-Only Program prepares professional teacher leaders with advanced knowledge of characteristics, language development, procedures, methods and techniques of assessment for preschool students with special education needs.

### **Courses**

- INED 7746 - Models of Development and Procedures for Assessment
- INED 7747 - Developmentally Appropriate Practices for Curricular Design and Methods of Intervention

- INED 7748 - Language Learning & Emergent Literacy

## **Program Total (9 Credit Hours)**

## **Secondary Education, M.Ed. (English, Mathematics, Science, and History concentration)**

Contact: Dr. Nichole Guillory

Office: ECF 364

Phone: 470-578-6314

Fax: 470-578-9094

Email: [medsmge@kennesaw.edu](mailto:medsmge@kennesaw.edu)

Web address: <http://www.kennesaw.edu/education/grad/smge>

The Master of Education (M.Ed.) in Secondary or Middle Grades Education is for teachers certified in middle (6-8) or secondary (6-12) English/language arts, history/social studies, mathematics, or the sciences.

These content-focused, standards-based programs emphasize the development of

- evidence-based instructional leaders who know how to build on the strengths and meet the needs of all learners;
- reflective scholar-practitioners who know how to use, produce, and disseminate educational research; and
- responsive change agents who know how to maintain partnerships with families and communities

### **General Requirements for Admission to M.Ed. in Secondary Education**

The general requirements for admission to the M.Ed. in Secondary Education may be found at <http://bagwell.kennesaw.edu/departments/smge/smge-programs/smge-masters-med/>.

\*International applicants have additional requirements; see Graduate Admissions section of this catalog.

### **Full Standing**

Applicants who meet all admission requirements above will be reviewed for admission to full standing in the degree program. The review will be made by the program admission committee who will consider all application materials in assessing the applicant's potential for success in the program.

## **Degree Requirements**

The requirements for completion of an M.Ed. degree in Secondary Education include:

1. completion of a minimum of 36 hours of approved graduate coursework;
2. completion of a minimum of 27 semester hours of the minimum 36 hours in full standing at Kennesaw State University; and meeting KSU's requirements for satisfactory graduate student performance and for graduation as outlines in the Academic Policies section of the KSU Graduate Catalog.

## **Transfer Credit**

Graduate courses taken at other accredited institutions must be evaluated and approved by the chair of the Department of Secondary & Middle Grades Education. A maximum of nine semester hours of transfer credit (with grades of "B" or better) may be applied toward a degree program. No courses more than five years old at the time of evaluation will be accepted for transfer credit. Transfer credit includes all course work earned prior to admission to the M.Ed. program in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

## **Petition to Graduate**

Each M.Ed. candidate must petition to graduate at least one semester prior to completion of program requirements. The Petition to Graduate form can be found online at <http://registrar.kennesaw.edu/graduation/petitioning.php> [LLS2]

## **Program of Study**

The program includes 36 total hours, including at least 15 hours of core courses and 12 hours of teaching field courses. Candidates may take elective courses in an endorsement field to add the respective endorsement to their teaching certificates.

We offer the following degree options:

- M.Ed. in Secondary English (ONLINE\*)
- M.Ed. in Secondary Mathematics (ONLINE\*)
- M.Ed. in Secondary Science (HYBRID)
- M.Ed. in Secondary History (HYBRID)

\*The program is fully online when candidates complete an endorsement.

## **Core Courses (15 Credit Hours)**

Take 15 credit hours of core courses as follows:

- EDRS 8000 - Applied Quantitative & Qualitative Research
- EDUC 7700 - Reflective Inquiry for Transformative Teaching and Learning
- EDUC 7750 - Differentiation, Academic Language, and Assessment in Middle and Secondary Classrooms
- EDUC 7752 - Transformative Teaching and Learning with Families and Communities
- EDUC 7797 - Capstone in Middle and Secondary Grades Education

## **Teaching Field Courses (12 Credit Hours)**

A minimum of 12 credit hours in the teaching field. Students take graduate level courses in the teaching field that are approved by graduate program coordinator.

M.Ed. Teaching Field courses include the following:

- English/Language Arts (courses with ENGL, PRWR, ENED, or EDRD prefixes at 5000+ level)
- Science (courses with SCED, SCI, BIOL, PHYS, or CHEM prefixes at 5000+ level)
- History/Social Studies (courses with SSED, HIST, AMST, GEOG, POLS prefixes at 5000+ level)
- Math (courses with MAED, MATH, STAT prefixes at 5000+ level)

One of the required teaching field courses must be an Instructional Technology course taken according to the teaching field as follows:

- ENGL 7741 - Technology and Media in English and Language Arts  
OR
- MAED 7719 - Technology and Mathematics  
OR
- ITEC 7400 - 21st Century Teaching and Learning as approved by graduate coordinator for those in the sciences, history or social studies

## **Elective Courses (9 Credit Hours)**

Nine credit hours of elective courses as follows:

- Endorsement courses at the graduate level with prior approval from graduate program coordinator
- Additional education courses at the graduate level with prior approval from graduate program coordinator
- Additional teaching field courses at graduate level with prior approval from graduate program coordinator

## **Program Total (36 Credit Hours)**

# Teaching, M.A.T.

Contact: Melinda Ross

Office: KH 1314

Phone: 470-578-6043

Fax: 470-578-9095

Email: [graded@kennesaw.edu](mailto:graded@kennesaw.edu)

Web address: <http://bagwell.kennesaw.edu/majors-programs/masters-degrees/master-arts-teaching>

The Master of Arts in Teaching (MAT) degree leads to initial certification of well-qualified candidates. The MAT is standards-based and meets the requirements of the Georgia Professional Standards Commission, and the Georgia Board of Regents. Our innovative teacher preparation programs respond to state needs and contribute to the learning and achievement of Georgia's increasingly diverse public school population. The responsibility for teacher education is shared by faculty in the College of the Arts, Bagwell College of Education, the College of Humanities and Social Sciences, the College of Science and Mathematics, and the Graduate College, in collaboration with master teachers and administrators in local schools.

Course work emphasizes scholarly rigor through research-based practices and engagement in a variety of field-based projects, as well as, supervised clinical experiences. Technology and multicultural considerations are infused throughout the programs. This master's degree lead to initial certification and is not appropriate for teachers who already hold clear, renewable certificates.

Currently, there are ten concentrations within the Master of Arts in Teaching degree program, including Art Education (P-12), Foreign Language (Spanish and Chinese, P-12), Middle Grades Mathematics/ Science Education (4-8), Secondary English (6-12), Secondary Mathematics (6-12), Secondary Biology (6-12), Secondary Chemistry (6-12), Secondary Physics (6-12), , Special Education (P-12), and Teaching English to Speakers of Other Languages (TESOL) (P-12).

## General Requirements for Admission to Master of Arts in Teaching

Please see <http://bagwell.kennesaw.edu/majors-programs/masters-degrees/master-arts-teaching>.

\*Individual programs have additional admission requirements. See "Additional Admission Requirements" in each of the following programs section which follow.

\*International applicants have additional requirements; see Graduate Admissions section of this catalog.

## Full Standing

All application materials will be reviewed by the program admission committee in assessing the applicant's potential for success in the program. Admissions will be competitive.

# **Accelerated Bachelors to Masters (ABM) Degree Option for the Master of Arts in Teaching**

Qualified KSU undergraduate students may qualify for the ABM Degree option. Contact the program coordinator listed in the specific degree areas below for more information and refer to the section of the graduate catalog that describes the requirements for consideration.

## **Degree Requirements**

The requirements for completion of the Masters of Arts in Teaching include:

1. completion of a minimum of 36 hours of approved graduate course work with no grades below "C" (See Academic Policies of Graduate Catalog for more information about grades of "C" and below.);
2. completion of a minimum of 27 semester hours of the minimum 48 hours in full standing at Kennesaw State University;
3. an earned cumulative grade-point average of 3.0 in all graduate coursework at Kennesaw State University;
4. successful completion of all field experiences; and
5. successful completion of a professional portfolio.

## **Transfer Credit**

Graduate courses taken at other accredited institutions must be evaluated and approved by the department chair. A maximum of nine semester hours of transfer credit (with grades of "B" or better) may be applied toward a degree program. No courses will be accepted for transfer credit if they are more than five years old at the time of evaluation. Transfer credit includes all course work accepted into the MAT program prior to admission in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

## **Petition to Graduate**

Each MAT candidate must petition to graduate at least one semester prior to completion of program requirements. The Petition to Graduate form can be found online at <http://registrar.kennesaw.edu/graduation/petitioning.php>.

## **Programs of Study**

The Bagwell College of Education offers several options for the Master of Arts in Teaching.

Please select from the following:

Art Education M.A.T  
Foreign Languages M.A.T  
Middle Grades Education MAT

Secondary English (6-12) M.A.T.  
Secondary Mathematics (6-12) M.A.T.  
Secondary Science (6-12) MAT (Biology, Chemistry, or Physics)  
Special Education M.A.T.  
TESOL M.A.T.

## **WellStar College of Health and Human Services**

The WellStar College of Health and Human Services is a dynamic academic unit that consists of the Department of Exercise Science and Sport Management, the Department of Health Promotion and Physical Education, the Department of Social Work and Human Services, and the School of Nursing. Additionally, the college includes the campus-wide Wellness Center, KSU Student Health Clinic, Center for Community Health Care, and the Academy for Inclusive Education and International Academy for Women's Leadership under the Dean's Office.

### **Accreditations**

All nursing degree programs, the teacher education program, the sport management program, and the social work program in this college are nationally accredited. The Social Work program is accredited by the Council on Social Work Education (CSWE). In addition, the nursing program is state-approved and the teacher education program is nationally recognized and has state approval for P-12 teacher certification in Georgia. Human Services graduates will be eligible in the near future to earn certification as a Human Services Board Certified Practitioner (HS-BCP) established by the Center for Credentialing and Education in collaboration with the National Organization for Human Services (NOHS) and the Council for Standards in Human Service Education (CSHSE).

The academic units of the College of Health and Human Services offer a number of degrees and programming for students interested in fields related to health and wellness of individuals and the community. Members of each of the college units are actively engaged in the pursuit of excellence in undergraduate and graduate education.

The Department of Exercise Science and Sport Management offers degrees in two areas: exercise and health science and sport management. The BS in Sport Management is approved by the National Association for Sport and Physical Education and the North American Society for Sport Management. The department's faculty expands knowledge in several areas, such as recognizing and stressing the benefits of exercise in older adults. Additionally, the department offers the Seniors Participating in Activities Related to Health at Kennesaw State (SPARHKS) Program that provides outreach to older adults. Faculty has developed close working relationships with colleagues in Brazil (Universidade Federal de Santa Catarina and the Universidade de Pernambuco), Egypt (Alexandria University), South Africa (University of Pretoria), and the Netherlands (Hogeschool van Amsterdam). These collaborations help

support the international underpinnings of the college, resulting in student and faculty exchanges, as well as various international scholarship initiatives.

The Department of Health Promotion and Physical Education offers a degree in health and physical education (P-12) and minors in Health Promotion and Coaching. The B.S. in Health & Physical Education has secured the following national accreditations and state approvals:

- fully accredited by NCATE, National Council for Accreditation of Teacher Education
- fully approved by Georgia's Professional Standards Commission for P-12 teacher certification
- nationally recognized by NASPE, the National Association for Sport & Physical Education.

The department offers the Physical and Leisure Activities for Youth (PLAY) Program that provides social and physical experiences for disabled children. It also manages the KSU Challenge Corner, a high and low element ropes course designed to promote cooperation, trust, communication, and problem-solving for small group experiences. Faculty have been engaged in various international initiatives with colleagues in Brazil and South Africa, as well as local initiatives with area public schools and the YMCA of Metro Atlanta.

The Social Work and Human Services Department offers an undergraduate degree in Human Services and, in association with the national American Humanics Program, offers a certificate in nonprofit leadership. A master's degree in clinical social work is now available to interested, qualified students. Faculty members in human services are taking leadership roles in more than 100 community agencies. The department has study abroad initiatives in Germany, Uganda, Thailand, and Argentina.

The most recent addition to the units of the WellStar College is the Institute for Culinary Sustainability and Hospitality. The Institute offers an undergraduate degree that transcends the traditional culinary arts or hospitality management curricula. The Bachelor of Science in Culinary Sustainability and Hospitality incorporates the study of sustainable best-practices emphasizing areas such as resource conservation, food science, nutrition, agro-ecology and essential business skills/abilities. Students implement theoretical classroom concepts through experiential learning opportunities. These include learning how to source local foods, establish water/energy/food conservation programs, and apply resource management techniques to implement a sustainable food hospitality operation in an environmentally conscious, economically beneficial manner. The Institute is exploring accreditation options for this recently approved degree program.

The WellStar School of Nursing offers both undergraduate and graduate programs in nursing that are accredited by the Commission on Collegiate Nursing Education (CCNE) and are also fully approved by the Georgia Board of Nursing. The School is one of the largest and most well respected programs in the Southeast, with consistently high passing rates on the RN licensing examination and nurse practitioner certification examinations. The School of Nursing programs include a generic BSN program, an accelerated BSN program for individuals holding other degrees, and a MSN program in care management and leadership. The school offers undergraduate two international experiences. The longest standing program is the Nursing

Practicum in Oaxaca that provides students the opportunity to work in hospitals and clinics in Oaxaca, Mexico. The second program provides program evaluation experiences in the culture and health care system in Abu Dhabi in the United Arab Emirates. School of Nursing faculty members are actively researching areas such as end-of-life issues, vulnerable populations, ethics, barriers to prenatal care for immigrants and health disparities.

## **Academic Departments**

The WellStar College of Health and Human Services houses three academic departments:

- The Department of Exercise Science and Sport Management
- The Department of Health Promotion and Physical Education
- The Department of Social Work and Human Services
- The WellStar School of Nursing

In addition to the academic departments the WellStar College of Health and Human Services, provides service to the students, faculty and staff through support of:

- KSU Health Clinic
- The Wellness Center

## **Minors**

- Coaching
- Health Promotion
- Professional Practice with Hispanic Populations

## **Programs of Study**

The WellStar College of Health and Human Services offers the following undergraduate degrees:

- Bachelor of Science in Exercise and Health Science
- Bachelor of Science in Sports Management
- Bachelor of Science in Health and Physical Education P-12 (with PTEU)
- Bachelor of Science in Human Services
- Bachelor of Science in Nursing

## **Applied Exercise and Health Science, MS**

Contact: Dr. Cherilyn Hultquist, AEHS Graduate Program Coordinator  
Phone: (470) 578-7974  
<http://wellstarcollege.kennesaw.edu/>

## **Program Description**

The Master of Science with a major in Applied Exercise and Health Science (AEHS) is a 36 semester hour graduate study program in Kinesiology. Majors select a concentration area in either Exercise Physiology or Sport Management. Exercise Physiology students focus on the physiological responses/adaptations to exercise through laboratory-based activities and exposure to research investigation. Sport Management students focus on sport and the sport industry through the study of managerial principles and participating in applied experiences to prepare for careers in the sport, recreation, and fitness industries. Also, the program features a choice among three capstone experiences: 1) Administrative Field Experience, 2) Master's Project, or 3) Master's Thesis.

The program is delivered in a new state-of-the-art Health Sciences building that provides study areas, computer labs, a graduate lounge, and private group meeting areas for students. There is a 6,250 square foot Exercise Science laboratory complex which includes a Biomechanics lab, Exercise Physiology lab (instructional area and four independent research spaces), Psychophysiology lab, and research offices. Graduate Assistantship opportunities are available but competitive. Graduate Assistants work with individual faculty members in research labs or assist with course instruction.

## **General Requirements for Admission**

1. Baccalaureate degree or equivalent in exercise science, sport management, or other relevant field from a nationally accredited institution with a major GPA of at least 3.0.
2. Applicants from other disciplines or related fields will be considered for admission with evidence of foundational coursework related to the degree. Work experience in the field may provide sufficient background to permit entry into the program.
3. International applicants are subject to the University's requirements for admission.
4. A minimum combined total score of 290 or higher in the verbal and quantitative categories on the General Test of the Graduate Record Examination within the past five years is expected. A higher GPA may compensate for lower GRE scores.
5. A formal statement of personal goals for the program.
6. Two references (preferably from academic sources).

## **Transfer Credit**

A student may transfer up to nine semester hours of graduate credit from other nationally accredited institutions. To be transferred, coursework from other institutions must correspond to Kennesaw State University's MS AEHS curriculum. The student must provide course description and syllabus for consideration and the amount of credit granted will be at the discretion of the program director. A minimum grade of "B" must have been received in the course and the course work must be no more than five years old. See the graduate program coordinator to begin the transfer process.

## **Grades**

Expectations for satisfactory graduate level student performance are detailed in the Academic Policies section of this catalog.

## **Petition to Graduate**

Candidates of MS AEHS must petition to graduate at least one semester prior to completion of their degree requirements.

## **Program of Study**

The Master of Science in Applied Exercise and Health Science program is offered in a traditional model of curriculum instruction over four consecutive semesters beginning each fall semester. Most program classes will be scheduled in late afternoons and early evenings to allow working professionals to pursue advanced preparation with minimum disruption to ongoing career commitments. The curriculum is comprised of 36 semester hours divided into AEHS Core, Concentration Core, Capstone Experience, and approved electives.

Students admitted to the program will work closely with the Graduate Program Coordinator to develop their program of study. Any changes to the program of study must be approved by the Graduate Program Coordinator.

### **AEHS Core (9 Credit Hours)**

- EHS 6100 - Research Methods in Sports and Exercise
- EHS 6200 - Statistical Methods in Sports and Exercise
- EHS 6300 - Leadership and Administration in Sports and Exercise

### **Concentration Core (15 Credit Hours)**

#### *Exercise Physiology Concentration*

- EHS 6510 - Advanced Exercise Physiology
- EHS 6520 - Exercise Psychology
- EHS 6530 - Advanced Laboratory Techniques in Exercise Physiology
- EHS 6540 - Bioenergetic and Neuromuscular Aspects of Exercise
- EHS 6550 - Cardiovascular and Clinical Physiology

Or

#### *Sport Management Concentration*

- EHS 6410 - Trends and Issues in Sports and Exercise
- EHS 6420 - Sports Sponsorship and Promotion

- EHS 6430 - Advanced Sports Economics
- EHS 6440 - Sports Media and Communication
- EHS 6450 - Sports Facility and Event Management

### **Capstone Experience (3-9 Credit Hours, choose one experience)**

Choose one from the following:

- EHS 7800 - Administrative Field Experience
- EHS 7850 - Master's Project in Applied Exercise and Health Science
- EHS 7900 - Master's Thesis repeated over two semesters

### **Approved Electives (3-9 Credit Hours)**

- EHS 7510 - Physical Activity Epidemiology
- EHS 7520 - Advanced Strength and Conditioning
- EHS 7530 - Applied Kinesiology and Biomechanics
- EHS 7540 - Environmental Physiology
- EHS 7750 - Special Topics in Applied Exercise and Health Science
- EHS 7760 - Directed Study in Applied Exercise and Health Science

### **Program Total (36 Credit Hours)**

## **Leadership in Nursing, MSN**

Contact: Genie Dorman, Program Director

Office: Prillaman Hall 3035

Phone: 470-578-6172

Fax: 470-578-6627

Email: [gdorman@kennesaw.edu](mailto:gdorman@kennesaw.edu)

Web address: <http://wellstarcollege.kennesaw.edu/nursing/>

The Leadership in Nursing Program, the MSN in Leadership in Nursing - Nursing Education in a Digital World and the MSN in Leadership in Nursing - Nursing Administration and Transformational Leadership are advanced degree tracks that build on the background of experienced registered nurses to prepare them to function in a variety of leadership roles in the emerging world of collaborative health care and nursing education.

Housed in the WellStar College of Health and Human Services, the Leadership in Nursing MSN program maintains close community ties with a variety of health care agencies and providers.

## **Requirements for Admission to the MSN LN: Nursing Education in a Digital World**

- Baccalaureate degree in nursing from a nationally accredited institution with a satisfactory GPA of at least 3.0.
- Minimum one year of full-time professional experience as a Registered Nurse, documented in a professional resume. (Experience must have occurred within the last five years and have involved direct patient care.)
- Current unencumbered RN licensure in the state of Georgia (submit copy).
- The General Test of the Graduate Record Examination (GRE) is required.
- A formal statement of personal goals for the program.
- Undergraduate research course.
- Undergraduate statistics course.
- Undergraduate physical assessment course.
- Two professional letters of reference.

## **Requirements for Admission to the MSN LN: Nursing Administration and Transformational Leadership**

- Baccalaureate degree in nursing from a nationally accredited institution with a satisfactory GPA of at least 3.0.
- Current unencumbered RN licensure in the state of Georgia (submit copy).
- The General Test of the Graduate Record Examination (GRE) is required.
- A formal statement of personal goals for the program.
- Undergraduate research course.
- Two professional letters of reference.

International applicants have additional requirements. See Graduate Admissions section of this catalog.

Admission decisions are based on overall evaluation of all these elements.

### **Transfer Credit**

Up to 15 quarter hours or nine semester hours of graduate work from other accredited institutions may be transferred. This work must correspond to the Kennesaw State University MSN in the Leadership in Nursing program curriculum. Decisions regarding this transfer will be made by the program director. The credit to be considered for transfer will not be more than five years old at the time the student enters.

### **Course Repeat Policy**

A student may repeat any individual course in the MSN curriculum only once. Earning a grade of less than "B" in a course the second time it is taken will result in being dropped from the program.

## **Grades**

Students must earn a grade of **"B"** or better in every course in order to progress in the program.

## **Petition to Graduate**

MSN candidates must petition to graduate at least one semester prior to the semester in which they complete their degree requirements. Petition to graduate forms are available online.

## **Program of Study**

The MSN in Leadership in Nursing program, a 40-semester hour program, prepares graduates for leadership and administrative positions in healthcare and nursing education. The program is built around required core courses and two major curricular speciality track courses (Nursing Administration and Transformational Leadership and Nursing Educational Leadership in a Digital World). These tracks include didactic and practicum courses to emphasize the required content.

### **Required Core courses (10 Credit Hours)**

- NURS 7745 - Theoretical Foundations, Research Applications, and Outcome Evaluations I
- NURS 7747 - Theoretical Foundations, Research Applications, and Outcome Evaluations II
- NURS 8863 - Thesis/Research Project

### **Track courses**

#### *Nursing Education Leadership Track (30 Credit Hours)*

- NURS 7736 - Advanced Health Assessment
- NURS 7751 - Curriculum Design and Evaluation in Nursing Education
- NURS 7752 - Instructional Methods & Outcome Measurement in Nursing Education
- NURS 7753 - Technology in Nursing Education and Practice I
- NURS 7754 - Technology in Nursing Education and Practice II
- NURS 7755 - Pharmacology for Advanced Practice Nursing
- NURS 7765 - Pathophysiology for Advanced Practice Nursing
- NURS 8873 - Nurse Educator Practicum I
- NURS 8874 - Nurse Educator Practicum II
- NURS 8875 - Nurse Educator Practicum III

### *Nursing Administration and Transformational Leadership Track (30 Credit Hours)*

- NURS 6150 - Analytical Business Applications & Leadership Skills for Advanced Practice Nursing
- NURS 7780 - Seminar in Conflict Management & Ethics of Leadership for Advanced Practice Nursing
- NURS 7793 - Health Policy Leadership Seminar
- NURS 7794 - Advanced Leadership and Policy in a Multicultural World
- NURS 7795 - Global Initiatives in Healthcare, Changing World
- NURS 7796 - Advanced Nursing Leadership Role
- NURS 8880 - Leadership Role in Nursing Administration - Practicum I
- NURS 8881 - Leadership Role in Nursing Administration-Practicum II
- NURS 8882 - Leadership Role in Nursing Administration-Practicum III

## **Program Total (40 Credit Hours)**

## **Nursing Science, DNS**

Contact: Tommie Nelms, RN, Ph.D., Program Director

Office: Prillaman Hall, Room 3017

Phone: 470-578-2088

Fax: 470-578-9067

Email: [tnelms1@kennesaw.edu](mailto:tnelms1@kennesaw.edu)

Web address: [http://www.kennesaw.edu/col\\_hhs/schoolofnursing/DNS/](http://www.kennesaw.edu/col_hhs/schoolofnursing/DNS/)

The Doctor of Nursing Science (DNS) is a *research-focused doctorate* and graduates are prepared as scholars with inquiry skills of a researcher, and the leadership skills necessary to influence health processes, outcomes, and policy.

DNS graduates are expected to engage in a variety of career options such as: faculty in schools or colleges of nursing, directors and investigators in nursing-related evaluation programs, leaders in health care delivery settings, and leaders in development of effective health care systems.

Upon successful completion of the DNS program, graduates will be able to:

- Synthesize knowledge of the theoretical foundations of nursing and related fields;
- Integrate acquired knowledge into a philosophical and intellectual frame of reference that can be applied to nursing education and practice-based solutions to health and health care problems;
- Advance the body of nursing knowledge by identifying gaps in the knowledge base of practice, conducting applied research and evaluation of nursing interventions and health

care outcomes, and disseminating evidence-based solutions to problems within health care.;

- Demonstrate leadership, analytical, and collaborative strategies in the development and implementation of population-based health care models and health care responses to health disparities locally and globally;
- Demonstrate leadership, analytical, and collaborative strategies in the development and implementation of innovative and outcome focused nursing curriculum models incorporating nursing, philosophy, and education theories to facilitate student learning and success.

## **General Requirements for Admission to the DNS Program**

1. Official transcripts of all previous college work, graduate and undergraduate;
2. Master's degree with a major in nursing from a nationally accredited institution;
3. Official GRE scores of 153 Verbal, 144 Quantitative, and 3.5 (minimum) analytic writing (or the equivalent on the newly normed version). GRE scores will be considered from applicants whose scores are more than 5 years old (GRE reporting limit), who can produce "official documentation" of their scores;
4. A current license to practice professional nursing in the United States. (Nursing credentials of international students will be assessed individually);
5. A course in statistics;
6. A course in research at the graduate level;
7. Three letters of recommendation from individuals who can address the applicant's abilities to do doctoral level work (hold a doctoral degree or equivalent);
8. A curriculum vitae or resume;
9. A written statement of personal and professional interests and goals related to nursing doctoral study (1-2 pages in length);
10. Personal interview with program faculty.

## **Transfer Credit**

If accepted into the program, up to 15 post-master's graduate semester hours of comparable transfer credit for the DNS may be accepted toward completion of the requirements. Transfer credit will not be accepted for the core course requirements that are central to the program's distinctive focus. Consequently, transfer credit considerations are typically restricted to elective courses and possibly statistics courses. Decisions about the acceptability of transfer credit will be made on a case-by-case basis and must be approved by the doctoral advisor and director of the doctoral program.

## **Program of Study**

The Doctor of Nursing Science (DNS) is designed to prepare nurse educators and scholars for leadership roles in nursing education, health policy related to vulnerable populations, and applied research. The graduate will function as a nurse leader with expertise in nursing and healthcare phenomena related to evidence-based practice, the investigative skills of an applied

researcher, and the leadership skills for influencing health care systems, particularly related to population-based health disparities. The curriculum focuses on nursing education and health policy within the context of health disparities and population based health care. Coursework will prepare the graduate to evaluate and influence nursing practice and health care delivery systems, and to educate the next generation of nurses through various faculty roles.

The curriculum, based on AACN Indicators of Quality in Research-Focused Doctoral Programs in Nursing (2001), will follow the traditional doctoral education format consisting of core nursing courses, elective and support courses, and the conduct of an individually developed comprehensive applied research dissertation. The program is 60 credit hours composed of 6 hours of statistics, 33 hours of core nursing coursework, 9 hours of electives (one specified in education elective), and 12 hours (minimum) dissertation credit. All students take coursework in the two program foci: Leadership in Nursing Education and Leadership in Responses to Health Disparities. Students may attend the program full-time (9 hours per semester) or part-time (6 hours per semester).

### **Common Nursing Core Courses (21 Credit Hours)**

- NURS 9000 - Structure of Scientific Inquiry
- NURS 9005 - Theoretical Basis of Nursing
- NURS 9010 - Bioethical Issues
- NURS 9015 - Quantitative Research
- NURS 9025 - Qualitative Research
- NURS 9035 - Research Practicum
- NURS 9100 - Health Policy

### **Concentration Cores (12 Credit Hours)**

#### *Leadership in Responses to Health Disparities*

- NURS 9105 - Philosophical Foundations of Responses to Health Disparities
- NURS 9110 - Sociopolitical Theories/Models in Health Disparities

#### *Leadership in Nursing Education Track*

- NURS 9205 - Philosophical Foundations of Nursing Education
- NURS 9210 - Curriculum Theories/Models in Nursing Education

### **Elective and Support Courses (15 Credit Hours)**

## *Electives*

One elective must be specified as an education elective. Courses may be chosen from new or existing courses. Other courses include:

- NURS 9300 - Special Topics
- NURS 9310 - Directed Study

## *Support Courses*

- NURS 9101 - Statistics I
- NURS 9102 - Statistics II

## **Dissertation (12 Credit Hours minimum)**

- NURS 9400 - Dissertation
- NURS 9405 - Dissertation Seminar

## **Program Total (60 Credit Hours)**

## **Social Work, MSW**

Contact: Dr. Irene McClatchey, Program Director

Office: 470-578-6630

Fax: 470-578-6630

imcclatc@kennesaw.edu

<http://wellstarcollege.kennesaw.edu/swhs/>

The vision for the Department of Social Work and Human Services is to prepare engaged, innovative professionals and global citizens who are educated to enrich the lives of individuals and families and enhance the quality of communities. The Department's core values reflect the values of the University, the National Association of Social Workers and the National Organization of Human Services. These values include academic excellence, student-centered, service, human relationships, social justice, the dignity and worth of the individual, client and community well-being, client self-determination and confidentiality, promotion of ethical standards, integrity, competency, and professional growth.

The Master of Social Work program is designed to prepare students for entry-level professional practice in social work. Upon graduation, students are eligible for taking the Licensed Master of Social Work (LMSW) exam and they may also pursue further clinical supervision requirements to become a Licensed Clinical Social Worker (LCSW). The MSW program offers specializations in children and families and mental health, with a subspecialty in substance abuse. The KSU Master of Social Work program is fully accredited by the Council on Social Work Education (CSWE).

The Master of Social Work program offers a full-time (2 year) study plan. The MSW requires completion of 60 semester hours of graduate study. Note: KSU does not offer part-time or advanced standing MSW programs.

## **General Requirements for Admission**

MSW Program admission requires:

1. A GPA of 3.0 or better on a 4.0 scale over the last 60 hours of undergraduate study, as indicated on official college or university transcript received directly from the degree-granting institution. Course work from all two and four year institutions should be submitted directly by the institutions.
2. A minimum combined score of 285 on Graduate Record Examination (GRE) taken within five years prior to application for admission. Please note: You may receive a waiver if you already have a graduate degree from an accredited US institution.
3. Hold a baccalaureate degree that reflects a broad liberal arts base in the social, behavioral or psychological sciences, human biology, the humanities or statistics. The baccalaureate degree should be from an institution accredited in a manner accepted by Kennesaw State University.
4. Three letters of recommendation
  - At least one from a faculty member familiar with the applicant's academic work (Note: if you are unable to locate an academic reference, you may add a professional reference);
  - Two from a former employer, field supervisor or someone else with expertise in social work
5. An autobiographical statement, maximum 1500 words, double-spaced, that includes the following:
  - Your experience in social work, including volunteer experience.
  - The life experiences impacted your interest in social work.
  - Your personal qualities that will be useful in serving others as a social work professional.
  - Your values that will be useful in serving others as a social worker
  - Your career goals and how social work education will help you realize these goals.
6. International applicants: Refer to KSU policies for additional application requirements. [http://www.kennesaw.edu/graduate/admissions/international\\_admissions.shtml](http://www.kennesaw.edu/graduate/admissions/international_admissions.shtml)

## **Non-Degree Admission**

Students classified as non-degree students are not permitted to enroll in the Master of Social Work program.

## Transfer Credit

Students enrolled in the Master of Social Work program may be given credit for up to 6 semester hours taken at other CSWE-accredited programs. All requests for transfer are made to the Social Work Program Director and will be handled on a case-by-case basis. The courses requested for transfer must match the courses offered within the foundation year curriculum at KSU.

## Grades

Expectations for satisfactory graduate level student performance are detailed in Academic Policies section of this catalog.

## Petition to Graduate

MSW candidates must petition to graduate at least one semester prior to completion of their degree requirements. Petition to graduate forms are available in the program director's office.

## Program of Study

The full-time MSW program is completed in two years (4 semesters)-foundation year and concentration year. There is no part-time study plan for the MSW degree. The Master of Social Work program consists of three areas - foundation courses; advanced clinical courses with specialization areas; and the fieldwork courses. The following is a brief description of each area:

1. **Foundation Course Sequence** - designed to introduce the student to the field of social work and provide a firm foundation to professional training.

2. **Advance Clinical Course Sequence** - this sequence of courses assumes mastery of foundation courses and moves the student into more complex and advanced practice in specialization areas.

a. **Specialization areas** - these consist of two specialization areas - 1) Children and Family Services; and 2) Behavioral Health Services.

The Children and Family Services specialization prepares students for advanced clinical social work practice with families, children, and youth in a variety of family focused agency settings.

The Behavioral Health Services specialization has a sub-specialty in substance abuse. The Behavioral Health Services specialization prepares students for advanced clinical practice in a variety of behavioral health settings.

b. **Elective courses** - clinical elective courses are offered to enrich the student's understanding of the specialization areas.

3. **Fieldwork Courses** - internship site placements are an integral aspect of the MSW program. Under the supervision of experienced master's level social workers, fieldwork/internships offer students direct practice experiences in agency setting during the foundation year, and it focuses on areas of specialization in the concentration or second year.

## **Foundation Year (30 Credit Hours)**

### *Fall Semester (15 Credit Hours)*

- SW 7700 - Social Work Foundations: Diversity, Social Justice and Ethics
- SW 7701 - Social Work Practice I
- SW 7704 - Human Behavior in a Social Environment I
- SW 7706 - Introduction to Social Work Research
- SW 7708 - Foundation Internship/Integrative Seminar I

### *Spring Semester (15 Credit Hours)*

- SW 7702 - Social Welfare Policy and Services
- SW 7703 - Social Work Practice II
- SW 7705 - Human Behavior in a Social Environment II
- SW 7707 - Practice Focused Research Methods
- SW 7709 - Foundation Internship/Integrative Seminar II

## **Concentration Year (30 Credit Hours)**

### *Fall Semester (15 Credit Hours)*

#### *Children and Family Services*

- SW 8702 - Advanced Clinical Practice I: Working With Individuals
- SW 8710 - Psychopathology
- SW 8711 - Advanced Clinical Practice II: Working With Groups
- SW 8712 - Advanced Internship/Integrative Seminar III
- SW 8820 - Social Work Forensics

#### *Behavioral Health Services*

- SW 8702 - Advanced Clinical Practice I: Working With Individuals
- SW 8710 - Psychopathology
- SW 8711 - Advanced Clinical Practice II: Working With Groups
- SW 8712 - Advanced Internship/Integrative Seminar III
- SW 8820 - Social Work Forensics

### *Spring Semester (15 Credit Hours)*

## **Specializations**

#### *Children and Family Services*

- SW 8713 - Advanced Internship/Integrative Seminar IV

- SW 8715 - Clinical Practice with Children
- SW 8726 - Clinical Practice with Adolescents
- SW 8813 - Family Therapy  
Clinical Elective

*Behavioral Health Services*

- SW 8705 - Clinical Assessment, Diagnosis, and Service Planning
- SW 8713 - Advanced Internship/Integrative Seminar IV
- SW 8729 - Crisis Intervention
- SW 8813 - Family Therapy  
Clinical Elective

*Behavioral Health Services (Substance Abuse Services)*

- SW 8701 - Individual and Group Practice in Addictions
- SW 8713 - Advanced Internship/Integrative Seminar IV
- SW 8814 - Seminar in Substance Abuse
- SW 8816 - Social Work Practice with Addicted Families  
Clinical Elective

## **Program Total (60 Credit Hours)**

*Note:*

*The Clinical Elective is selected in consultation with a faculty mentor. The clinical elective will reflect the training interests of the student. Normally, the student will choose one of the courses offered in a different specialization area as a clinical elective. A student may enroll in a Study Abroad (SW 8900) course offered by the MSW program and use this course as a clinical elective.*

## **WellStar Primary Care Nurse Practitioner, MSN**

Contact: Genie Dorman, Program Director

Office: Prillaman Hall 3035

Phone: 470-578-6172

Fax: 470-578-6627

Email: [gdorman@kennesaw.edu](mailto:gdorman@kennesaw.edu)

Web address: <http://wellstarcollege.kennesaw.edu/nursing/>

The WellStar Primary Care Nurse Practitioner Program prepares the participating student to sit for national certification as a family nurse practitioner. The program is conducted on campus with an alternate weekend class schedule format and is completed in four semesters.

Housed in the WellStar College of Health and Human Services, the WellStar Primary Care Nurse Practitioner Program maintains close community ties with a variety of health care agencies and providers.

## **Requirements for Admission to the WellStar Primary Care Nurse Practitioner Program**

1. Baccalaureate degree in nursing from a nationally accredited institution with a satisfactory GPA of at least 3.0.
2. Professional Experience:
  - WellStar Primary Care Nurse Practitioner Program (Family Nurse Practitioner) requires a minimum of three years full-time professional experience as a registered nurse as documented in a professional résumé. This experience must have occurred within the last five years and have involved direct patient care. Preference will be given to those candidates with a greater amount of professional experience.
3. Current unencumbered RN licensure in the state of Georgia (submit copy).
4. The General Test of the Graduate Record exam (GRE) is required.
5. A formal statement of personal goals for the program.
6. An undergraduate physical assessment course.
7. An undergraduate research course.
8. An undergraduate statistics course.

International applicants have additional requirements. See Graduate Admissions section of this catalog. Admission decisions are based on overall evaluation of all these elements.

International applicants have additional requirements. See Graduate Admissions section of this catalog. Admission decisions are based on overall evaluation of all these elements.

## **Transfer Credit**

Up to 15 quarter hours or nine semester hours of graduate work from other accredited institutions may be transferred. This work must correspond to the Kennesaw State University WellStar Primary Care Nurse Practitioner Program curriculum. Decisions regarding this transfer will be made by the program director. The credit to be considered for transfer will not be more than five years old at the time the student enters.

## **Course Repeat Policy**

A student may repeat any individual course in the MSN curriculum only once. Earning a grade of less than "B" in a course the second time it is taken will result in being dropped from the program.

## **Grades**

Students must earn a grade of **"B"** or better in every course in order to progress in the program.

## **Petition to Graduate**

MSN candidates must petition to graduate at least one semester prior to the semester in which they complete their degree requirements. Petition to graduate forms are available in the program director's office.

## **Program of Study**

The WellStar Primary Care Nurse Practitioner Program is fully accredited by CCNE, the Commission on Collegiate Nursing Education. This professional degree prepares experienced registered nurses to sit for certification as a family or adult nurse practitioner. The program builds on the background of professional nurses to prepare them to function as primary care givers in the emerging collaborative world of health care.

## **Course Designation Core Courses (14 Credit Hours)**

- NURS 7715 - Professional Advanced Role Development and Health Care Issues
- NURS 7725 - Health Care Theory
- NURS 7735 - Advanced Health Assessment, Health Maintenance and Health Promotion
- NURS 7746 - Research Applications in Nursing
- NURS 7755 - Pharmacology for Advanced Practice Nursing
- NURS 7765 - Pathophysiology for Advanced Practice Nursing

## **Areas of Concentration**

### *Family (8 Credit Hours)*

- NURS 8800 - Clinical Management of Selected Common Health Conditions in Adults
- NURS 8805 - Clinical Management of Selected Common Health Conditions in Children
- NURS 8830 - Clinical Management of Reproductive Health

### *Residency (18 Credit Hours)*

- NURS 8850 - Primary Care Residency I
- NURS 8851 - Primary Care Residency II
- NURS 8852 - Primary Care Residency III
- NURS 8853 - Primary Care Residency IV
- NURS 8854 - Primary Care Clinical Project

## **Program Total (40 Credit Hours)**

# College of Humanities and Social Sciences

The College of Humanities and Social Sciences offers career-sensitive liberal arts programs to baccalaureate, master's, and doctoral degrees, as well as specialized certificate programs. Bachelor degrees are offered in African and African Diaspora Studies, Anthropology, Communication, Criminal Justice, English, History, Geographic Information Sciences, Geography, International Affairs, Modern Language and Culture (in French, German, and Spanish), Philosophy, Political Science, Psychology, and Sociology. Bachelor degrees are also offered in English Education and History Education, and in foreign language education (French, German, and Spanish) through the Modern Language and Culture degree program. Certificate programs provide training in alternative dispute resolution, professional politics, European Union studies, public history, and geographic information systems. The College also offers a Ph.D. in International Conflict Management, a Master of Arts in American Studies, a Master of Arts in Integrated Global Communication, a Master of Arts in Professional Writing, a Master of Arts in Teaching (in English, in History, and in Foreign Language-Chinese and Spanish), a Master of Public Administration, a Master of Science in Conflict Management, a Master of Science in Criminal Justice, and a Master of Science in International Policy Management.

In addition to these programs of study, the College offers a wide range of interdisciplinary courses in Asian Studies, Religious Studies, American Studies, Environmental Studies, Gender and Women's Studies, Latin American/Latino Studies, and Peace Studies, as well as elective courses in Chinese, German, Italian, Japanese, Russian, Spanish, film, philosophy, and writing. The College of Humanities and Social Sciences supports the institutional mission of Kennesaw State University with programs and policies that foster teaching and learning; professional service responsive to campus, academic profession, and community needs; and scholarship and creative activity in support of instruction, service, community engagement, and the advancement of knowledge. The faculty, staff, and students of the College strive for excellence in undergraduate and graduate instruction with the goal of understanding human interaction among the cultures of the world, both historically and in the present. Career-sensitive liberal arts programs emphasize effective communication, critical thinking, problem solving, and global perspectives; and provide our students the knowledge, skills, and versatility to succeed personally and professionally in an ever-changing society. In addition, our students have a variety of learning opportunities that nurture an appreciation of the richness of human experience and promote a balance between individual achievement and community responsibility.

The faculty and staff of the College of Humanities and Social Sciences are engaged in scholarship and service-focused professional initiatives that promote collaboration across disciplines, address both local and global problems, and enhance the quality of life of the diverse communities we serve. The College serves all students at the university by providing instruction in the general education curriculum. The College provides services to the region through the Center for Regional History and Culture, the Center for Conflict Management, the Center for the Study of the Civil War Era, the Center for Sustainable Journalism, and the Intensive English Program Center. The College also offers a wide variety of educational and cultural enrichment programs.

## **Accreditations**

All degree programs in teacher education in the College of Humanities and Social Sciences are nationally accredited. In addition, the teacher education programs are nationally recognized and have state approval for grades 6-12 teacher certification in Georgia.

The Master of Public Administration (MPA) program is formally accredited by the National Association of Schools of Public Affairs and Administration (NASPA).

## **Academic Departments**

The College of Humanities and Social Sciences houses nine academic departments:

- Department of Communication
- Department of English
- Department of Foreign Languages
- Department of Geography and Anthropology
- Department of History and Philosophy
- Department of Interdisciplinary Studies
- Department of Political Science and International Affairs
- Department of Psychology
- Department of Sociology and Criminal Justice

## **Programs of Study**

The College of Humanities and Social Sciences offers the following undergraduate degrees:

- Bachelor of Arts in African and African Diaspora Studies
- Bachelor of Science in Anthropology
- Bachelor of Science in Communication
- Bachelor of Science in Criminal Justice
- Bachelor of Arts in English
- Bachelor of Science in English Education
- Bachelor of Science in Geographic Information Science
- Bachelor of Arts in Geography
- Bachelor of Arts in History
- Bachelor of Science in History Education
- Bachelor of Arts in International Affairs
- Bachelor of Arts in Modern Language and Culture (in French, German, or Spanish)
- Bachelor of Arts in Philosophy
- Bachelor of Science in Political Science
- Bachelor of Science in Psychology
- Bachelor of Science in Sociology

And the following graduate degrees:

- Master of Arts in Professional Writing

- Master of Arts in American Studies
- Master of Science in Conflict Management
- Master of Science in Criminal Justice
- Master of Arts in Integrated Global Communication
- Master of Public Administration
- Master of Arts in Teaching (in English and in Foreign Language - Chinese and Spanish)
- Master of Science in International Policy Management
- Ph.D. in International Conflict Management

## **Certificate Programs**

The College of Humanities and Social Sciences offers the following certificate programs:

- Certificate in Alternative Dispute Resolution
- Certificate in European Union Studies
- Certificate in Geographic Information Systems
- Certificate in Latin American Studies
- Multiplatform News Reporting
- Certificate in Professional Politics
- Certificate in Public History
- Graduate Certificate in American Studies
- Graduate Certificate in Creative Writing
- Graduate Certificate in Professional Writing for International Audience

## **Minors**

- African and African American Studies
- American Studies
- Anthropology
- Asian Studies
- Chinese Studies
- Classical Studies
- Criminology
- Film Studies
- French and Francophone Studies
- Gender and Women's Studies
- Geography
- German Studies
- Gerontology
- History
- International Affairs
- Italian Studies
- Language and Literary Studies
- Latin American Studies
- Legal Studies
- Native American Studies

- Peace Studies
- Philosophy
- Professional Writing
- Religious Studies
- Sociology
- Spanish

## **American Studies Certificate - Stand-Alone and Embedded**

Rebecca Hill

American Studies Coordinator

470-578-2431

<http://isd.hss.kennesaw.edu/programs/gcert-amst/>

### **Required (6 credit hours)**

- AMST 7000 - American Studies Scholarship
- AMST 7100 - American Studies Methods

### **Electives (9 Credit Hours)**

Any three of the following American Studies cluster courses depending on the individual student's interests and career goals.

- AMST 7200 - American Social Movements
- AMST 7230 - Public History and Culture
- AMST 7240 - Enterprise & Labor in American Culture
- AMST 7300 - American Cities, Suburbs, and Countryside
- AMST 7310 - Regional Studies
- AMST 7330 - Identities and Social Groups
- AMST 7410 - Literature and Performance in American Culture
- AMST 7420 - American Popular Culture
- AMST 7450 - American Visual Culture
- AMST 7460 - Movements in American Culture
- AMST 7510 - Passages to America
- AMST 7520 - America in Transnational Context
- Any approved graduate-level study abroad course.

### **Program Total (15 Credit Hours)**

# American Studies, MA

Contact: Dr. Rebecca Hill, Director  
Office: Room 2015, Social Sciences Building  
Phone: (470) 578-7543  
Fax: (470) 578-9141  
Email: rhill54@kennesaw.edu  
Web address: <http://amst.hss.kennesaw.edu>

## Master of Arts in American Studies

KSU's master of arts program in American Studies (MAST) offers an interdisciplinary study of American cultures as they exist locally, regionally, nationally, and transnationally. As the sole American Studies graduate curriculum in the University System of Georgia, KSU's course of study introduces students to the most important and innovative scholarship dealing with the United States and the Americas and their role in the world. Students will have the opportunity to engage in practical, project-based learning linked to their own professional development needs and interests. Thus, students will not only learn cutting-edge approaches to the study of American history, politics, literature, arts, and culture, but they will also apply this knowledge through group work, collaborations with faculty, community service, and career-related capstone projects. Students also have the opportunity to pursue humanities and social science based thesis projects as preparation for further graduate training. The MA program in American Studies provides an infield upgrade for certified high school History and English teachers as well as middle-grades social studies and language arts teachers in the state of Georgia.

## General Requirements for Admission to the MAST Program

To be considered for admission to the MAST program, the following application materials must be gathered by submitted to the KSU Graduate Admission Office:

1. **Letter of Application:** The letter of application should be in the form of a narrative which describes your educational and/or professional background, your future goals, and how admission into the American Studies M.A. program at Kennesaw State University will help you accomplish these goals. The letter should be specific to the program and should be 3-5 double-spaced pages in length.
2. **Writing Sample:** The writing sample should demonstrate the writing skills you have developed as a student and/or professional. The sample should be relevant to the field of American Studies broadly defined, and it should be refined and revised to fit within 5-7 double-spaced pages.
3. **GRE Scores:** The GRE requirement will be waived for those students holding a graduate degree in the humanities or social sciences from an accredited college or university.
4. **GPA:** The program minimum is 2.75 for all undergraduate courses from the degree-granting institution, but we expect the class will average above 3.0.
5. **C.V./Résumé** (Optional).

## 6. **Letter(s) of Recommendation** (Optional).

### **Transfer Credit**

Up to nine semester hours of graduate work from other accredited institutions may be transferred. To be transferred, course work from other institutions must correspond to Kennesaw State's Master of Arts in American Studies curriculum. Students will need to provide course descriptions and syllabi wherever possible, and the amount of credit granted will be at the discretion of the program director. Such course work may be no more than five years old.

### **Grades**

Expectations for satisfactory graduate level student performance are detailed in the Academic Policies section of this catalog.

### **Petition to Graduate**

Master of Arts in American Studies candidates must petition to graduate at least one semester prior to completion of degree requirements.

### **Program of Study**

The Master of Arts in American Studies Program consists of 36 credit hours and fulfillment of a foreign language requirement, as follows:

#### **Required Courses (6 hours)**

- AMST 7000 - American Studies Scholarship
- AMST 7100 - American Studies Methods

#### **Core Curriculum (12 hours)**

At least one course must be taken from each of the following:

##### **Historical Studies**

- AMST 7200 - American Social Movements
- AMST 7210 - Historical Period
- AMST 7230 - Public History and Culture
- AMST 7240 - Enterprise & Labor in American Culture

##### **Place and Identity Studies**

- AMST 7300 - American Cities, Suburbs, and Countryside
- AMST 7310 - Regional Studies

- AMST 7330 - Identities and Social Groups

### **Cultural Production**

- AMST 7410 - Literature and Performance in American Culture
- AMST 7420 - American Popular Culture
- AMST 7450 - American Visual Culture
- AMST 7460 - Movements in American Culture

### **Transnational American Studies**

- AMST 7510 - Passages to America
- AMST 7520 - America in Transnational Context  
Any approved Graduate-level Study Abroad program

### **Electives (9 hours)**

Any approved graduate-level courses can be taken as electives.

### **Practicum or Study Abroad (3 Hours)**

- AMST 7700 - Practicum (Internship or Applied Research Project)  
or  
Any approved Graduate-level Study Abroad program

### **Capstone Experience (6 hours)**

The capstone experience includes two courses, AMST 7901 and AMST 7902.

- AMST 7901 - Capstone Literature Review and Proposal
- AMST 7902 - Capstone Experience

### **Language Requirement**

May be met by a proficiency test administered by the department of foreign languages, coursework to FL 2002 at the undergraduate level with a grade of "C" or better, graduate level coursework indicating language proficiency, or equivalent (e.g., study abroad program with a language competency component) as approved by the program director.

### **Program Total (36 Credit Hours)**

#### *Transnational Concentration*

The Transnational Concentration is an elective concentration for interested students; students are not required to pursue a specialization in Transnational American Studies. This concentration consists of 9 elective credit hours in courses with a transnational emphasis, an

advanced foreign language requirement, and a study abroad requirement as follows: 9 Elective Credit Hours: Students shall complete 9 credit hours of graduate-level study in courses beyond the transnational cluster requirement that meet the Transnational course objectives: AMST 7510, AMST 7520, graduate level study abroad, or courses designated as transnational in the course offerings. Courses not previously approved as Transnational in content must be approved by the program director. Students must complete at least six of these credit hours in AMST courses. Language Requirement: Each student in the Transnational Concentration will pass a 3000-level proficiency test administered by the department of foreign languages, complete a 3000-level language course with a grade of "C" or better, or complete graduate-level coursework indicating language proficiency. Native speakers of languages other than English may apply to the program director for a waiver of this requirement. Study Abroad Requirement: Each student in the Transnational Concentration shall participate in and receive a grade of "B" or better in an approved graduate-level study abroad program. All graduate-level study abroad courses offered by AMST-affiliated faculty at KSU can fulfill this requirement. Other graduate study abroad courses offered at KSU or by other institutions must be approved by the program director.

## **Communications Management Advanced Certificate**

To earn an Advanced Certificate with a specialization, you'll take 6 courses; the required courses are listed below.

### *\*Important Note about the Communications Management Advanced Certificate\**

No new certificate students are being accepted into the program at this time. All information in this catalog is for the current Communications Management Advanced Certificate students only.

Students should see their academic advisor and refer to the 2014-2015 SPSU Graduate Catalog <http://kennesaw.edu/curriculum/resources.html> for more information.

### *Requirements*

- IDC 6110 - Communications Project Management (3 credit hours)
- IDC 6210 - Business Analysis (3 credit hours)
- MGNT 6001 - Management Communications (3 credit hours)
- MGNT 6025 - Managing Professionals (3 credit hours)
- The remaining two courses can be selected from any of our IDC offerings (6 credit hours).

## **Program Total (18 Credit Hours)**

# **Conflict Management, MSCM**

Contact: Sherrill W. Hayes, Ph.D., Director  
Associate Professor, Department of Political Science & International Affairs  
Kennesaw State University  
402 Bartow Ave  
MD 2205 SO Bldg. 22 Rm 5034  
Kennesaw, GA 30144-5591  
Phone: 470-578-6499  
Fax: 470-578-9151

## **MSCM Program Description**

The primary objective of the MSCM is to produce students who: (1) understand the nature of conflict from the perspective of multiple disciplines; (2) understand the continuum of responses to conflict; (3) possess the necessary skills to facilitate the management of various types of conflict; (4) demonstrate the ability to analyze and research conflict in an organizational environment; (5) demonstrate the ability to design conflict intervention procedures and strategies appropriate to a particular situation or environment; (6) demonstrate the ability to evaluate the efficacy of a given intervention or system of interventions; and (7) successfully participate in conflict management on a particular level in one or more specific environments. The Master's program prepares students to identify and pursue opportunities for a new career based on conflict management expertise. The MSCM also provides students with enhanced credentials to pursue career advancement in an existing work environment.

## **General Requirements for Admission to MSCM Program**

The MSCM Graduate Admissions Committee determines the eligibility of each person who applies for admission to the MSCM program. Admission will be granted only to students showing high probability of success in postgraduate study.

To be considered for admission to the MSCM program, the following application materials must be gathered by the student and submitted to the Office of Graduate Admissions, Kennesaw State University, 3391 Town Point Dr., MD 9109 Kennesaw, GA 30144:

1. **Application Form and Fee:** An online graduate application is available at [www.kennesaw.edu/admissions/graduate\\_admissions.html](http://www.kennesaw.edu/admissions/graduate_admissions.html) and should be filled out by the student. A non-refundable fee of \$60 must be paid at time of application.
2. **Transcripts:** Official transcript for a baccalaureate degree from an accredited college or university with a minimum grade point average of 2.80 on a 4.0 scale. Official transcripts for all undergraduate and graduate courses must be submitted.
3. **Test Score:** Applicants must submit a score from a standardized test including the Graduate Record Exam (GRE), the Graduate Management Admissions Test (GMAT); or the Law School Admission Test (LSAT). Test requirements are waived for applicants who have earned an advanced degree. Minimum scores are generally 280 GRE General,

3.5 Analytical Writing; 475 GMAT; 151 LSAT; however, students with scores below that may apply,

4. Letter of Intent: An application letter that states the applicant's interest and goals for the MSCM and the potential use of the degree.
5. Résumé: A current résumé is required.
6. Recommendations: Two letters of recommendation that address the applicant's potential for graduate study and use of the MSCM degree from employers, supervisors, or professors familiar with the applicant's ability.
7. An official TOEFL or IELTS score report. Students from countries where English is the primary or official language do not need to submit TOEFL scores. Students who have an accredited US degree also do not need to submit TOEFL scores.
8. Immunization Requirement: see Graduate Admissions.

\*International applicants have additional requirements; see Graduate Admissions section of this catalog.

Consideration is given to the applicant's academic record, test scores, letters of recommendation, résumé, and typed personal statement and objectives. However, when there is a conflict in the predictions of success from the GPA and test score, exceptions may be made if the applicant's educational background, excellence in performance in business and professional activities, creativity and leadership, or experience in the field of alternative dispute resolution indicates success in the program. In reviewing the academic work of applicants, the junior/senior adjusted grade point average for all applicants will be considered. In cases where the applicant has done additional accredited undergraduate work beyond the bachelor's degree or has done accredited graduate work, the most recent two-year adjusted GPA will be used in the admissions consideration.

An applicant will not be admitted until a completed application, application fee, letter of intent, current résumé, two letters of recommendation, valid Immunization Certificate, official test score, and official transcripts for all undergraduate and graduate courses have been received and evaluated.

Only students classified as MSCM degree students are permitted to enroll in the regular MSCM courses. However, any student admitted to graduate study at KSU may enroll in Special Topic MSCM courses (MSCM 7100; MSCM 8900).

## **Transfer Credit**

Students are not allowed to transfer credit into the MSCM program. If a student has already completed accredited general mediation or family mediation training, that skills training may be waived once they are accepted into the program. Additional credits may be required to compensate for the waived course(s).

## **Provisional**

Provisional acceptance is not permitted within the MSCM program due to the cohort model of education.

## **Readmission**

Students are encouraged to enter the program at a time when their successful completion of the program is likely. If a student in good standing has to drop out of the program, he/she may be permitted to return later to the program at the same point in the program.

## **Grade Expectations**

Academic Policies: Expectations for Satisfactory Level Student Performance in Graduate Catalog.

## **Academic Exclusion**

If a graduate student earns nine credit hours of grades below B, or three failing grades in satisfactory/unsatisfactory courses, or if a graduate student on probation earns a semester or summer grade-point average below 3.0, that student will be dismissed from further graduate study at KSU and will not be eligible for readmission as a graduate student.

A student who wishes to appeal after the first exclusion must submit a letter describing the situation and stating the reasons for requesting the appeal to the appropriate graduate program director who will forward his/her recommendation to the dean of the graduate college. The dean of the graduate college will then notify the appropriate graduate program director, the office of the registrar and the student of his/her decision. The decision of the dean of the graduate college is final and students may not appeal a second exclusion.

## **Degree Completion**

Students will be allowed to graduate when all degree requirements have been fulfilled.

## **Petition to Graduate**

Each MSCM student must petition to graduate at least one semester prior to completion of program requirements. A petition will be prepared and distributed to each MSCM student by the administrative director.

## **Non-Degree Admission**

Only students classified as MSCM degree students are permitted to enroll in the regular MSCM courses. However, any student admitted to graduate study at KSU may enroll in Special Topic MSCM courses (MSCM 7100; MSCM 8900).

## **Financial Information and Assistance for MSCM Program**

1. **Tuition:** The MSCM program is a regular graduate tuition program for in-state (resident) students and a premiere-priced program for out-of-state (non-resident) students. For out-of-state students paying premiere tuition, the program cost includes regular graduate tuition and includes all books and class materials, orientation, some meals, travel for the study abroad or attendance at a professional conference, membership in a professional organization and a subscription to an ADR journal. The cost also includes a non-refundable application acceptance fee of \$500, which is due upon official notification of acceptance in order to reserve a place in the program. **NOTE:** Insurance premiums associated with health insurance required by the University for all international students are not included in the cost of the program; current cost of the program can be found here: <http://graduate.kennesaw.edu/admissions/resources/financials.php>.
2. **Financial Aid:** All MSCM applicants are encouraged to apply for financial aid in the event of an emergency that could prevent them from fulfilling their commitment to the program. See Financial Aid in Tuition, Expenses, & Financial Aid.
3. **Fee Schedule and Deadlines:** Premiere-priced tuition for out-of-state students is pro-rated per semester over the length of the program (typically 4 semesters) with a payment due on or before the first day of class each semester. Late payments may result in classes being dropped and additional fees.

**Refund Policy:** After 11:45 p.m. on the last day to drop/add courses (see the Academic Calendar for specific semester dates), there is no refund for withdrawing from a course, which would still leave a student enrolled at KSU. The student must completely withdraw from all classes for the semester in order to receive a refund. To withdraw from a course, a student must complete an online withdrawal.

Kennesaw State University reserves the right to change its fees, charges, rules, and regulations at the beginning of any semester and without prior notice.

## **Program of Study**

### **Core Courses (36 Credit Hours)**

- MSCM 7205 - Basic Mediation Training Clinic
- MSCM 7210 - Foundations and Theories of Conflict Management: Conflict Theory
- MSCM 7220 - Foundations and Theories of Conflict Management: Negotiation Theory
- MSCM 7230 - Foundations and Theories of Conflict Management: ADR Continuum
- MSCM 7315 - Organizational and Workplace Conflict
- MSCM 7320 - Critical Knowledge and Skills of Conflict Management: Public Policy Disputes, Cross-Cultural and International Conflict Resolution
- MSCM 7325 - Advanced Civil Mediation Clinic
- MSCM 7335 - Organizational Leadership
- MSCM 7355 - Advanced International Mediation Clinic
- MSCM 7365 - Humanitarian Crisis Intervention
- MSCM 7400 - Conflict Management Research Methods
- MSCM 7500 - Conflict Management Systems Design

- MSCM 7600 - Study of a Specific Conflict Management Environment
- MSCM 7705 - Advanced Applied Skills Training
- MSCM 7710 - The Practice of Conflict Management: Field Experience
- MSCM 7715 - The Practice of Conflict Management: Field Experience
- MSCM 7720 - The Practice of Conflict Management: Field Study and Internship Reports

## **Program Total (36 Credit Hours)**

## **Creative Writing Certificate - Stand-Alone**

Contact: Dr. Jim Elledge, Program Director  
 Office: (470) 578-2039  
 Fax (470) 578-6524  
 email: jelledg1@kennesaw.edu  
 Web address: <http://www.ksu-mapw.com>

### **Admission Requirements**

1. A bachelor's or graduate degree from an institution accredited in a manner accepted by KSU
2. A completed KSU application form, indicating application to the Graduate Certificate in Creative Writing Program
3. An application fee
4. Official undergraduate transcripts
5. Official graduate transcripts, if applicable
6. A minimum undergraduate grade point average of 3.0 on a 4.0 scale or a minimum graduate grade-point average of 3.0 on a 4.0 scale
7. Immunization requirement (see Graduate Admission section of catalog)
8. A statement of purpose that explains: the genre of concentration; what the student wishes to achieve from the program; any experience the student already has in writing (i.e., workshops or literature classes, reading and writing habits, membership in writers' organizations, awards, publications, and the like)
9. One copy of representative sample of creative writing in the genre to be studied, not to exceed 25 double-spaced pages.
10. Optional: One to three letters of reference from someone who can evaluate the student's: creative writing skills commitment to creative writing and academic work

### **Program of Study**

A Graduate Certificate in Creative Writing Program is offered through the Master of Arts in Professional Writing Program in the English Department, College of Humanities and Social Sciences, at Kennesaw State University. A unique four-course, non-degree program, its mission

is to provide instruction and membership in a community of writers to qualified writing students in metro Atlanta and North Georgia who seek intensive creative writing practice but who do not want to matriculate in a graduate program.

This Graduate Certificate program allows qualified writers to study in graduate-level writing workshops taught by professional writers on the Kennesaw State University faculty. A student coming into the Certificate Program would have to choose one of the creative writing genres offered in the MAPW program: fiction, poetry, screen writing, playwriting, or creative nonfiction. Once a genre discipline is selected, the student would be expected to complete workshops in only that genre. For example, a student might select to study for the Graduate Certificate in Creative Writing and focus in fiction writing.

See creative writing courses listed in the Professional Writing, MAPW Program.

## **Criminal Justice, M.S.**

College of Humanities and Social Sciences,  
Department of Sociology and Criminal Justice  
470-578-6739

The Master of Science in Criminal Justice (MSCJ) is an ideal program for traditional students who aspire to pursue their academic goals and for professionals in the field of criminal justice who want to advance their knowledge and skills for career enhancement. The program includes face-to-face and some online course instructional formats. It also has a unique "Global/International Perspectives in Criminal Justice" focus, which includes both an 'International Criminal Justice Experience' study abroad opportunity and a comparative criminal justice systems course. The program requires 33 semester credit hours, including six core courses, one global criminal justice course, two electives, and thesis or master project.

### **General Requirements for Admission to the MSCJ Program**

To be considered for admission to the MSCJ, applicants must submit the following credentials to the KSU Graduate Admissions Office:

1. Submission of an application to the graduate admission office and a non-refundable fee
2. An official copy of all undergraduate and graduate transcripts
3. Graduate Record Exam - GRE (verbal, quantitative and analytical)
4. An application letter stating the student's interest and goals for the MSCJ program, including a rationale for why/how this program will meet the applicant's professional needs
5. Three letters of recommendation (two of which should be from academics)

International applicants have additional requirements. See Graduate Admission section of this catalog.

Admission decisions are based on overall evaluation of all these elements.

## **Grades in Graduate Courses**

Expectations for satisfactory graduate level student performance are detailed in the Academic Policies section of this catalog.

## **Petition to Graduate**

MSCJ candidates must petition to graduate at least one semester prior to completion of their degree requirements.

### **Required (18 credit hours):**

- CRJU 7701 - Critical Issues in Criminal Justice
- CRJU 7702 - Advanced Criminological Theory
- CRJU 7703 - Advanced Law Enforcement
- CRJU 7704 - Institutional and Community Corrections
- CRJU 7705 - Law and the Legal Process
- CRJU 7706 - Advanced Research Methods and Computer Applications

### **Select one of the following (3 credit hours):**

- CRJU 7709 - Comparative Criminal Justice Systems  
or
- CRJU 7722 - International Criminal Justice Experience

## **Electives**

Select two, 6 hours, for the Thesis Option and select three, 9 hours, for the Non-Thesis Option

- ACCT 8000 - Accounting Insights for Managers
- CRJU 7707 - Strategic Planning in Criminal Justice
- CRJU 7708 - Criminal Justice Policy and Analysis
- CRJU 7709 - Comparative Criminal Justice Systems
- CRJU 7710 - Transnational Crimes and International Security
- CRJU 7711 - Human Rights Standards in Law Enforcement
- CRJU 7722 - International Criminal Justice Experience
- CRJU 7900 - Special Topics in Criminal Justice
- CRJU 7950 - Directed Study
- PAD 6200 - Fundamentals of Public Administration and Public Service
- PAD 6600 - Program Evaluation
- PAD 7455 - Administrative Law

## **Program Total (33 credit hours)**

### *Thesis Option (6 Credit Hours)*

- CRJU 8000 - Thesis

### *Non-Thesis Option (3 Credit Hours)*

- CRJU 7998 - Demonstration Project

## **Digital and Social Media Certificate - Stand-Alone and Embedded**

Office: Communication Suite, SO 5106

Phone: (470) 578-4900

Fax: (470) 578-9153

Email: [comgradstudies@kennesaw.edu](mailto:comgradstudies@kennesaw.edu)

[www.kennesaw.edu/dsm](http://www.kennesaw.edu/dsm)

### **Program Description**

The Graduate Certificate in Digital and Social Media is an online, 12-hour certificate program at Kennesaw State University that provides students with the foundations for using digital and social media effectively, efficiently and strategically in today's media-saturated landscape. Emerging concepts, issues and trends are discussed, the use of digital and social media as part of an organization's strategic communication efforts are studied, various new media technologies, applications and platforms are reviewed, and hands-on experience in producing digital and social media content is provided.

The objectives for the Graduate Certificate in Digital and Social Media are:

- To provide for students the foundations of digital and social media communication theories.
- To expose students to new and emerging concepts, issues and trends in digital and social media.
- To prepare students to effectively use social media as part of strategic communication efforts.
- To review various new media technologies, applications, and platforms that create new opportunities for both accommodating and advocating various points of view.
- To provide for students hands-on experience in producing digital and social media content.

## **Admissions and Curriculum**

Admission to the Kennesaw State University graduate program.

## **Program of Study**

Choose any four (4) 3-credit hour classes:

- COM 5100 - Social Media Theory and Concepts
- COM 5200 - Digital Media Law
- COM 5410 - Digital Publication Design
- COM 5420 - Mobile Media Technologies
- COM 5900 - Digital and Social Media Capstone
- COM 7600 - Communication and Technology Seminar
- PRWR 6570 - Writing for Social Media
- Other graduate-level courses by approval of the program coordinator.

## **Program Total (12 Credit Hours)**

## **Doing Business with Asia**

The purpose of the Doing Business with Asia Certificate (DBAC) program is to prepare students in the cause, assessment, and analysis of the complexity and uniqueness of critical areas related to Asia in the global context. Students will learn about the significance of Asia in the global economy from political, historical, cultural and managerial perspectives.

### **Core Classes**

3 courses, 9 credit hours Curriculum

- ASIA 8100 - Comprehensive Overview of Asia
- MGT 8910 - International Management
- ASIA 8200 - Communication with Asian Partners  
or
- COM 8200 - Communication with Asian Partners

## **Information and Instructional Design M.S.**

An online Master of Science degree (MSc) in Information & Instructional Design from Kennesaw State University, an accredited member of the University System of Georgia, teaches students

to design unique information and instructional design solutions that deliver these powerful possibilities to adult learners in a variety of businesses and industries.

*\*Important Note for the Master of Science in Information and Instructional Design Degree\**

No new majors are being accepted into the program at this time. All information in this catalog is for the current Master of Science in Information and Instructional Design majors only. The advanced certificate in Instructional Design is also not accepting students at this time. Students should contact the department and refer to the archived 2014-2015 SPSU Graduate Catalog: <http://curriculum.kennesaw.edu/resources/curriculum-resources.php> for more information.

## **Information Design and Communication M.S.**

The MS program in Information Design and Communication has been developed in response to a growing need for professionals in the expanding field of information design, information architecture, content development, communications management, and visual communication.

*\*Important Note About the Master of Science in Information Design and Communication Degree\**

No new majors are being accepted into the program at this time. All information in this catalog is for the current Master of Science in Information Design and Communication majors only.

The graduate certificate in Technical Communication, and the four advanced certificates in User Experience, Communication Management, Visual Communication, and User Experience are also not accepting students at this time.

Students should contact the department and refer to the archived 2014-2015 SPSU Graduate Catalog: <http://curriculum.kennesaw.edu/resources/curriculum-resources.php> for more information.

## **Integrated Global Communication, MA**

Office: Communication Suite, SO 5106  
Phone: 470-578-4900  
Fax: 470-578-9153

Email: [comgradstudies@kennesaw.edu](mailto:comgradstudies@kennesaw.edu)  
[www.kennesaw.edu/maigc](http://www.kennesaw.edu/maigc)

## **Program Description**

The M.A. in Integrated Global Communication (MAIGC) at Kennesaw State University is a professional-oriented, 30-hour graduate program that prepares students for careers in globally-integrated organizations. The MAIGC offers an innovative curriculum that balances theory and skills, a cohort model that builds collaboration and leadership, and a one-of-a-kind Summer Engagement Abroad Module that sends students abroad to study, observe or work with communication professionals in another country.

## **Admissions and Curriculum**

Prior experience in communication is preferred, but excellent applicants without communication-related experience will be considered. Students may enroll full-time or part-time. Full-time enrollment includes 9 hours in both the first fall and spring semesters, 6 hours in the SEAM and 6 hours in the final fall semester. Part-time students may take the number of hours appropriate for their schedule, but must complete the final back-to-back-to-back sequence of COM 7400 Communication Research Methods, the SEAM, and COM 7900 Integrated Global Communication Capstone. All courses are scheduled at 6:30p.m. Monday - Wednesday each week.

Application deadline is June 1.

## **Tuition**

Normal graduate tuition rates apply for in-state students and in-state tuition is based on the number of hours in which a student is enrolled (3, 6, or 9 hours). Tuition for out-of-state students is \$7,524 for the 2016-2017 academic year. In addition to the cost of textbooks and other learning materials, students will be responsible for covering all costs associated with the Summer Engagement Abroad Module (SEAM).

## **Transfer Credit**

The transfer of credit for course work completed at another institution will be reviewed on an individual basis by the program director.

## **Grades in Graduate Courses**

Expectations for satisfactory graduate level student performance are detailed in Academic Policies section of this catalog.

## **Petition to Graduate**

Each MAIGC student must petition to graduate before the June 30 deadline. Students should contact the program administrator or director for the petition to graduate form.

## **Program of Study**

*Year One: Fall (9 credit hours)*

- COM 7100 - Survey of Global Communication
- COM 7200 - Foundations in Communication Theory and Research
- COM 7300 - International Public Relations

*Year One: Spring (9 credit hours)*

- COM 7400 - Communication Research Methods
- COM 7500 - Communication for Multinational Corporations
- COM 7600 - Communication and Technology Seminar

*Year One: Summer (6 credit hours)*

Choose one of the following:

- COM 7700 - Integrated Global Communication Directed Study
- COM 7710 - Integrated Global Communication Practicum
- COM 7720 - Integrated Global Communication Study Abroad
- COM 7730 - Integrated Global Communication Study Tour

*Year Two: Fall (6 credit hours)*

- COM 7900 - Integrated Global Communication Capstone
- COM 6670 - Crisis Leadership Communication

## **Program Total (30 credit hours)**

## **International Conflict Management, Ph.D.**

Contact: Dr. Brandon Lundy, Associate Director  
Office: Social Sciences Building 22, Suite 2019, MD# 2211  
Phone: (470) 578-2893  
Email: [blundy@kennesaw.edu](mailto:blundy@kennesaw.edu)  
Web address: <http://phd.hss.kennesaw.edu>

## **International Conflict Management Ph.D. Program Description**

This fulltime, interdisciplinary, in-residence program is designed to meet the global demand for scholar-practitioners to address the complex array of international conflict and security challenges through the development and implementation of empirically-based research, recommendations, and solutions. Following rigorous substantive and methodological preparation, applied experience in the field, competency in a foreign language, and the successful completion of their dissertation research, program graduates will be ready to compete for tenure-track university faculty appointments and a wide range of operational positions in government, and non-governmental agencies.

### **General Requirements for Admission to the Ph.D. Program**

Applicants are required to submit portfolios of documents as evidence of their qualifications. Qualified applicants are recommended for admission based on the International Conflict Management (INCM) Program Admissions Committee evaluation of the submitted materials. The MA/MS degree in a related discipline is highly recommended as the basic requirement. Evidence of relevant full-time work experience or international experience is strongly recommended, but not required.

To be considered for admission to the INCM Ph.D. program, the following application materials must be submitted by applicants electronically through the KSU Graduate Admissions Office via the Online Application at <http://www.kennesaw.edu/graduate/admissions/application.html> (documents can be uploaded):

1. Application Fee. Non-refundable \$60.
2. Applicants can apply for Financial Aid and Assistantships which are awarded upon review by the Program Admissions Committee. KSU Assistantships provide a stipend and cover both in-state and out-of-state tuition, however student fees will still remain the responsibility of the student. KSU Financial Aid options are available at [http://www.kennesaw.edu/financial\\_aid/](http://www.kennesaw.edu/financial_aid/).
3. Resume or CV, showing the chronological progression of educational and work experiences including any additional information relevant to support the application.
4. Statement of Intent describing the applicant's interest in the study of international conflict management and any relevant experiences and an outline of how the Ph.D. program could further those interests. Applicants are also encouraged to identify a research topic area and are encouraged to list potential faculty mentors.
5. Writing Sample demonstrating writing and analytical abilities related to higher education or professional experience. This writing sample is preferred in English, however will be accepted in another language accompanied by an English translation. There are no length requirements, however longer samples (e.g., a senior or master's thesis) should be accompanied by an abstract or executive summary.
6. Letters of Recommendation from three references, at least two of which describe the applicant's qualifications, motivation and prospects for success in the program. The references will be sent an email with a link to a reference form to be completed electronically.

7. Transcripts from all post-secondary educational institutions. Although unofficial transcripts may be uploaded online, applicants still need to submit official transcripts. Transcripts from foreign institutions must be accompanied by an official evaluation. Transcripts may be evaluated at any of the credentialed evaluation services listed at [www.naces.org/members.htm](http://www.naces.org/members.htm). Evaluations must include a course-by-course listing and a calculation of the applicant's GPA.
8. Official GRE scores.
9. TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) scores for all applicants who are not native speakers of English ([www.ets.org/toefl/](http://www.ets.org/toefl/) [minimum score of 88] or the IELTS [www.ielts.org/](http://www.ielts.org/) [minimum score of 6.5]), unless: they come from exempt countries; have graduated from a college or university in the United States accredited in a manner accepted by KSU; or who have studied successfully for at least one year at a university in which English was the medium of instruction.

## **Transfer Credit**

Students are eligible to transfer a maximum of 24 graduate credit hours completed previously in an accredited graduate program at another institution into the program towards their required total credit hours. A course can only be transferred if the student earned a grade of "B" or better.

## **Program Structure and Degree Requirements**

Completion of the INCM Ph.D. requires a minimum of 75 credit hours of study, which includes all transfer credits - including an international field experience - proficiency in a foreign language (no degree credit) and dissertation research, writing, and defense. The program provides students maximum flexibility to tailor their education to topical and regional interests and the demands of the global job market.

## **Degree Completion**

Students will be allowed to graduate when all degree requirements have been fulfilled.

## **Time Limit**

All requirements for a Ph.D. degree must be completed within seven years, beginning with the first registration in graduate-level classes following admission to the degree program. Extension of time may be granted in special circumstances. Only courses in which credit has been earned within seven years of the date of admission will be counted for degree credit.

## **Program of Study**

### **Core Seminars (12 hours)**

- INCM 9001 - Theories and Analysis in International Conflict Management
- INCM 9002 - International Relations: Theory, System, and Practice
- INCM 9005 - Economics of Conflict
- INCM 9006 - Intercultural Dynamics in International Conflict Management

### **Core Research Method Requirements (9 hours)**

- INCM 9101 - Fundamentals of Research Design
- INCM 9102 - Quantitative Methods
- INCM 9103 - Qualitative Methods

### **Research Method Electives (3 Credit Hours)**

- INCM 9210 - Advanced Quantitative Methods
- INCM 9230 - Advanced Qualitative Methods
- INCM 9250 - International Program and Management Evaluation
- INCM 9290 - Special Topics in Research Methods

### **Faculty Research & Dissertation Colloquia (2 Credit Hours)**

- INCM 9004 - Faculty Research Colloquium
- INCM 9600 - Dissertation Proposal Colloquium

### **Program Curricular Electives (31 Credit Hours)**

- INCM 9320 - Essentials of International Negotiation: Theory and Practice
- INCM 9330 - Foundations and Issues in International Political Economy
- INCM 9340 - Transnational Civil Society and Conflict
- INCM 9350 - Peacebuilding, Peacekeeping, and Reconciliation
- INCM 9360 - Gender, Conflict, Peace
- INCM 9370 - International Project Management
- INCM 9380 - Sustainable Development
- INCM 9410 - Comparative Conflict Management Policies of International Organizations
- INCM 9430 - Post-Agreement Reconstruction
- INCM 9450 - Current Conflicts
- INCM 9451 - Conflicts in Africa
- INCM 9510 - Related Study of a Selected Regional Area
- INCM 9530 - Related Study of a Selected Topical Area
- INCM 9550 - Related Course Directed Study
- INCM 9601 - Case Writing and Case Teaching
- INCM 9602 - Peacebuilding Assessment
- INCM 9603 - Essentials of Mediation
- INCM 9604 - Nonviolent Resistance
- INCM 9605 - College and University Teaching
- INCM 9606 - Security System Reform (SSR)
- INCM 9607 - Strategy Development

- INCM 9608 - Elections & Electoral Systems Design
- INCM 9609 - Disarmament, Demobilization and Reintegration
- INCM 9610 - Culture, Ethics, & Leadership in International Conflict Management
- INCM 9611 - ICM Grant Writing and Evaluation
- INCM 9613 - Gaming, Conflict, and Decision-making
- INCM 9650 - Special Topics in International Conflict Management

### **International Experience (required) (3-9 Credit Hours)**

- INCM 9700 - International Experience

### **Dissertation Research (up to 15 Credit Hours)**

- INCM 9900 - Ph.D. Dissertation Research

### **Program Total (75 hours)**

## **International Policy Management, MS**

Contact: Dr. Thomas Doleys, Program Director

Office: 5038 - Social Sciences Building

Phone: (470) 578-6497

Fax: (470) 578-6312

**Email:** [msipm@kennesaw.edu](mailto:msipm@kennesaw.edu)

The MSIPM Program is a cohort-based online Master's degree program. The program builds on KSU's strong tradition of, and longstanding commitment to, globally-focused education. The theoretically-grounded, empirically-focused, and policy-relevant curriculum equips graduates with the knowledge and skills required to succeed in today's increasingly internationalized professional world.

The MSIPM program is a 33 semester-hour course of study. Students begin as a group in the fall semester of year one and complete the program in May of year two. Since courses are offered in a predetermined sequence, program time-to-completion is only 20 months.

### **General Requirements for Admission to the MSIPM Program**

To be considered for admission to the MSIPM, applicants must submit the following credentials to the KSU Graduate Admissions office:

- I. Submission of a completed application to the graduate admission office along with a non-refundable fee;

2. Evidence that the applicant has a baccalaureate or KSU-approved equivalent degree from an accredited college or university;
3. Scores from the Graduate Record Exam - GRE (verbal, quantitative and analytical), the Graduate Management Admissions Test - GMAT scores, and/or the Law School Admissions Test - LSAT;
4. A letter of interest outlining the applicant's educational goals, including a rationale for why/how this program will meet the applicant's professional needs;
5. A writing sample of about 5 pages that demonstrates the applicant's writing ability. The sample may come from previous undergraduate or graduate course work. It can also be professional (work-related) writing.
6. Two letters of recommendation.

International applicants have additional requirements. See Graduate Admissions section of this catalog. For online programs, I-20s will not be issued.

Admission decisions are based on overall evaluation of all these elements.

## **Mandatory Orientation**

Students are required to attend an orientation held on the Kennesaw State University campus. Any admitted student who does not attend may be disqualified from continuing in the program. The orientation focuses on program expectations, interaction with faculty and administrations, and hands-on learning with D2L Brightspace, the distance learning technology platform used in the program.

## **Grades in Graduate Courses**

Expectations for satisfactory graduate level student performance are detailed in the Academic Policies section of this catalog.

## **Petition to Graduate**

MSIPM candidates must petition to graduate at least one semester prior to completion of their degree requirements.

## **Program of Study**

### *Required courses (15 Credit Hours)*

- IPM 7720 - World Politics and Governance
- IPM 7725 - Comparative Policy and Politics
- IPM 7760 - Global Experience
- IPM 7765 - Capstone: Practicum or Thesis

### *Additional Program Courses (18 Credit Hours)*

Students take six of the following courses, to be determined for each cohort by the Program.

- IPM 7730 - International Conflict Management
- IPM 7735 - International Development: Policy and Practice
- IPM 7740 - Strategic Negotiation and Decision-Making
- IPM 7745 - International Political Economy
- IPM 7750 - Global Trade: Policy and Practice
- IPM 7755 - Political Risk Management
- IPM 7756 - Global Regulatory Policy
- IPM 7900 - Special Topics in International Policy Management

## **Program Total (33 Credit Hours)**

## **Professional Writing for International Audiences Certificate - Stand-Alone**

Contact: Dr. Jim Elledge, Program Director  
Office: (470) 578-2039  
Fax: (470) 578-6524  
Web address: [www.mapw.hss.kennesaw.edu](http://www.mapw.hss.kennesaw.edu)

### **Admission Requirements**

Applicants will be admitted to the Graduate Certificate in Professional Writing for International Audiences when they have satisfied the KSU non-degree admission requirements.

1. A bachelor's or graduate degree from an institution accredited in a manner accepted by KSU
2. A completed KSU application form, indicating application to the Graduate Certificate in Professional Writing for International Audiences
3. An application fee
4. Official undergraduate transcripts
5. Official graduate transcripts, if applicable
6. A minimum undergraduate grade point average of 3.0 on a 4.0 scale or a minimum graduate grade-point average of 3.0 on a 4.0 scale
7. Immunization requirement (see Graduate Admission section of catalog)
8. A statement of purpose that explains: what the student wishes to achieve from the program; any experience the student already has in writing, i.e., workshops, reading and writing habits, membership in writers' organizations, awards, publications;
9. A writing sample, not to exceed 25 double-spaced pages.
10. Optional: One to three letters of reference from someone who can evaluate the applicant's writing skills

## **Program of Study**

The Certificate will be writing-based, which distinguishes it from traditional Teachers of English to Speakers of Other Languages (TESOL) programs. The certificate is distinctive from TESOL programs because it does not focus on teaching English to non-native users. Rather the focus will be on how English users from different cultural and linguistic traditions can communicate more effectively in a variety of written media such as e-mail, Web pages, brochures, and formal documents. Consequently, there will also be an emphasis on the process of document creation that requires collaboration between native and non-native English speakers and the need for cultural and linguistic sensitivity to increase the effectiveness of the working relationship. Educators who are aware of these differences can use this insight in classrooms, particularly in cases when international students work with American students on writing projects and other classroom activities. This Certificate will also benefit professionals working in non-profit organizations, government employees, and others who work with or write for a large population of non-native English speakers.

### **Required Courses (9 Credit Hours)**

- PRWR 6750 - Teaching Writing to Speakers of Other Languages
- PRWR 6760 - World Englishes
- PRWR 6860 - Intercultural Communication in Context

### **Select one of the following: (3 Credit Hours)**

- PRWR 7600 - MAPW Practical Internship

### **Applied**

- PRWR 6850 - Web Content Development

### **Composition and Rhetoric**

- PRWR 6650 - Introduction to Literacy Studies
- PRWR 6150 - Context, Style and Audience in Professional Writing

## **Program Total (12 Credit Hours)**

*Note:*

See professional writing courses listed in the Master of Arts in Professional Writing Program.

# Professional Writing, MAPW

Contact: Dr. Jim Elledge, Program Director  
Office: (470) 578-2039  
Fax: (470) 578-6524  
email: [jelledgl@kennesaw.edu](mailto:jelledgl@kennesaw.edu)  
Web address: [www.mapw.hss.kennesaw.edu](http://www.mapw.hss.kennesaw.edu)

## MAPW Program Description

The Master of Arts in Professional Writing (MAPW) degree is a professional graduate degree program that prepares candidates for a wide variety of writing-related positions in business, education, publishing, and the arts. Course work in three concentrations-applied writing, composition and rhetoric, and creative writing-allows students to gain theoretical and practical knowledge in various fields of professional writing. As students become experienced in producing and analyzing the business, technical, journalistic, and creative texts in these three concentrations, they develop a sophisticated understanding of style, structure, and audience. MAPW students will become writing professionals who can move in many directions during their careers; they will become flexible writers who can tune in to the writing conventions of a given genre, adapting their writing style to the requirements of various rhetorical contexts in today's print and electronic environments.

Additional resources of special importance to the program faculty and students are the Kennesaw State University Writing Center and the Kennesaw Mountain National Writing Project.

## General Requirements for Admissions to the MAPW Program

To be considered for MAPW admission, applicants must submit the following credentials to the KSU Admission Office:

1. A baccalaureate degree from an accredited college or university with a minimum 3.0 grade point average on a 4.0 scale;
2. A minimum total score of 520 (verbal) and a minimum 4.5 (analytic writing) on the General Test of the Graduate Record Examination (GRE). The GRE requirement is waived for applicants who have earned an advanced degree.

3.

The following items should be submitted to:  
MAPW Graduate Director, English Department,  
Mailbox Drop 2701, Kennesaw State University,  
1000 Chastain Road, Kennesaw, GA 30144-5591.

3. An application letter that states the applicant's goals for the MAPW program and a rationale for the choice of concentration and support areas;
4. One copy of representative writing samples from both the concentration and the support area, not to exceed 25 pages;

5. A letter of recommendation is optional.

\*International applicants have additional requirements. See Graduate Admission section of this catalog.

## **Transfer Credit**

Up to nine hours of graduate work from other accredited institutions may be transferred. To be transferred, course work from other institutions must correspond to Kennesaw State's MAPW curriculum. Students will need to provide course descriptions and syllabi wherever possible, and the amount of credit granted will be at the discretion of the program director. A minimum grade of "B" is required for any course transferred. Such course work may be no more than five years old.

## **Grades**

Students must earn a grade of "C" or better in every graduate-level course. They must also achieve a GPA of at least 3.0 before they can advance to candidacy.

## **Petition to Graduate**

MAPW candidates must petition to graduate at least one semester prior to completion of program requirements. Before MAPW students can petition to graduate, they must have a cumulative grade point average of at least 3.0. The student should print the form located on the MAPW web site at: [www.mapw.hss.kennesaw.edu](http://www.mapw.hss.kennesaw.edu).

The student must obtain the MAPW graduate director's signature before submitting the petition to the business office and registrar.

## **Program of Study**

The Master of Arts in Professional Writing Degree Program consists of 36 hours of course work. The MAPW Program is organized in three distinct parts:

### **Core Course (3 Credit Hours)**

The core course gives MAPW students the necessary tools to acquire both practical and theoretical knowledge about writing, writers, and graduate-level study skills. Students must complete the core course within their first semester in the MAPW program:

- PRWR 6000 - Issues and Research in Professional Writing

## **Major Concentration and Support Area (24 Credit Hours)**

- a. The Major Concentration and Support Area (24 hours) allows candidates to concentrate on two areas of interest. In the Major (15 hours), each student selects one concentration from the three offered below and takes five courses from this concentration, and in the Support Area (9 hours), each student also selects one of the remaining two concentrations as the support area. The student must take three courses from this second concentration to satisfy the support area requirement.

In addition, the student will take one elective (3 hours)

### **OR**

- b. Major concentration (15 hours) and two courses from each of the other two concentrations (12 hours) allow students to study all three areas of professional writing offered in the MAPW program.

### *Applied Writing*

- PRWR 6240 - Technical Writing
- PRWR 6255 - Grant & Proposal Writing
- PRWR 6260 - Managing Writing in Organizations
- PRWR 6280 - Business and Technical Editing
- PRWR 6400 - Writing the Biography
- PRWR 6410 - Feature Writing
- PRWR 6440 - Professional and Academic Editing
- PRWR 6550 - Document Design and Desktop Publishing
- PRWR 6570 - Writing for Social Media
- PRWR 6850 - Web Content Development
- PRWR 6860 - Intercultural Communication in Context
- PRWR 7550 - Advanced Applied Writing
- PRWR 7600 - MAPW Practical Internship
- PRWR 7900 - Special Topics
- PRWR 7950 - MAPW Directed Study

### *Composition and Rhetoric*

- PRWR 6150 - Context, Style and Audience in Professional Writing
- PRWR 6300 - Understanding Writing as Process
- PRWR 6500 - Teaching Writing in High Schools and Colleges
- PRWR 6650 - Introduction to Literacy Studies
- PRWR 6750 - Teaching Writing to Speakers of Other Languages
- PRWR 6760 - World Englishes
- PRWR 7600 - MAPW Practical Internship
- PRWR 7800 - Teaching Assistant Practicum
- PRWR 7900 - Special Topics

- PRWR 7950 - MAPW Directed Study

### *Creative Writing*

- PRWR 6100 - Readings for Writers
- PRWR 6455 - The Genres of Creative Writing
- PRWR 6460 - Fiction Writing
- PRWR 6470 - Poetry Writing
- PRWR 6480 - Play Writing
- PRWR 6490 - Screen and Television Writing
- PRWR 6520 - Creative Nonfiction
- PRWR 6800 - Careers in the Literary Arts
- PRWR 7460 - Advanced Fiction Writing
- PRWR 7470 - Advanced Poetry Writing
- PRWR 7480 - Advanced Play Writing
- PRWR 7490 - Advanced Screen and Television Writing
- PRWR 7520 - Advanced Creative Nonfiction Writing
- PRWR 7600 - MAPW Practical Internship
- PRWR 7900 - Special Topics
- PRWR 7950 - MAPW Directed Study

### **MAPW Capstone Project (6 Credit Hours)**

The MAPW Capstone project is designated as a thesis, portfolio, or practicum, accompanied by a rationale for its purpose and design that involves electronic and/or print media and is relevant to the student's concentration in professional writing. After submitting an approved capstone proposal, the candidate works under the direction and advice of two faculty members to produce the project. The candidate must submit the capstone project at least two weeks before either 1) a discussion about the project with the faculty committee, or 2) a public presentation about the project or a reading from the project for an audience of faculty and peers. The candidate will consult with the capstone committee about which option to choose.

- PRWR 7960 - MAPW Capstone Project

### **Program Total (36 Credit Hours)**

## **Public Administration, MPA**

Contact: MPA Program Coordinator  
Department of Political Science & International Affairs  
402 Bartow Avenue, Mail Box #2205  
Kennesaw, Georgia 30144-5591  
Office: (470) 578-7869  
Fax: (470) 578-9152

email: [mpa@kennesaw.edu](mailto:mpa@kennesaw.edu)

Web address: <http://mpa.hss.kennesaw.edu/>

The Master of Public Administration (MPA) is a professional degree that prepares persons interested in public service for administrative and leadership positions in governmental agencies and nonprofit organizations. The program's student and teaching-oriented faculty seek to contribute to the development of professional individuals with an ethos of public service values by providing them with a combination of solid academic learning and concrete practical experiences. The MPA Program is located in the Department of Political Science and International Affairs. The Program works in cooperation with a number of other departments as well as the A. L. Burruss Institute of Public Service that provides community services and technical assistance to nonprofit and public organizations in Georgia.

## **Accreditation**

The Master of Public Administration Program is formally accredited by Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

## **General Requirements for Admission to the MPA Program**

MPA Program admission requires:

- A baccalaureate degree from an accredited college or university with at least 2.75 grade point average;
- Submission of an application to the Office of Graduate Admissions and a non-refundable application fee; International students must also provide satisfactory TOEFL or IETLS scores;
- Scores from a standardized graduate admission test, such as GRE, MAT, GMAT or LSAT. Request that your scores be sent electronically to KSU. -OR- Obtain an admissions test waiver. Go to <http://mpa.hss.kennesaw.edu/resources/> for the waiver request form.
- Submit a statement of purpose essay of approximately 1,000 words addressing the following questions: "In what way do you expect the Master of Public Administration degree to affect or enhance your career goals and aspirations?"
- A current résumé;
- Two letters of recommendation from faculty or work supervisors with direct knowledge of the applicant that address the applicant's potential for graduate study and use of an MPA degree.

Students are admitted to the program based upon an overall review of all credentials including any work and community service experience that indicates potential success in graduate work and in professional public service.

## **Transfer Credit**

Up to nine semester hours of graduate work from other accredited institutions may be transferred. To be transferred, course work from other institutions must correspond to Kennesaw State University's MPA curriculum. Students will need to provide course descriptions and syllabi wherever possible, and the amount of credit granted will be at the discretion of the program director. Such course work may be no more than five years old.

## **Grades**

Expectations for satisfactory graduate level student performance are detailed in Academic Policies section of this catalog.

## **Petition to Graduate**

MPA candidates must petition to graduate at least one semester prior to completion of their degree requirements.

## **Program of Study**

The MPA Program is a 36 semester-hour course of study that consists of three components: A 7-course core curriculum required of all students (21 hours); a 4-course concentration of the student's choice (12 hours); and a professional exercise (3 hours). Students will be required to participate in a program assessment exercise prior to graduation.

## **Core Curriculum (21 Credit Hours)**

The core curriculum ensures that every MPA graduate is versed in both the theory and practice of this professional field. Courses include the history and values of democratic administration, the institutions and individuals that comprise it, and the tools used to achieve the goals of such administration.

- PAD 6200 - Fundamentals of Public Administration and Public Service
- PAD 6250 - Research Methods and Computer Applications
- PAD 6300 - Public Organization Theory
- PAD 6350 - Public Service Budgeting
- PAD 6450 - Governmental Relations
- PAD 6700 - Human Resource Management in Public Service
- PAD 6500 - Policy Analysis
- or
- PAD 6600 - Program Evaluation

## **Concentrations (12 Credit Hours)**

The concentration courses enable students to prepare themselves for professional careers in the public nonprofit sectors. Students will choose one of the following concentrations.

### *Government Administration*

#### **Required:**

- PAD 7455 - Administrative Law

#### **Select three of the following:**

- MSCM 7100 - Introduction to Conflict Management
- PAD 7120 - Health Policy
- PAD 7130 - Regional Politics and Policy
- PAD 7150 - Contemporary Public Issues
- PAD 7230 - Local Governance and City Management
- PAD 7250 - Leadership and Ethics in Public Service
- PAD 7390 - Public Financial Management
- PAD 7430 - Regional and Local Planning

### *Information Systems Administration*

- IS 8100 - Advanced IT Project Management
  - IS 8700 - Information Systems Policy and Strategy
- Students will select one other graduate IS or MPA course, or other graduate course approved by the program director.

### *Nonprofit Administration*

#### **Required:**

- PAD 7100 - Philanthropy and the Nonprofit Sector
- PAD 7180 - Nonprofit Governance and Administration

#### **Select two of the following:**

- MSCM 7100 - Introduction to Conflict Management
- PAD 7120 - Health Policy
- PAD 7130 - Regional Politics and Policy
- PAD 7140 - International Environmental Policy
- PAD 7150 - Contemporary Public Issues
- PAD 7250 - Leadership and Ethics in Public Service

### *MPA Professional Exercises (3 Credit Hours)*

Students are required to select one of the following with the consent of the program director:

- PAD 7985 - Internship in Public Service
- PAD 7995 - Public Service Practicum

## **Program Total (36 Credit Hours)**

### *Special Notes:*

Kennesaw State University offers qualified students the opportunity to apply for a dual option MBA/MPA Program. MBA-MPA is a dual degree with the Coles College of Business and the College of Humanities and Social Sciences. To be admitted into the dual degree program, the applicant must specify the option at the time of application to the Graduate School. Students interested in applying for the dual degree option MBA/MPA Program should consult with either the MPA Director or MBA Director with regard to the admission requirements and required courses.

## **Technical Communication Graduate Certificate**

The Graduate Certificate in Technical Communication is an online program that will help you develop the writing, visual communication, and information design skills that are the foundation for effective technical communication.

### *\*Important Note about the Technical Communication Graduate Certificate\**

No new students are being accepted into this certificate program at this time. All information in this catalog is for the current Technical Communication Graduate Certificate students only. Students should see their academic advisor and refer to the 2014-2015 SPSU Graduate Catalog <http://kennesaw.edu/curriculum/resources.html> for more information.

### **Requirements**

- IDC 6001 - Professional Practices of Communication (3 credit hours)
- IDC 6002 - Information Design (3 credit hours)
- IDC 6030 - Visual Design Strategy (3 credit hours)
- Additional courses with the IDC prefix (9 credit hours)\*

\* Students will take 3 additional courses with the IDC prefix, in order to complete the certificate.

## **Program Total (18 Credit Hours)**

### **User Experience Advanced Certificate**

To earn an Advanced Certificate with a specialization, take 6 courses; the required courses are listed below.

*\*Important Note about the User Experience Advanced Certificate\**

No new students are being accepted into the program at this time. All information in this catalog is for the current User Experience Advanced Certificate students only. Students should see their academic advisor and refer to the 2014-2015 SPSU Graduate Catalog <http://kennesaw.edu/curriculum/resources.html> for more information.

#### **Requirements**

- IDC 6120 - Usability Testing (3 credit hours)
- IDC 6135 - Website Design (3 credit hours)
- IDC 6180 - Information Architecture (3 credit hours)
- IDC 6220 - Mobile User Experience (3 credit hours)
- IDC 6210 - Business Analysis (3 credit hours)
- The remaining one course can be selected from any of our offerings (3 credit hours).

## **Program Total (18 Credit Hours)**

### **Visual Communication Advanced Certificate**

To earn an Advanced Certificate with a specialization, take 6 courses; the required courses are listed below.

*\*Important Note about the Visual Communication Advanced Certificate\**

No new students are being accepted into the program at this time. All information in this catalog is for the current Visual Communication Advanced Certificate students only. Students should see their academic advisor and refer to the 2014-2015 SPSU Graduate Catalog <http://kennesaw.edu/curriculum/resources.html> for more information.

## Requirements

- IDC 6005 - Visual Thinking (3 credit hours)
- IDC 6035 - Information Graphics (3 credit hours)
- IDC 6042 - Applied Digital Graphics (3 credit hours)
- IDC 6045 - Foundations of Multimedia (3 credit hours)
- IDC 6135 - Website Design (3 credit hours)
- The remaining course can be selected from any of our offerings (3 credit hours)

## Program Total (18 Credit Hours)

## College of Science and Mathematics

The College of Science and Mathematics is home to the departments of Biology and Physics, Chemistry and Biochemistry, Computer Science, and Mathematics and Statistics. Staffed by faculty with excellent teaching skills and varied research interests, these departments have gained nationwide recognition for the success of their faculty and graduates. Our mission is to offer the best education for our students by fostering scientific and mathematical literacy. We provide service to our communities and support for scholarship all in an environment where faculty, staff and students can reach their full potential and succeed in our global society. The college's degree programs offer curricula that are state-of-the-art and challenging. Opportunities abound for students to develop a strong identity with their respective departments through student organizations and mentoring relations with the faculty.

Students with career interests in the sciences, mathematics, or computer science will find related degree programs in the College of Science and Mathematics. The college offers baccalaureate degree programs in biology, biochemistry, biotechnology, biology education, chemistry, computer science, mathematics, and mathematics education. It offers master's degrees in integrative biology, chemical sciences, computer science, and applied statistics. Students with interests in medicine, dentistry, pharmacy, veterinary medicine, engineering, or related fields most frequently choose to pursue the pre-professional requirements in the Departments of Biology and Physics or Chemistry and Biochemistry. While degree programs are not offered in these pre-professional areas, students with appropriate course selection can meet the entrance requirements of most professional schools with a biology, biochemistry, biotechnology, or chemistry degree from the College of Science and Mathematics. Certificate programs or degree tracks are offered in applied statistics and data analysis, applied mathematics, clinical trials and regulatory affairs, cytogenetic technology, forensic chemistry, pharmaceutical chemistry, and professional chemistry.

Students have numerous opportunities to gain practical experience in their field. Through co-ops and internships available to students in all degree programs, they can obtain direct experience in the workplace with companies or government agencies. Many students work

one-on-one with faculty in undergraduate research projects in areas of mutual interest. Our industry-based internships give students career-related experiences that often lead directly to job offers upon graduation.

Collaborative relationships exist between the College of Science and Mathematics and the Bagwell College of Education. Students who major in the education programs of biology, chemistry, and mathematics receive the same in-depth course work in the disciplines of science and mathematics, as do students majoring in these fields. Any science or mathematics education major has an option of adding on a computer science endorsement to their teaching certificate. Additionally, our Master of Arts in Teaching program in biology, chemistry, mathematics, and physics education leads to initial teaching certification in a middle or high school classroom.

## **Accreditations**

The programs in computer science, professional chemistry and biochemistry, and teacher education degree programs in the sciences and mathematics are nationally accredited. In addition, the teacher education programs are nationally recognized and approved by the Georgia Professional Standards Commission for 6-12 teacher certification.

## **Undergraduate Advising Center**

Initial advising for all majors is coordinated in the Undergraduate Advising Center. The Center is located on the second floor of the Science Building. The purpose of the Undergraduate Advising Center is to help students understand what is required to earn degrees offered by the College and discuss career options.

## **Academic Departments**

The College of Science and Mathematics houses four academic departments:

- The Department of Biology and Physics
- The Department of Chemistry and Biochemistry
- The Department of Computer Science
- The Department of Mathematics and Statistics

## **Minors**

- Applied Mathematics
- Applied Statistics & Data Analysis
- Chemistry
- Computer Science

## **Programs of Study**

The College of Science and Mathematics offers the following undergraduate degrees:

- Bachelor of Science in Biology
- Bachelor of Science in Biology Education
- Bachelor of Science in Biotechnology
- Bachelor of Science in Biochemistry
- Bachelor of Science in Chemistry
- Bachelor of Science in Computer Science
- Bachelor of Science in Mathematics
- Bachelor of Science in Mathematics Education

## **Certificate and Endorsement Programs**

The College of Science and Mathematics offers the following certificate programs:

- Certificate in Applied Mathematics
- Certificate in Applied Statistics and Data Analysis
- Certificate in Clinical Trials and Regulatory Affairs
- Certificate in Forensic Chemistry
- Computer Science Teaching (K-12) Endorsement
- Graduate Certificate in Six Sigma Green Belt

## **Analytics and Data Science, Ph.D.**

Program Coordinator: Jennifer Priestley

Office: CL 3005

Phone: (470) 578-6107

Email: [jpriestl@kennesaw.edu](mailto:jpriestl@kennesaw.edu)

Web address: <http://csm.kennesaw.edu/datascience/>

### **Statistics Core (24 Credit Hours)**

- STAT 8020 - Advanced Programming in SAS
- STAT 8240 - Data Mining
- STAT 8250 - Data Mining II
- STAT 8260 - Segmentation Models
- STAT 8330 - Applied Binary Classification

*Select three from the following:*

- STAT 7900 - Special Topics
- STAT 8110 - Quality Control and Process Improvement
- STAT 8140 - Six Sigma Problem Solving
- STAT 8340 - Social Network Analysis

- STAT 8370 - Applied Affinity Analysis
- STAT 8380 - Churn Modeling
- STAT 8399 - Design and Analysis of Massive Survey Data

### **Mathematics Core (9 Credit Hours)**

- MATH 8010 - The Theory of Linear Models
- MATH 8020 - Graph Theory
- MATH 8030 - Applied Discrete & Combinatorial Mathematics for Data Analysts

### **Computer Science Core (15 Credit Hours)**

- ACS 7410 - Parallel and Distributed Computing
- ACS 7420 - Algorithm Design for Big Data
- ACS 7510 - HPC Infrastructure
- ACS 8310 - Data Warehousing

*Select one from the following:*

- ACS 8430 - Text and Web Mining
- ACS 8510 - Large-Scale Distributed Database Systems

### **Additional Required Courses**

- DS 9700 - Doctoral Internship
- DS 9900 - Ph.D. Dissertation Research
- Two free electives, to be selected from the Statistics, Mathematics, or Computer Science content area.

### **Program Total (78 Credit Hours)**

## **Applied Statistics, MS**

Contact: Dr. Sherry Ni, Program Director

Office: CL 302I

Phone: 470-578-2251

Email: [xni2@kennesaw.edu](mailto:xni2@kennesaw.edu)

Web address: <http://csm.kennesaw.edu/statistics/msas/>

## **Program Mission**

The Master of Science with a major in Applied Statistics Program (MSAS) at Kennesaw State University is a professional degree program which seeks to prepare a diverse student body to utilize cutting edge applied statistical methods to enable correct, meaningful inferences from data obtained from business, industry, government and health services. The use of a wide variety of commercial software will be emphasized to ensure graduates can effectively analyze real-world data.

## **Program Description**

The MSAS program is a 36 semester-hour applied graduate program designed to meet the needs of business, industry and government. The program is intended for professionals or students with undergraduate degrees in the sciences, engineering, or business.

The MSAS program differs from traditional statistics graduate programs in the following areas:

1. **Statistical Computing:** Starting the first semester the student will utilize statistical programs such as SAS, JMP, and Minitab to analyze data and present graphical summaries;
2. **Applications Project:** Students will complete an applied project based on data from their place of employment, from an internship or co-op experience or from work done with a faculty member. Students will turn in a written project report demonstrating the analytical skill sets mastered by the students;
3. **Emphasis on Communication of Results:** Because communication of methods and results is vital in using statistics to convert data into actionable information, students will learn to write clear, concise reports and make professional quality presentations describing the inferences to be made from statistical analyses.

## **General Requirements for Admission to the MSAS Program**

Program admission requires:

- Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University. Applicants should have mathematics coursework that includes at least Calculus I and Calculus II.
- Minimum cumulative undergraduate adjusted grade-point average of 2.75 on a 4.0 scale.
- Minimum scores of 150 on the verbal and quantitative portions of the General Test of the Graduate Record Examination (GRE) with a minimum score of 3.5 on the written portion.

OR

- Minimum scores of 40 on the quantitative portion, 28 on the verbal portion and 4 on the written portion of the Graduate Management Admission Test (GMAT).
- Other criteria will be considered by the MSAS Admissions Committee for applicants, including
  - coursework
  - professional certifications
  - relevant work experience
  - professional activities

International applicants have additional requirements, see Graduate Admissions section of this catalog.

## **Transfer Credit**

With approval from the program director, a student may substitute up to nine hours of graduate credit from other institutions, from other graduate programs at Kennesaw State University, or from Special Topics or Directed Study Classes offered within the MSAS program. To be transferred, course work from other institutions must correspond to Kennesaw State University's MSAS curriculum.

Students will need to provide course descriptions and syllabi whenever possible. A minimum grade of "B" must have been received in the course and the course work must be no more than five years old.

## **Grades**

Expectations for satisfactory graduate level performance are detailed in the Academic Policies section of this catalog.

## **Petition to Graduate**

MSAS candidates must petition to graduate at least one semester prior to completion of the program requirements.

## **Program of Study**

### **Required Courses (12 Credit Hours)**

- STAT 7010 - Mathematical Statistics I
- STAT 7020 - Statistical Computing and Simulation
- STAT 7100 - Statistical Methods
- STAT 8210 - Applied Regression Analysis

**Select one from the following (3 Credit Hours):**

- STAT 8120 - Applied Experimental Design
- STAT 8125 - Design and Analysis of Human Studies

**Select at least two from the following (6 Credit Hours):**

- STAT 8120 - Applied Experimental Design (if not selected above)
- STAT 8125 - Design and Analysis of Human Studies (if not selected above)
- STAT 8220 - Time Series Forecasting
- STAT 8225 - Applied Longitudinal Data Analysis
- STAT 8240 - Data Mining
- STAT 8310 - Applied Categorical Data Analysis
- STAT 8320 - Applied Multivariate Data Analysis
- STAT 8330 - Applied Binary Classification

**Any other course with a STAT prefix (with the exception of STAT 9100 and STAT 9200) may be used to complete the degree requirements.**

- STAT 7900 - Special Topics
- STAT 8020 - Advanced Programming in SAS
- STAT 8030 - Programming in R
- STAT 8110 - Quality Control and Process Improvement
- STAT 8140 - Six Sigma Problem Solving
- STAT 8940 - Applied Analysis Project

*Note:*

*Up to nine hours may be substituted with the permission of the program director.*

**Program Total (36 Credit Hours)**

**Chemical Sciences, M.S.**

Program Coordinator: Chris Dockery

Email: [MSCB@kennesaw.edu](mailto:MSCB@kennesaw.edu)

Web Address: <http://csm.kennesaw.edu/chemistry-biochemistry/programs/mscb.php>

The Master of Science in Chemical Sciences (MSCB) is a thesis-based program with tracks in Chemistry and Biochemistry. The MSCB offers a flexible curriculum, individually tailored to the student's background and research interests. The program is 33-credit-hours of coursework

with research opportunities in all areas of chemistry and biochemistry, from synthetic organic chemistry to enzymology. The MSCB will prepare students to think in an interdisciplinary fashion about problems in chemistry, biochemistry and many other related areas of study. This program is designed to allow students to complete course work and thesis research within two academic years.

Adequately prepared applicants must demonstrate core competency as reflected by the record of undergraduate coursework in biology, chemistry, physics and mathematics, with a degree focus in one of these areas. An applicant who is deemed deficient in one or two courses by the Admissions Committee may be admitted into the program under the condition that the missing undergraduate courses be taken in addition to the graduate program requirements; these will not count toward the degree and are not eligible for the tuition waiver.

### **Common Core (8 Credit Hours)**

- CHEM 6620 - Advanced Topics in Physical Chemistry
- CHEM 7000 - Research Skills and Ethics
- CHEM 7100 - Graduate Seminar

### **Track and Individualized Course of Study Electives (12 Credit Hours)**

- CHEM 6430 - Advanced Topics in Organic Chemistry
- CHEM 6510 - Advanced Topics in Biochemistry
- CHEM 7300 - Synthetic Methods
- CHEM 7500 - Chemical Biology
- CHEM 7600 - Physical and Analytical Methods
- Advanced Topics/Other Cross-listed Course

### **Master's Thesis (13-34 Credit Hours)**

13-34 hours of thesis research.

13-16 hours for the 2-year plan.

31-34 hours for the 3-year plan.

Up to 13 hours max count toward degree hours.

## **Integrative Biology, MS**

Contact: Susan Smith, Ph.D., Graduate Program Coordinator

Office: Science Laboratory, Room 3004 (SL 3004)

Phone: (470) 578-2794

Fax: (470) 578-9136

Email: [susan.m.e.smith@kennesaw.edu](mailto:susan.m.e.smith@kennesaw.edu)  
Web address: <http://csm.kennesaw.edu/msib/>

## **Program Description**

Integrative biology is an emerging scientific paradigm that assembles concepts and information from different disciplines (e.g. genetics, physiology, and behavior) and from different scales (e.g. molecules, cells, populations, ecosystems) to produce a more complete understanding of biological systems and to better answer some of the great scientific questions of our day. The Master of Science in Integrative Biology (MSIB) is a 36 credit hour graduate program requiring that each graduate student generate a thesis based on original research. While students center their research within a particular area of biology based on faculty expertise, students are trained in an integrative paradigm through required coursework and by the structure of thesis committees where at least one of the three members is from outside the supervising professor's subdiscipline.

In addition to a thesis generated by original research, the degree will require 36 credit hours total: 10-14 credit hours of Thesis Research, 12 credit hours of required graduate courses and another 10-14 credit hours of graduate-level electives (maximum of nine credits of 6000-level courses, and no more than two credits of 6399 seminar, can be applied toward the degree). Graduate courses may be taken at other Commission of Colleges (COC) regionally accredited institutions; justification must be provided for taking courses with similar content to those offered at KSU. All transfer courses must be approved by the student's thesis advisor and evaluated and approved by the MSIB Program Coordinator in order to satisfy degree requirements at KSU (minimum grade of B will be accepted for transfer courses, and a maximum of 6 transfer credits will be allowed). Courses used for transfer credit must have been finished within five years of completion of MSIB and cannot reduce residency requirements. Transfer grades are not used in calculating semester, summer term, or cumulative grade-point averages.. Maximum credit as "Research for Master's Thesis" applicable toward degree is fourteen credit hours. The student's thesis committee may require additional remedial course work (these will not count toward the degree, nor will they be counted as hours needed to qualify for teaching assistantships).

## **General Requirements for Admission**

1. Successful candidates will typically have completed requirements for the bachelor degree at an institution accredited in a manner accepted by Kennesaw State University. Adequately prepared applicants should demonstrate core competency as reflected by the record of undergraduate coursework in biology, chemistry, physics and mathematics, with a degree focus in one of these areas. An applicant who is deemed deficient by the admissions committee may be admitted into the program under the condition that the missing undergraduate courses be taken in addition to the graduate program requirements.
2. Successful candidates will typically have scores on the Quantitative Reasoning and Verbal Reasoning sections on the Graduate Record Examination (GRE) above the 50% rank.

3. Successful candidates will typically have a grade point average of at least 3.0 (on a 4.0 scale).
4. Applicants must submit two letters of recommendation from persons familiar with the applicant's potential to complete successful graduate work.
5. Applicants must submit a cover letter (Statement of Interest) indicating research area of interest, KSU faculty that could potentially supervise within the area of interest, career goals, and background information that may be relevant to succeeding in the MSIB program.
6. Prior to final submission of materials for application, successful candidates will typically have conversed with (via email, telephone, or in person) at least one tenure-track faculty member in the Department of Molecular and Cellular Biology or the Department of Ecology, Evolution, and Organismal Biology concerning potential thesis research projects and the willingness of the faculty member to accept graduate students. Faculty members in other departments can serve as MSIB thesis advisors with permission of the MSIB coordinator.

## **Grades**

Expectations for satisfactory graduate level student performance are detailed in the Academic Policies section of this catalog.

## **Petition to Graduate**

Candidates of the MSIB program must petition to graduate at least one semester prior to completion of their degree requirements.

## **Program of Study**

### **Required Courses (12 Credit Hours)**

- BIOL 7100 - Professional Aspects in Biology
- BIOL 7200 - Integrative Biology
- BIOL 7300 - Research Methods Across Biology
- BIOL 7500 - Current Topics in Integrative Biology Seminar

### **Electives (10-14 Credit Hours)**

- BIOL 6100 - Molecular Genetics
- BIOL 6350 - Comparative Vertebrate Anatomy
- BIOL 6399 - Seminar
- BIOL 6410 - Cell and Molecular Biology
- BIOL 6413 - Advanced Evolutionary Analysis
- BIOL 6420 - Plant Physiology
- BIOL 6422 - Plant Ecology
- BIOL 6460 - Medical Microbiology

- BIOL 6465 - Immunology
- BIOL 6475 - Virology
- BIOL 6486 - Bioethics
- BIOL 6490 - Special Topics
- BIOL 6610 - Advanced Studies in Anatomy and Physiology
- BIOL 6620 - Advanced Studies in Ecology and Evolution
- BIOL 6630 - Advanced Studies in Cell and Molecular Biology
- BIOL 6800 - Diagnostic Microbiology
- BIOL 7333 - Ecological Physiology
- BIOL 7400 - Multidisciplinary Approaches to Ecological Questions
- BIOL 7478 - Molecular and Microbial Approaches to Pathogenesis
- BIOL 7634 - Cell Signaling
- BIOL 7638 - Computational Biology
- BIOL 7950 - Directed Study

### **Other Advanced Topics or cross-listed courses**

Any 6000-level or higher course from outside of Biology<sup>1</sup>

<sup>1</sup>A student may include up to 2 courses from outside of Biology as long as they are 6000 or above. Courses outside

### **Thesis (10-14 Credit Hours)**

- BIOL 7990 - Research for Master's Thesis

### **Program Total (36 Credit Hours)**

## **Southern Polytechnic College of Engineering and Engineering Technology**

### **Applied Engineering, MS**

The Master of Science in Applied Engineering - Electrical degree is offered to meet the needs of individuals who wish to pursue advanced studies in modern electrical, electronic or computer technologies in order to fulfill their personal or career goals. The program blends applications and theory to prepare graduates for a broad range of career opportunities. The degree is offered fully online to provide students with flexibility to manage their life, career and educational goals.

Graduates of the MSAE program shall be able to:

- Demonstrate an ability to apply mathematics to advanced engineering related problems
- Design and conduct experiments as well as analyze and interpret the results
- Exhibit an ability to identify, formulate and solve engineering problems
- Demonstrate an ability to communicate in oral, written and multi-media formats
- Design experiments using sound engineering principles
- Recognize a need for life-long learning
- Demonstrate the ability to use sound engineering principles to address socioeconomic issues

Students will need to complete a 30 credit hour curriculum satisfactorily. There are two options for fulfilling this requirement; a Coursework Option, and a Project Option. The course requirements for the options are outlined below.

Graduate applicants shall have the following qualifications:

- An undergraduate degree in engineering, engineering technology, computer science, physical science, or other technically oriented major from an accredited college or university. Interested students from other disciplines may be admitted to the program, but may be required to complete additional courses.
- A minimum undergraduate grade point average of 3.0 (on the 4.0 scale). Applicants with a GPA of 2.75 or better may be considered with strong work experience.
- Official GRE scores meeting the current admission profile: 150 (450 on old scale) Verbal and 148 (600 on old scale) Quantitative. Applicants with lower scores may be accepted provisionally and may require additional preparatory course work.

Test scores may be waived, if:

1. an applicant has 4 or more years of relevant work experience earned after receiving their first baccalaureate degree or
2. a 3.5 undergraduate GPA or better.

To request a GRE waiver, send a letter outlining your work experience or a current resume.

## **Program Requirements:**

### **Project Option: (27 Credit Hours)**

#### **Required Courses (9 hours)**

- EE 6800 - Master's Project
- ENGR 6002 - Research Methods
- ENGR 6120 - Applied Engineering Mathematics

#### **Elective Courses (18 hours)**

**Choose six courses from the list below:**

- EE 6210 - Digital Signal Processing
- EE 6305 - Introduction to Radar Systems
- EE 6410 - Introduction to Biomedical Engineering
- EE 6530 - Antenna Engineering
- EE 6615 - Emerging Vehicle Technologies
- EE 6640 - Advanced Photovoltaics & Energy Storage Systems
- EE 6650 - Distributed Energy Systems
- EE 6750 - Wireless Mobile Networking
- EE 6760 - Applied Communication Systems
- EE 6770 - Applications of Neural Networks

**Coursework Option: (27 Credit Hours)**

**Required Courses (6 hours)**

- ENGR 6120 - Applied Engineering Mathematics
- ENGR 6002 - Research Methods

**Elective Courses (21 hours)**

**Choose seven courses from the list below:**

- EE 6210 - Digital Signal Processing
- EE 6305 - Introduction to Radar Systems
- EE 6410 - Introduction to Biomedical Engineering
- EE 6530 - Antenna Engineering
- EE 6615 - Emerging Vehicle Technologies
- EE 6640 - Advanced Photovoltaics & Energy Storage Systems
- EE 6650 - Distributed Energy Systems
- EE 6750 - Wireless Mobile Networking
- EE 6760 - Applied Communication Systems
- EE 6770 - Applications of Neural Networks

**Graduate Elective Both Options - 3 Credit Hours**

Any Graduate Level Course is acceptable

**Program Total: (30 Credit Hours)**

# Civil Engineering, MS

The Master of Science in Civil Engineering Program provides engineering graduates, technical professionals and working engineers an opportunity to advance their professional careers by offering courses in a variety of civil engineering disciplines, including structural, geotechnical, water resources, environmental, and transportation.

## Regular Admission Policy:

- BSCE from ABET accredited engineering program
- Minimum cumulative GPA of 3.0

Regular admission may also be granted in other cases based on a review of the applicant's record, including, but not limited to the following:

- BSCE from foreign university that is comparable to an ABET accredited program.
- Professional accomplishments, such as PE license, completion of noteworthy projects, record of scholarly publications.
- Successful completion of graduate level engineering coursework from a recognized institution.

## Required Essential Skills (6 Hours)

All MSCE students are required to take the following courses.

- ENGR 6002 - Research Methods
- CE 6003 - Probabilistic Analysis and Reliability in Civil Engineering

## Thesis Option

Students in the thesis option are required to: - complete minimum 6 hours of thesis credit - take minimum 6 courses (18-hours) from the core electives listed below

- CE 6401 - Master's Thesis

## Non-Thesis Option

Students in the Non-Thesis Option are required to take a minimum of 8 courses (24-hours) from the core electives listed below.

## Core Electives

Students are to take a minimum of 6 courses if they in the Thesis Option. Student are to take a minimum of 8 courses if they in the Non-Thesis Option.

- CE 6101 - Finite Element Analysis

- CE 6102 - Structural Dynamics
- CE 6103 - Prestressed Concrete Design
- CE 6105 - Soil Improvement
- CE 6202 - Advanced Highway Design and Traffic Safety
- CE 6203 - Advanced Bituminous and Concrete Materials
- CE 6204 - Advanced Design and Construction of Flexible and Rigid Pavements
- CE 6104 - Advanced Geotechnical Engineering Foundation Design
- CE 6133 - Design of Wood Structures
- CE 6201 - Transportation Planning
- CE 6302 - Air Pollution Control
- CE 6303 - Water Resources Management
- CE 6304 - Advanced Hydraulics
- CE 6333 - Advanced Hazardous Waste Engineering
- CE 6343 - Solid Waste Management and Engineering
- CE 6433 - Hydraulic Analysis and Design
- CE 6533 - Advanced Soil Mechanics
- CE 6633 - Pavement Engineering
- CE 6683 - Inelastic Behavior of Pavement Materials
- CE 6900 - Special Topics in CE

## **Program Total (30 Credit Hours)**

## **Engineering Management, MSEM**

The Master of Science in Engineering Management (MSEM), 100% online master's program, prepares those individuals in the engineering arena to address the complex industry issues of today by combining engineering, management, and business aspects through a comprehensive and quantitative curriculum. This 30 semester-hour degree develops future industry leaders by further developing the student's learned science skills with sound business leadership methodology. The objective of the degree is to produce graduates who are ready to be business leaders in a technical engineering professional work environment.

### **Graduate applicants shall have the following qualifications:**

An undergraduate degree in engineering, engineering technology, computer science, physical science, or other technically oriented major from an accredited college or university. Interested students from other disciplines may be admitted to the program, but may be required to complete additional courses.

A minimum undergraduate grade point average of 3.0 (on the 4.0 scale). Applicants with a GPA of 2.75 or better may be considered with strong work experience.

Official GRE scores meeting the current admission profile: 150 (450 on old scale) Verbal and 148 (600 on old scale) Quantitative. Applicants with lower scores may be accepted

provisionally and may require additional preparatory course work.

Test scores may be waived, if:

1. an applicant has 4 or more years of relevant work experience earned after receiving their first baccalaureate degree or
2. a 3.5 undergraduate GPA or better.

To request a GRE waiver, send a letter outlining your work experience or a current resume.

### **Required Courses (15 Credit Hours)**

- MGT 8050 - Managing and Leading Work Behavior
- QA 6602 - Total Quality
- QA 6610 - Statistics for Quality Assurance
- SYE 6010 - Project Management Processes
- SYE 6025 - Economic Decision Analysis
- or
- FIN 8020 - Business Finance

### **Elective Courses (15 Credit Hours)**

Select any 5 courses:

- IS 8090 - Leveraging Information Systems in Business
- MKTG 8030 - Strategic Marketing
- QA 6611 - Statistical Process Control
- SYE 6065 - System Optimization
- SYE 6070 - Logistics and Supply Chain Management
- SYE 6075 - Manufacturing Systems Planning and Design

### **Program Total (30 Credit Hours)**

## **Quality Assurance Certificate**

The Department of Systems & Industrial Engineering offers a graduate level Certificate in Quality Assurance for those individuals with an undergraduate degree from an accredited institution. Coursework completed in the certificate program will be credited to the student's official transcript as regular academic coursework counting for graduate credit. Admission in the Certificate program does not in any way qualify a student for admission to a graduate program.

## **Admission Requirements:**

- At least a 2.75 (on the 4.00 scale) undergraduate grade point average
- Undergraduate degree from an accredited college or university in: Engineering, Engineering Technology, Business, Social Science, Physical Sciences or Education. Other technical and non-technical majors may be acceptable
- An application for admission to the program
- One official transcript from each college the applicant has attended
- A certificate of immunization (distance learning waiver section signed)
- A statement of purpose in seeking this certificate
- No letters of recommendation are required for the Certificate Program.

## **Requirements**

- QA 6602 - Total Quality
- QA 6610 - Statistics for Quality Assurance
- QA 6611 - Statistical Process Control
- QA 6650 - Quality Systems Design

## **Program Total (12 Credit Hours)**

## **Quality Assurance, MS**

The MSQA program is offered fully online which allows students the opportunity to work full-time while earning their master's degree. The majority of the students in the program are working adults.

The MSQA program offers an approach to online learning that distinguishes this experience from other online programs. Each week of instruction includes half the learning experience through downloadable lectures, PPTs, etc. with voice-overs and half of the instruction is in a live virtual environment with a professor. The virtual classroom provides the same instructor-student experience without having to attend the campus.

Our instructors are PhD's with several years of work experience in the field. They can answer questions about theory AND practice, because they've been there, done that.

Our courses deal with Quality topics in depth, stressing theory and the assumptions behind the techniques. That is what separates our education approach from certification training seminars. Our graduates know the details behind techniques, allowing them to know what to do when assumptions are violated (which happens a lot in the real world), and helping them to evaluate the relative merits of "new" quality tools. A lot of what is touted as new is just a repackaging of tried and true methods, with maybe a novel twist.

Our student body consists of quality professionals, engineers, managers and directors who share their experience via discussion boards and during the live chat sessions. These working adults come from many industry backgrounds including healthcare, manufacturing, service and government agencies.

Graduate applicants shall have the following qualifications:

- An undergraduate degree in engineering, engineering technology, computer science, physical science, or other technically oriented major from an accredited college or university. Interested students from other disciplines may be admitted to the program, but may be required to complete additional courses.
- A minimum undergraduate grade point average of 2.75 (on the 4.0 scale). Applicants with a GPA of 2.5 or better may be considered with strong work experience and letters of reference.
- GRE is NOT required.
- For international students, a 80 on the TOEFL Internet version or an IELTS score of 6.5 is required.

### **Required Core Courses**

- QA 6602 - Total Quality
- QA 6610 - Statistics for Quality Assurance
- QA 6611 - Statistical Process Control
- QA 6613 - Linear Regression Analysis
- QA 6650 - Quality Systems Design
- SYE 6010 - Project Management Processes
- QA 7403 - Graduate Seminar

### **Elective Courses**

Select five from the following:

- QA 6600 - Methods of Analysis
- QA 6612 - Design of Experiments
- QA 6615 - Applied Systems Reliability
- QA 6640 - Quality Cost and Supplier Evaluation
- QA 6660 - Six Sigma Black Belt Concepts
- QA 6712 - Quality Systems Simulation
- QA 6722 - Human Factors in Quality Assurance
- QA 6725 - Quality Assessment of the Organization
- QA 7403 - Graduate Seminar

Note: QA 7403 must be taken to satisfy the core requirement. After that, it may be repeated with a different topic and apply as an elective.

*Note:*

Up to two of the five elective courses may be taken outside the MSQA program with department approval.

## **Program Total (36 Credit Hours)**

### **Systems Engineering Certificate**

The Department of Systems and Industrial Engineering offers a graduate level Certificate in Systems Engineering. Systems Engineering blends engineering, systems thinking, and management topics. This certificate is a 12 credit hour program.

Systems Engineering classes are offered completely on-line. Instructors use a variety of state-of-the-art instructional tools that allow students to pursue the Systems Engineering certificate from anywhere they can access the Internet.

#### **ADMISSION REQUIREMENTS:**

- Online Graduate Application - There is a non-refundable \$60 application fee.
- Transcripts - Official transcripts from EACH College and/or University you have attended. Must be in a sealed envelope from the institution or sent electronically from the institution directly to ksugrad@kennesaw.edu.
- Resume/Vita - (Can be uploaded into the online application.)
- Statement of Purpose - (Can be sent electronically through the online application.)

#### **Required Courses**

- SYE 6005 - Introduction to Systems Engineering
- SYE 6010 - Project Management Processes
- SYE 6020 - System Architecture
- SYE 6025 - Economic Decision Analysis

## **Program Total (12 Credit Hours)**

### **Systems Engineering, MS**

The Systems Engineering Graduate Program provides an opportunity for working professionals to acquire advanced systems engineering skills through part-time study. In the past, leading systems engineers with large corporations have had academic backgrounds as diverse as

engineering, management, and liberal arts. However, these experts in the field of systems engineering are few in number.

The Master of Science in Systems Engineering program will serve to educate professionals to solve industry challenges of the 21st century. These professionals will develop the fundamental systems engineering knowledge to assess program risks, understand requirements and develop solutions to meet the complex needs of business and technology.

Systems Engineering classes are offered completely on-line. Instructors use a variety of state-of-the-art instructional tools that allow students to pursue the Systems Engineering degree from anywhere they can access the Internet.

Graduate applicants shall have the following qualifications:

- An undergraduate degree in engineering, engineering technology, computer science, physical science, or other technically oriented major from an accredited college or university. Interested students from other disciplines may be admitted to the program, but may be required to complete additional courses.
- A minimum undergraduate grade point average of 3.0 (on the 4.0 scale). Applicants with a GPA of 2.75 or better may be considered with strong work experience and letters of reference.
- Official GRE scores meeting the current admission profile: 150 (450 on old scale) Verbal and 148 (600 on old scale) Quantitative. Applicants with lower scores may be accepted provisionally requiring additional preparatory course work. Test scores may be waived, if (1) an applicant has 4 or more years of relevant work experience earned after receiving their first baccalaureate degree or (2) a 3.5 undergraduate GPA or better. To request a GRE waiver, send a letter outlining your work experience or a current resume.
- For international students, a 80 on the TOEFL Internet version or an IELTS score of 6.5 is required.

## **Degree Requirements**

The program consists of seven required courses and five electives chosen from a list of ten.

- SYE 6005 - Introduction to Systems Engineering
- SYE 6020 - System Architecture
- SYE 6025 - Economic Decision Analysis
- QA 6610 - Statistics for Quality Assurance
- SYE 6010 - Project Management Processes
- SYE 6050 - Reliability and Sustainability
- SYE 6055 - System Engineering Project

## **Electives**

Typically the electives will be Systems Engineering courses, but 6000 level courses from other programs, i.e. Management, Quality Assurance, and Software Engineering, etc., may be taken with approval of the Program Director or Department Chair. Select five courses.

- SYE 6015 - Systems Analysis and Design
- SYE 6035 - Modeling and Simulation
- SYE 6065 - System Optimization
- SYE 6070 - Logistics and Supply Chain Management
- QA 6602 - Total Quality
- QA 6613 - Linear Regression Analysis
- QA 6722 - Human Factors in Quality Assurance
- QA 6611 - Statistical Process Control
- QA 6612 - Design of Experiments
- QA 6650 - Quality Systems Design

## **Program Total (36 Credit Hours)**

## **University College**

University College offers curricular and co-curricular initiatives to challenge and support students from their first day on campus through commencement. Composed of the Department of First-Year and Transition Studies and the Department of University Studies, University College is also the home of the Honors Program and the Dual Enrollment Honors Program. It is the academic home of the Center for Student Leadership. University College promotes innovative interdisciplinary teaching and learning through first-year seminars, learning communities, Senior-Year Experience, the Leadership Studies certificate program, and the Integrative Studies degree program. It provides all learning support courses, and it houses numerous academic support programs such as Supplemental Instruction, the Math Lab, and the ESL Center.

## **Programs of Study**

The Department of University Studies within University College offers students a degree program in Integrative Studies.

This Integrative Studies degree program directly reflects and advances several aspects of the institutional mission at the baccalaureate level. Given the collaborative and integrative nature of this degree, it both broadens and deepens the current degree offerings, while at the same time ensures a focused, deliberate custom-designed degree program for students.

The unique characteristic of this degree is that it requires students enrolled in the program to have two intentional academic concentrations. The degree in Integrative Studies is a thoughtful, planned, substantive schedule of coursework reflecting the integration of two disciplines, culminating in an applied or professionally oriented experience with consistent oversight by an interdisciplinary panel of faculty.

Institutionally, by encouraging cross-disciplinary connections, this degree facilitates, increases, and enhances linkages between and among existing departments. Additionally it provides students with a broad spectrum of institutional options.

\*\* Information about Honors and DEHP should now appear here rather than under University Studies \*\*

## **First-Year Studies, MS**

The Master of Science in First-Year Studies (MSFYS) is a fully online graduate program that encompasses the theory and study of factors affecting the initial college experience, including foundations of students' transitional experiences and research on various programs that promote a successful transition. Grounded in decades of research, this is the only graduate degree program dedicated to the discipline of first-year studies.

Through an innovative curriculum, students in the MSFYS graduate program develop skills and knowledge needed to create and manage curricular and co-curricular programs, and engage in research that extends the collective understanding of first-year and transition studies. The MSFYS program is designed for anyone interested in working with or teaching first-year college students, including residence hall directors, academic advisors, teaching staff, faculty, and administrators.

The MSFYS Program is housed in the Department of First-Year and Transition Studies.

### **Required Courses (30 Credit Hours)**

- FYS 5000 - Introduction to First-Year Studies
- FYS 5100 - Methods and Assessment of First-Year Programs
- FYS 5200 - History of First-Year Studies
- FYS 5300 - Fundamentals of Designing First-Year Programs and Experiences
- FYS 5400 - Cognitive Development of First-Year College Students
- FYS 5500 - Development and Organization of First-Year Programs
- FYS 5600 - First-Year Student Success: Theory and Practice
- FYS 5700 - Multiculturalism of First-Year Students
- FYS 6200 - Thesis

## **Elective Courses (3 Credit Hours)**

- FYS 5900 - Directed Study
- FYS 6000 - Practicum: Teaching a First-Year Seminar
- FYS 6100 - Seminar on Current Topics in First-Year Studies

## **Program Total (33 Credit Hours)**

# **Siegel Institute for Leadership and Ethics**

## **Leadership and Ethics Certificate - Stand-Alone and Embedded**

The Graduate Certificate in Leadership and Ethics, a 15 semester-hour graduate study program, is designed to prepare students for ethical leadership in a variety of disciplines. Guided by leadership and ethical theory, the Certificate program provides a unique opportunity for students to explore the interface and interdependence of leadership and ethics and apply this learning to professional encounters. The knowledge and skills gained from the Certificate will assist students to be better prepared for leadership positions in business, education, health care, engineering, non-profit, or community work and offers an extra dimension to Master's or Doctoral level education. Ethically conscious organizations value graduates with this additional education. The Certificate can be taken as a stand-alone program or ILEC courses can be used as electives in specific Master's or Doctoral programs. All courses in the certificate are offered via online, hybrid, and/or in-class options. Students completing the Certificate will demonstrate an understanding of their own ethical and leadership capacities, comprehend the leadership and ethical challenges of modern and global societies, and become aware of methods for problem-solving and ways to engage others in a shared vision of ethical action.

## **General Requirements for Admission to the Certificate in Leadership and Ethics**

- All qualified persons are equally welcome to seek admission to Kennesaw State University, and all persons may apply for and accept admission confident that the policy and regular practice of the University will not discriminate against them on the basis of race, religion, sex, national origin, or sexual orientation.
- The criteria used in determining each applicant's eligibility for consideration in the Graduate Certificate in Leadership and Ethics shall include evidence of the award of a Bachelor's degree from an institution accredited in a manner accepted by Kennesaw State University.
- International applicants may have additional requirements. Consult the KSU Graduate Admissions catalog.

- From eligible candidates, the Siegel Institute makes final admission decisions based on a combination of factors including academic degrees and records, test scores, and relevant work experience. In addition, consideration may be given to how the applicant's background and life experience would contribute significantly to an educationally beneficial mix of students.
- If an applicant is a graduate student in good standing in one of the Siegel Institute's partner programs, he/she is automatically eligible for the Institute's Certificate.
- If an undergraduate student has been accepted into the accelerated BA/MA program, he/she may also be eligible for the certificate program.
- 

## **Grades**

Expectations for satisfactory graduate level student performance are detailed in the Academic Policies section of this catalog.

## **Courses for the Certificate Program**

Choose five courses to complete the Exclusive Program.

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Masters in Accounting (MAcc) Students**

### **Required courses:**

- ACCT 8190 - Accounting Strategies for Decision-Making in a Global Environment
- ACCT 8215 - Leadership and Professional Skills  
and
- ACCT 8310 - Accounting and Public Policy - Financial Reporting and Auditing  
or
- ACCT 8320 - Accounting and Public Policy - Taxation

### **Choose three of the following:**

- ILEC 8800 - Foundations of Ethics

- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Master of Arts in American Studies (MAST) Students**

### **Choose two of the following:**

- AMST 7200 - American Social Movements
- AMST 7510 - Passages to America
- AMST 7520 - America in Transnational Context
- AMST 7330 - Identities and Social Groups

### **Choose three of the following:**

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Master of Arts In Professional Writing (MAPW) Students**

### **Required courses:**

- PRWR 6260 - Managing Writing in Organizations
- PRWR 6860 - Intercultural Communication in Context

### **Choose three of the following:**

- ILEC 8800 - Foundations of Ethics

- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Coles Master of Business Administration (MBA) Students**

### **Option 1**

#### **Required courses:**

- MGT 8050 - Managing and Leading Work Behavior
- MGT 8970 - Ethics in Managerial Decision Making

*Choose three of the following:*

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

### **Option 2**

*Required courses:*

- MGT 8050 - Managing and Leading Work Behavior
- MGT 8840 - Reinventing Business Leadership
- MGT 8970 - Ethics in Managerial Decision Making

*Choose two of the following:*

- ILEC 8800 - Foundations of Ethics
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics

- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Master of Education in Inclusive Education Students**

### **Take these two courses:**

- EDL 7100 - Leadership Theory and Practice
- EDL 7405 - Human Resources for School Leaders

### **Choose three of the following:**

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Master of Educational Leadership (MEd) Students**

### *Choose two of the following:*

- EDL 7100 - Leadership Theory and Practice
- EDL 7405 - Human Resources for School Leaders
- EDL 7500 - Educational Leadership and Ethics
- EDL 7505 - Ethical Leadership

### *Choose three of the following:*

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context

- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

*or*

### *Concentration in Educational Technology*

#### **Required courses:**

- EDL 7100 - Leadership Theory and Practice
- EDL 7405 - Human Resources for School Leaders

*Choose three of the following:*

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Master of Executive Business Administration (MBA) Students**

#### **Required courses:**

- GBA 7212 - Principles of Leadership
- GBA 7222 - The Business of Teaming and Coaching

**Choose three of the following:**

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics

- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Master of Public Administration (MPA) Students**

### **Choose two of the following:**

- MSCM 7100 - Introduction to Conflict Management
- PAD 6700 - Human Resource Management in Public Service
- PAD 7250 - Leadership and Ethics in Public Service

### **Choose three of the following:**

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Master of Science in Conflict Management (MSCM) Students**

Students pursuing the MSCM must complete their Master's degree before taking the required 9 credit hours of ILEC courses. Courses taken in the MSCM satisfy requirements needed, so no additional MSCM courses are needed for this certificate program.

### **Choose three of the following:**

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics

- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Master of Science in Information Systems (MSIS) Students**

### **Required course:**

- IS 8200 - Legal and Ethical Issues in Information Systems

### **Choose one of the following:**

- IS 8330 - Disaster Recovery/Business Continuity Planning
- IS 8600 - Global IS Management
- IS 8800 - IT Leadership

### **Choose three of the following:**

- ILEC 8800 - Foundations of Ethics (IS 8800 substitutes for ILEC 8810)
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Master of Science in International Policy Management (MSIPM) Students**

Students pursuing the MSIPM must complete their Master's degree before taking the required 9 credit hours of ILEC courses. Two of the three MSIPM courses listed below will apply to the Graduate Certificate in Leadership and Ethics.

**Choose two of the following:**

- IPM 7720 - World Politics and Governance
- IPM 7730 - International Conflict Management
- IPM 7740 - Strategic Negotiation and Decision-Making

**Choose three of the following:**

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Master of Science in Nursing (MSN) Students**

**Required courses:**

- NURS 7780 - Seminar in Conflict Management & Ethics of Leadership for Advanced Practice Nursing
- NURS 8863 - Thesis/Research Project

**Choose three of the following:**

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Master of Social Work Students**

### **Required courses:**

- SW 7700 - Social Work Foundations: Diversity, Social Justice and Ethics
- SW 8713 - Advanced Internship/Integrative Seminar IV

### **Choose three of the following:**

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Master in Integrated Global Communication Students**

### **Choose two of the following:**

- COM 7710 - Integrated Global Communication Practicum
- COM 7730 - Integrated Global Communication Study Tour

### **Choose three of the following:**

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for Master of Quality Assurance Students**

### **Required course:**

- QA 6602 - Total Quality

### **Choose one of the following:**

- QA 6640 - Quality Cost and Supplier Evaluation
- QA 6725 - Quality Assessment of the Organization

### **Choose three of the following:**

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad
- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

## **Certificate Requirements for PhD in International Conflict Management Students**

### **Choose two of the following:**

- INCM 9006 - Intercultural Dynamics in International Conflict Management
- INCM 9250 - International Program and Management Evaluation
- INCM 9370 - International Project Management

### **Choose three of the following:**

- ILEC 8800 - Foundations of Ethics
- ILEC 8810 - Foundations of Leadership
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8900 - Special Topics in Leadership and Ethics
- ILEC 8910 - Technology and Ethics
- ILEC 8920 - Current Issues in Leadership and Ethics
- ILEC 8930 - Leadership and Ethics Abroad

- ILEC 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

*Note:*

For additional information about the Siegel Institute for Leadership, Ethics & Character, go to <http://www.kennesaw.edu/siegelinstitute>.

# Course Descriptions

## Accounting

### **ACCT 8000 - Accounting Insights for Managers**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA program.

This course provides managers with an overview of key accounting issues, with an emphasis on concepts, tools, and international perspectives that will provide direct benefits in the workplace. Areas covered include reporting performance to stakeholders outside the entity, using accounting information inside the entity to make decisions and control behavior, and ensuring the reliability of accounting information.

**Note** This course may not be used in the MAcc program.

### **ACCT 8100 - Theory of Business Reporting**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to MAcc program and ACCT 4050, or ACCT 8000 and ACCT 4050, or their equivalents.

A study of financial accounting theory, including current and future business reporting models.

### **ACCT 8110 - Business Combinations and Transactions**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ACCT 8100

A study of advanced accounting technical topics, regulation and behavioral issues in financial reporting environments.

### **ACCT 8120 - Transaction Processing and Controls**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program.

This course reviews fundamental transaction processing in accounting systems considering the potential risks and the controls that can be implemented to mitigate the risks. Frameworks, such as COSO's ERM Model, are used to identify the risks and controls. Various technologies will be used to provide students with hands on experience with control tools.

### **ACCT 8190 - Accounting Strategies for Decision-Making in a Global Environment**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ACCT 8100 and ACCT 8120

This course examines the value of accounting strategies from the perspectives of various stakeholders in a global economic environment. A unique feature of the course is that it integrates traditional and contemporary financial accounting, audit, tax, and managerial strategies.

## **ACCT 8215 - Leadership and Professional Skills**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program.

This course will provide an overview of the behavioral and managerial competencies that are required for success in the 21st century accounting profession.

## **ACCT 8220 - Issues in Managerial Accounting**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program and ACCT 3100, or ACCT 8000 and ACCT 3100 or its equivalent.

A study of current issues and approaches to solving comprehensive problems in the area of managerial accounting.

## **ACCT 8270 - Accounting and Legal Issues in International Business**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program and ACCT 3300 or, ACCT 8000 and ACCT 3300, or their equivalents.

An introduction to accounting, control and legal issues unique to the planning, execution, control and evaluation of international business activities.

## **ACCT 8300 - Seminar in Valuation of Closely Held Businesses**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program and ACCT 3300, or ACCT 8000 and ACCT 3300, or their equivalents.

An examination of the principles of business valuation, with an emphasis on the valuation of

non-publicly traded, closely-held entities, including both corporate and non-corporate businesses.

## **ACCT 8310 - Accounting and Public Policy - Financial Reporting and Auditing**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Enrollment in the MAcc program, ACCT 8400

This course incorporates both in-class learning and a travel experience to acquaint students with organizations that affect financial reporting and auditing practices.

## **ACCT 8320 - Accounting and Public Policy - Taxation**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Enrollment in the MAcc program.

This course provides both in- and out-of-classroom exposure to taxation resources, tax authorities, and professional firms specializing in tax matters.

## **ACCT 8400 - Seminar in Auditing**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program and ACCT 8120

A study of financial audits, assurance services, and internal audits. Emphasis is on current developments.

## **ACCT 8410 - Seminar in Internal Auditing**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program.

This course is designed to provide advanced internal audit knowledge to students considering careers in the accounting and auditing functions with an emphasis on internal auditing. The purpose of the course is to extend students' knowledge of auditing in today's organizations; knowledge that extends beyond the traditional attestation of the financial statements. The course examines in detail internal audit theory, applies internal audit concepts to real corporate cases and involves critical analysis of internal audit practices. The course will also incorporate research papers to achieve its objectives.

## **ACCT 8420 - Forensic Accounting and Fraud Examination**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program.

This course focuses on forensic accounting and fraud examination, which encompasses both litigation support as well as investigative accounting, and requires the integration of accounting, auditing, taxation, and investigative skills in the practitioner. In addition to providing a broad overview of forensic accounting and fraud examination, this course will also cover aspects of two sub-specializations: behavioral and digital forensics.

## **ACCT 8430 - Fraudulent Financial Reporting and Corporate Governance**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program.

This course examines fraudulent financial reporting and corporate governance issues. Specific topics include the role of the board of directors, board committees and processes, oversight of financial reporting, and research on fraudulent financial reporting, including the relation between corporate governance and fraudulent financial reporting.

## **ACCT 8440 - Current Topics in Financial Reporting**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program.

This course will focus on current topics related to financial reporting. The course will illustrate the application of alternative financial reporting standards such as GAAP and IFRS (e.g., challenges in and complexity of fair value accounting, auditing, and reporting).

## **ACCT 8445 - Regulatory Structures and Emerging Issues in Financial Reporting**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc Program

This course covers several topics related to regulation of public financial reporting regulation.

## **ACCT 8510 - Tax Research and Procedure**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program.

An introduction to the U.S. federal tax system, including research processes, tax practice, and procedural issues. This course is intended to strengthen students' problem solving and communication skills in a tax research setting. Electronic tax research services are used in the search for applicable tax authority.

## **ACCT 8520 - Corporate Tax and Shareholders**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program.

A study of the federal income taxation of corporations and shareholders. Topics covered include corporate contributions, distributions of shareholders, stock redemptions, and corporate liquidations.

## **ACCT 8530 - Taxation of Flow-Through Entities**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program.

An advanced study of the federal income taxation of flow-through entities, including partnerships, S Corporations and Limited Liability Companies. Topics include contributions and distributions from a flow-through entity; reporting of profits, gains and losses; complete and partial liquidations; and the partnership special allocation rules.

## **ACCT 8545 - State and Local Taxation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program

The goal of this course is to develop knowledge and research skills in the area of state and local taxation. The course will include a review of the U.S. Constitution's Due Process and Commerce Clauses, and resulting court cases. Calculations for state personal income, corporate income, sales, and ad valorem property taxes will be included. Selected current issues in the area of state and local taxation will also be incorporated. Estate and gift taxes will also be investigated.

## **ACCT 8550 - Estate and Gift Taxation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program and ACCT 3200, or ACCT 8000 and ACCT 3200, or their equivalents.

A study of federal estate and gift tax laws involved in intervivos and testamentary transfers of property. Tax-planning techniques designed to minimize transfer taxes and ensure the orderly transfer of assets to succeeding generations are explored, as are the use of outright and charitable gifts, trusts, and generation skipping transfers.

## **ACCT 8560 - International Taxation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program.

This course examines the income tax consequences of foreign income for U.S. taxpayers and of

U.S. income foreign taxpayers. Topics covered include the foreign tax credit, Subpart F income, controlled foreign corporations, and sourcing rules.

## **ACCT 8570 - Selected Topics in Taxation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program and ACCT 3200, or ACCT 8000 and ACCT 3200, or their equivalents.

An intensive study of selected topics of current interest, which might include, among others, advanced corporate taxation, state and local taxation, deferred compensation, and accounting periods and methods.

## **ACCT 8580 - Current Topics in Taxation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program.

This course will provide an intensive study of selected topics of current interest in taxation. Selected topics may include, among others, federal estate and gift taxation, taxation of property transactions, state and local tax issues, and tax strategy.

## **ACCT 8610 - Advanced Systems and Control for Risk Advisors**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Master of Accounting Program

This course is intended to extend the student's knowledge and understanding of systems and controls with a focus on the role of risk professionals (for example, risk advisory consultants and internal auditors).

## **ACCT 8620 - Advanced Analytics for Risk Advisors**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Master of Accounting Program

This course will extend the student's knowledge and understanding of accounting and data analytics with a focus on the role of risk professionals (for example, advisory consultants and internal auditors).

## **ACCT 8900 - Special Topics in Accounting**

### **1-3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the MAcc program and ACCT 3100, or ACCT 8000 and ACCT 3100, or their equivalents, and approval of instructor and MAcc program director prior to

registration.

Selected contemporary topics in accounting of interest to faculty and students.

## **ACCT 8940 - Directed Studies in Accounting and Taxation**

### **1-3 (Repeatable not to exceed 6 semester hours) Credit Hours**

*Prerequisite:* Admission to MAcc program and ACCT 3100, or ACCT 8000 and ACCT 3100, or their equivalents, and approval of the instructor and MAcc program director prior to registration.

Special topics of an advanced or specialized nature not in the regular course offerings.

## **ACCT 8950 - Special Projects in Accounting**

### **1-3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to MAcc program and ACCT 3100, or ACCT 8000 and ACCT 3100, or their equivalents, and approval of the instructor and MAcc coordinator prior to registration.

Special projects for students who wish to pursue advanced work on a particular subject in a specialized area of accounting.

## **ACCT 9001 - Introduction to Research in Accounting**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program.

This is the first course of a multi-course sequence preparing students for conducting research in a discipline of business. Students are introduced to the major philosophical orientations that drive academic inquiry and the related research designs and methods aligned with these different orientations. Each aspect of the research process is introduced to develop students' skills at reviewing academic research, identifying appropriate research questions, using or developing theory to address research questions, and choosing the appropriate research design to address the relevant research questions. Special emphasis is placed on developing student academic writing skills and identifying ethical issues confronted by researchers. Differences in research approaches and practices in the various business disciplines are discussed.

## **ACCT 9002 - Seminar in Accounting Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program

This course introduces students to the major research areas in their respective fields. For each research area considered, students will review both seminal and contemporary research articles drawn from major research journals. These articles will be chosen by the professor and augmented by the student. Each seminar will provide a major review of the research questions, theories, research designs and methods relevant to the area of inquiry. Seminars will be guided by a Kennesaw or global scholar with expertise in the research area and will require extensive

preparation and engagement by students. Course evaluation will include student preparation of a written research proposal pursuing an area of inquiry relevant to the content presented in the course.

## **ACCT 9003 - Seminar in Behavioral Accounting Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; ACCT 9001 and BRM 9101

The readings for this course include a subset of the behavioral accounting literature. The course is designed to expose students to a selection of behavioral and experimental research in accounting, auditing, and taxation. Students should leave this course with a basic knowledge of behavioral research and be better able to create, analyze, and critique such research. This course may also help students identify a dissertation topic. The readings for this course include a subset of the behavioral accounting literature. The course is designed to expose students to a selection of behavioral and experimental research in accounting, auditing, and taxation. Students should leave this course with a basic knowledge of behavioral research and be better able to create, analyze, and critique such research. This course may also help students identify a dissertation topic.

## **ACCT 9004 - Seminar in Archival Accounting Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; ACCT 9001 and BRM 9101

The focus of this course is to provide an overview of archival research in auditing and financial accounting, and, further develop literature review skills, and conduct applied empirical archival research. As there is a huge body of literature, the course offers a selection of papers to provide a springboard for further thought. Students are expected to read beyond the papers identified in this course to gain a deeper and more comprehensive understanding of the literature.

## **ACCT 9601 - Seminar in Behavioral Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA program and completion of DBA 9001 and DBA 9003

This course reviews applied behavioral research from the fields of accounting, marketing and management. Research will be introduced that considers how scholars from different fields use topics such as individual differences, judgment, decision making, motivation, and incentives in their research on individual and group or committee behavior. A portion of the course is devoted to specific research phenomena within each student's field of study. Each topic is introduced through a review of seminal theories and is reinforced with current research that applies or tests those theories.

## **ACCT 9608 - Concentration Doctoral Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA program, completion of two of the four courses in the sequence of ACCT 9601 , ACCT 9611 , and/or ACCT 9650 and permission of the advisor. Individualized and independent scholarly investigation and research of an important topic in business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

**Note** This course is repeatable for up to 9 total credit hours.

## **ACCT 9611 - Seminar in Business Strategy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA program and completion of DBA 9001 and DBA 9003 This course examines topics and research in business strategy focusing particularly on the major theories associated with global strategy formulation with the goal of firm short-term and long-term performance. Topics include theories of globalizing business, theories of national culture and business strategy, market structure and strategy, the resource-based view of the firm, transaction costs theory, institutional theories, strategic alliances, and theories of strategic leadership. Each topic is introduced through research paper treatments of seminal theories. The theories are then reinforced with current research that apply and/or test these theories.

## **ACCT 9650 - Special Topics in Accounting**

### **1-3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the DBA program and permission of the program director. Selected contemporary topics in accounting of mutual interest to doctoral faculty and doctoral students.

## **ACCT 9901 - Research Methods & Dissertation Design I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; ACCT 9003 ,ACCT 9004 Dissertation Design I is designed to provide a flexible learning experience to prepare students for the dissertation process. In this course, we focus on a variety of issues including an introduction to the dissertation process, dissertation committee selection and approval, dissertation structure and design, and identification and evaluation of potential topics. We will also discuss the preparation and writing of the proposal introduction, literature review, and hypotheses. At the end of the semester, we will also introduce issues of research design (including how data can be collected and what methods should be employed in analyzing the data). Research design and data analysis will be further explored in Dissertation Design II. Each topic is introduced through selected papers and students must come prepared to present and discuss their own dissertation ideas.

## **ACCT 9902 - Research Methods & Dissertation Design II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; ACCT 9901

The purpose of this course is to provide content to support students during the dissertation design and proposal stage. The focus is on preparing an effective research design and methods section to support student dissertations. Topics are introduced through scholarly discussions and course readings.

## **ACCT 9903 - Doctoral Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; ACCT 9003 , ACCT 9004 , and permission of advisor.

This course is an individualized and independent scholarly investigation and research of an important topic in business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

## **ACCT 9904 - Dissertation Research**

### **1-9 repeatable Credit Hours**

*Prerequisite:* Admission into Coles DBA program, completion of 12 hours of graduate level research courses, and permission of the advisor.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. This course may be repeated as necessary.

## **Adolescent Education**

### **EDAD 8200 - Supervision, Mentoring, and Advocacy in Schools**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

This course focuses on specific instructional supervision research, models, and strategies that promote and advocate for collegial schools devoted to improving school wide learning through distributed leadership. Instructional supervision is placed within a developmental, contextual, constructive, humanist paradigm; and examined as a process of purposeful adult interactions and cognitions that promote autonomous, reflective, self-directed teacher practitioners committed to student learning and continual school improvement. This course will focus on the development and application of the knowledge base, interpersonal skills, technical skills, and tasks necessary for instructional supervision, mentoring and coaching. Emphasis will be also

placed on school and system factors (sociocultural and political) that may affect teacher leadership in instructional supervision.

## **EDAD 9900 - Dissertation**

### **3-9 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program and 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

**Note** Course may be repeated as necessary.

## **EDSM 9350 - Doctoral Directed Study**

### **1-9 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in middle and secondary schools. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

## **American Studies**

### **AMST 7000 - American Studies Scholarship**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program in American Studies or permission of the program director.

This course explores a variety of themes, theoretical influences, and methodological approaches currently alive in American Studies and its related disciplinary fields. Particular emphasis is placed on the current controversies and scholarship focused on race, ethnicity, gender and sexuality. The course is organized around broad thematic concepts, with attention to global perspectives. The course introduces some basic conceptual building blocks in the field, and explores some of the historical development of American Studies.

### **AMST 7100 - American Studies Methods**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program in American Studies or permission of the program director.

Introduces students to current methods in American Studies research and public practice. The course focuses on core concepts, objects of analysis, and evolving research practices used for working in American Studies. While critiquing notable examples from the field, students consider various dynamic professional contexts for "doing" American Studies, such as professional organizations and journals, classrooms, the workplace, public settings, and other diverse communities outside the university.

## **AMST 7200 - American Social Movements**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program in American Studies or permission of the program director.

This course examines the history of and relationship between selected cultural movements through an interdisciplinary lens. The course analyzes the evolution and conduct of movements, as well as the evolution of academic inquiry and understanding of these movements. The course emphasizes the connections between American cultural movements and those in other parts of the world. Topics discussed may include, but are not limited to, the abolitionist, labor, civil rights, American Indian, environmentalist, women's, anti-war, reproductive rights, gay and lesbian, and anti-globalization movements among others. Course may be repeated for credit provided the content differs entirely from the previous offering.

## **AMST 7210 - Historical Period**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program in American Studies or permission of the program director.

Studies a particular era in American culture by interpreting social events and practices, material culture, visual culture and print publications in a variety of forms. The course will invite students to examine individuals' impact on their historical moment as well as the influence important movements and social groups have exerted during specific periods, such as the Progressive Era, the 1960s, or the era of "discovery" of the New World. Course may be repeated for credit provided the content differs entirely from the previous offering.

## **AMST 7230 - Public History and Culture**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program in American Studies or permission of the program director.

Public History and Culture examines the popular uses and presentations of the American past. Exploring historical memory's role in American culture, the course draws on a range of methods (e.g., site visits, research in popular publications, study of historical documentaries) to critique ways that the past is recorded and transmitted. Course content may include a rationale

and debate about defining the parameters of the historical division, as well as an emphasis upon the significance of artifacts, lore, written and oral commentary of the period, and the language that both constructs and vivifies the meanings of past. Course may be repeated for credit provided the content differs entirely from the previous offering.

## **AMST 7240 - Enterprise & Labor in American Culture**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program in American Studies or permission of the program director.

This course will examine the history of enterprise and labor within their social and cultural contexts from an interdisciplinary perspective. The course will include an overview of the history of work and enterprise in the United States. Students will investigate business enterprise, work, production, and consumption as cultural phenomena. Topics may include: the emergence of the corporation; the labor movement and its cultural representations; enterprise and labor in film, television, literature, and popular culture; the work ethic as a cultural production; the history of corporate social responsibility; immigration and labor/enterprise; ethnic, racial, and gender diversity issues in American business and labor; exploration of labor and business concepts/issues through biography; the social/cultural impact of globalization; regional themes in labor and enterprise; American enterprise in the world. Course may be repeated for credit provided the content differs entirely from the previous offering.

## **AMST 7300 - American Cities, Suburbs, and Countryside**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program in American Studies or permission of the program director.

Offers a thematic study of cultural, social, and economic patterns of the American metropolis using texts and methods from a variety of disciplines, such as history, literature, anthropology, and sociology. Students interrogate texts ranging from landmarks to literature, personal histories to government documents, advertising to architecture, to explore the shifting relationships between and ideas about American cities, suburbs, and countryside. Course may be repeated for credit provided the content differs entirely from the previous offering.

## **AMST 7310 - Regional Studies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program in American Studies or permission of the program director.

Regional Studies offers a thematic study of cultural, social, and economic patterns of a representative region using texts and methods from a variety of disciplines, such as history, literature, and sociology. Students interrogate texts ranging from literary prize-winning novels to primary historical documents located in the earliest settlement and in contemporary literature and historical analysis. Course may be repeated for credit provided the content differs entirely from the previous offering.

## **AMST 7330 - Identities and Social Groups**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program in American Studies or permission of the program director.

Examines the social construction of individual identities and social groups in American culture. Students survey and critique a range of texts expressing and representing the formation of identity constructions around such categories as race, gender, ethnicity, national origin, class, and sexuality. Students consider the various social forces that shape (and sometimes resist) various views of American identity both within and outside the U.S. and the Americas. Course may be repeated for credit provided the content differs entirely from the previous offering.

## **AMST 7410 - Literature and Performance in American Culture**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program in American Studies or permission of the program director.

Examines the history and cultural work of literary production and of performance as social practices that can be studied in regional, national, and international American contexts. This course draws its readings from both "literary" and "popular" culture publications. Students may explore both benchmark moments in American literary production (e.g., the publication of *Uncle Tom's Cabin*) and performance history. They may also examine important longer-term movements in the field of American literature and dramatic performance (e.g., the formation of "American Literature" as a school discipline, developments in publishing, key moments in theater history); and/or approaches for linking history-making and cultural memory to performance texts. Course may be repeated for credit provided the content differs entirely from the previous offering.

## **AMST 7420 - American Popular Culture**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program in American Studies or permission of the program director.

This course examines the role of popular and mass culture in the Americas by beginning with the premise that popular culture is an important site of expression, social instruction, and cultural conflict, and thus deserves critical attention. Students may examine theoretical texts as well as primary sources, and the course may include a focus on global consumerism in America as well as Americanized sites. The course may survey a range of popular texts, such as mass culture events (e.g., sports), advertising, popular music, and theme parks, and place these expressions of mass culture in political, economic, and social contexts. Alternatively, an offering may focus on a particular popular culture product (e.g., bestsellers; popular music) in depth. Course may be repeated for credit provided the content differs entirely from the previous offering.

## **AMST 7450 - American Visual Culture**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program in American Studies or permission of the program director.

Examines the history and cultural influences of visual culture in American life and the impact of U.S. visual culture in a global context. Emphasis is on the aesthetic, economic, and technological aspects of the film industry and/or visual culture more broadly. Course content may deal with: the history of film, television, photography, painting, sculpture, and/or architecture; the role of particular visual artists, film-makers or producers in shaping popular culture; tensions between high art, popular and commercial culture; or the role of visual culture in the American landscape. Students read from the texts to gain historical perspective, see documentary films dealing with film, the visual arts or landscape, analyze selected works, and consult reviews to ascertain the works' critical reception and impact on the community. The course may involve visits to off-campus sites. Course may be repeated for credit provided the content differs entirely from the previous offerings.

## **AMST 7460 - Movements in American Culture**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Master of Arts in American Studies program or permission of the graduate program director.

This course will explore artistic, literary, or other cultural movements in the broad context of American Culture. It may include courses in literary, film or art history, and discussions of broad cultural movements such as romanticism, realism, modernism and post-modernism as they appear in multiple cultural forms. Other examples of movements in American culture might include historically specific cultural movements such as the Black Arts Movement, historical surveys of cultural movements based in a particular ideology, community or social group, such as feminist cultural movements, or nationalism in American literature and the arts. This course may be repeated for credit provided the content differs entirely from the previous offering.

## **AMST 7510 - Passages to America**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program in American Studies or permission of the program director.

Students enrolled in Passages to America examine forced and voluntary migration and immigration in the historical development of American culture. The varied experiences of these individuals and their families are discussed in the context of such topics as racial and ethnic group relations, nativism, and social class formation. We examine power relations between dominant and subordinate groups, along with debates over citizenship, Americanization policies, and legal/illegal immigration. Finally, students analyze the cultural concepts of assimilation, pluralism, and multiculturalism that frame these debates. Course may be repeated for credit provided the content differs entirely from the previous offering.

## **AMST 7520 - America in Transnational Context**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program in American Studies or permission of the program director.

Examines interactions between Americans and other international groups. The course may address several time periods and locations or focus on a single case study (e.g., the impact of cross-cultural contact in a specific region or era). Besides secondary research from diverse disciplines, students use primary texts from popular culture to interpret the influence of American culture in other parts of the world (e.g., American television as viewed in other lands) and the ways that immigration of new groups has shaped the social landscape in the U.S. Course may be repeated for credit provided the content differs entirely from the previous offering.

## **AMST 7700 - Practicum (Internship or Applied Research Project)**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* AMST 7000 or AMST 7100

This course requires students to apply American Studies knowledge, concepts, and theory to practical issues, non-academic environments, or to new research questions. The Practicum fosters the ability to (1) read and think critically while using diverse methods to study American cultural products and practices, (2) communicate effective analysis of American culture both orally and in writing, and (3) analyze and critique relationships between cultural products and social values. The practicum may be offered as an internship; applied research project; teaching practicum; or other applied experience as approved by the program director.

## **AMST 7901 - Capstone Literature Review and Proposal**

### **1-3 Class Hours 0 Laboratory Hours 1-3 Credit Hours**

*Prerequisite:* Permission of the American Studies graduate program director

#### **Courses that may be taken concurrently:**

AMST 7100

In the first part of the American Studies capstone experience, students work with faculty advisors to review scholarly literature and write a research or project proposal. The research reviewed will consist of interdisciplinary scholarship from American Studies and related fields that investigates questions consistent with the program's mission and the student's professional goals. Students work with faculty advisors to review literature and develop a proposal related to their topic or project aims.

## **AMST 7902 - Capstone Experience**

### **1-3 Class Hours 0 Laboratory Hours 1-3 Credit Hours**

*Prerequisite:* AMST 7901 and Permission of the program coordinator

A major research project or a project using interdisciplinary methods from American Studies to

investigate questions consistent with the program's mission and the student's professional goals. Students work with faculty advisors to carry out research related to their topic or project aims, and complete a product drawing on the content of program courses and integrating it with new, individualized study.

## **Analytics and Data Science**

### **ADS 9700 - Internship/Application**

The Doctoral Internship is a critical component to the Ph.D. in Analytics and Data Science. After a candidate has completed their course work and successfully passed their comprehensive exams, the candidate will work 20 hours a week for a local organization - either in the public or private sector - where the candidate will apply topics and concepts learned during coursework in a professional, experiential environment. It is expected that the candidate will have one calendar year (approximately 9 credit hours) of Internship work.

### **ADS 9900 - Dissertation**

This course includes dissertation writing under the direction of the major professor (dissertation advisor). The course is taught using a non-traditional format of independent research and preparation of the doctoral dissertation.

## **Anthropology**

### **ANTH 7900 - Special Topics**

#### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.  
Special topics of interest to faculty and students.

### **ANTH 7950 - Directed Study**

#### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.  
Special topics of interest to faculty and students.

# **Applied Exercise and Health Science**

## **EHS 6100 - Research Methods in Sports and Exercise**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status and undergraduate statistics or permission of the instructor

This course is designed to discuss concepts and methodologies employed in research design typically applied in studies dealing in exercise science and sport management. The intent is to provide the student with an intuitive or conceptual understanding of theory, tools, and processes involved in designing research studies relevant to these disciplines.

## **EHS 6200 - Statistical Methods in Sports and Exercise**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status, or permission of department chair

Pre-requisite: Admission to graduate program. This course focuses on statistical methods used in the fields of sports and exercise science. Students will be introduced to basic statistical concepts including organizing and displaying data, mode, median, and mean, and measures of variability. More advanced topics including correlation and regression, t tests, analysis of variance, and analysis of nonparametric data will be explored. Students will calculate and interpret data along with using the statistical software SPSS.

## **EHS 6300 - Leadership and Administration in Sports and Exercise**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status

This course introduces issues and skills relevant to leadership and administration in the sports and exercise industries. Topics covered include leadership styles, interpersonal communication, fiscal management, policy formulation and implementation, decision-making models, and strategic planning.

## **EHS 6410 - Trends and Issues in Sports and Exercise**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status

This course critically examines current topics in the sports and exercise industries. Topics include sports and exercise trends, public policy, controversies, and career implications.

## **EHS 6420 - Sports Sponsorship and Promotion**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status

This course introduces students to issues and concepts relating to how business and non-profit entities can market themselves through sports sponsorship and promotion. Students are exposed to topics including key marketing and sponsorship principles, current trends in the sports industry, sponsorship design/implementation, and post-sponsorship evaluation. This course provides a foundation for those students who plan to pursue a career in marketing and sponsorship in the sports industry.

## **EHS 6430 - Advanced Sports Economics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status, Undergraduate microeconomics course, or permission of department chair

This course focuses economic phenomena surrounding sports and exercise. Economic models from industrial organization, public finance, labor economics, game theory, macroeconomics, and other fields of economics are applied to issues in sports and fitness industries.

## **EHS 6440 - Sports Media and Communication**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status

This course provides in-depth analysis of the media and communications in sports. Students are introduced to concepts of mass communication and the impact it has had on today's sport communication systems. An emphasis is placed on the application of communication principles in the promotion of sports events, venues, and products. Particular focus is given to social networks, print media, broadcast media, news releases, interviews and public relations campaigns.

## **EHS 6450 - Sports Facility and Event Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status

This course introduces students to the management of modern sports venues and hosting of sporting events. Students visit local sports venues and assist in the management of a sporting event. This course provides students with an understanding of the complexity involved in sport facility and venue management. Sport facility management includes a variety of activities such as planning and designing a sport facility, staff management, facility marketing, developing revenue streams, and facility scheduling and operations.

## **EHS 6510 - Advanced Exercise Physiology**

### **2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status and undergraduate exercise physiology or equivalent or permission of the instructor

An advanced study through readings, discussion and laboratory experiences of select and recent topics in exercise physiology. Topics include metabolic responses to exercise; neuromuscular and molecular physiology related to exercise; temperature regulation during exercise; acute and chronic physiological responses to altitude; exercise during pregnancy; and body composition and weight control.

## **EHS 6520 - Exercise Psychology**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status

This course will address physical activity and exercise as they relate to psychological health issues. Factors related to physical activity and exercise adoption and adherence and intervention planning also will be addressed. The course will be taught with an emphasis on application of concepts and discussion and evaluation of the scientific research.

## **EHS 6530 - Advanced Laboratory Techniques in Exercise Physiology**

**2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EHS 6100 , and EHS 6510 , and admission to the graduate program

Techniques and research applications for measuring, assessing, and evaluating physiological parameters.

## **EHS 6540 - Bioenergetic and Neuromuscular Aspects of Exercise**

**2 Class Hours 2 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EHS 6510 and admission to the graduate program

Examination of acute and chronic bioenergetic and muscular adaptations to the performance of work.

## **EHS 6550 - Cardiovascular and Clinical Physiology**

**2 Class Hours 2 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EHS 6510 and admission to the graduate program

Examination of the mechanisms of cardiovascular dynamics and metabolic function at rest and during exercise in healthy and associated diseased populations.

## **EHS 7410 - Sports and the Law**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status

Students will demonstrate an understanding of contract law as it relates to sports

## **EHS 7510 - Physical Activity Epidemiology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status

This course provides an epidemiological foundation to physical activity research. Participants examine the literature related to the physiological impact of physical activity on chronic diseases (e.g. cardiovascular diseases, diabetes, cancer, etc.). The course provides students the opportunity to study epidemiological concepts related to physical activity research and further develop research skills by searching, reading, and analyzing peer-review journals describing and explaining the effects of physical activity on chronic diseases.

## **EHS 7520 - Advanced Strength and Conditioning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status, EHS 6510 , or permission of department chair

This course offers students an advanced and comprehensive examination of the scientific and practical foundations associated with strength and conditioning programs. Emphasis is placed on physiologic adaptations based on specificity and periodization. A variety of strength and conditioning philosophies for athletes and clients will be explored.

## **EHS 7530 - Applied Kinesiology and Biomechanics**

### **2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status and undergraduate kinesiology/biomechanics, or permission of the instructor

An advanced study through lecture, readings, discussion and laboratory experiences of select and recent topics in kinesiology and biomechanics. Topics include qualitative and quantitative motion analysis; force, force application, and material properties; linear and angular kinetics and kinematics; biomechanical aspects of movement through fluids; biomechanics of skeletal muscle; and kinesiology of the extremities.

## **EHS 7540 - Environmental Physiology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate status and EHS 6510 , or permission of department chair

This course will explore the physiological disruptions and adaptations to various environmental conditions. Further, students will examine the major impact of a variety of environmental situations and stressors, and will be exposed to areas of current debate in environmental physiology. The emphasis will be on athletic, normal and special populations in various environments.

## **EHS 7750 - Special Topics in Applied Exercise and Health Science**

### **1-3 (Variable) Credit Hours**

*Prerequisite:* Graduate status.

Exploration of a specific applied exercise and health science topic.

**Note** Course can be repeated.

## **EHS 7760 - Directed Study in Applied Exercise and Health Science**

### **1-3 (Variable) Credit Hours**

*Prerequisite:* Graduate status and permission of the graduate program coordinator.

This course is to provide students an opportunity to explore a topic of interest at a more in depth level than covered in class or to explore a topic not specifically addressed in a regular course offering.

## **EHS 7800 - Administrative Field Experience**

### **3 to 9 Credit Hours**

*Prerequisite:* EHS 6300 and permission of the graduate program coordinator

Supervised administrative field experience in an approved exercise science or sport management setting. This individually designed experience is designed to enhance administrative and supervisory skills of the graduate student relevant to the desired area of exploration or identified need area. The field experience purpose, project, duration, and site must be approved by the student's major professor and graduate program coordinator.

**Note** repeatable for a maximum of 9 total credit hours.

## **EHS 7850 - Master's Project in Applied Exercise and Health Science**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Core program completed and permission of the graduate program coordinator.

A project to be comprised of a capstone experience that leads to an actual product such as a publishable journal and/or literature review article, position paper, teaching aid, instructional videotape, program or facility development, web site, on-line course materials, lab manual, curriculum development, or a similar project.

## **EHS 7900 - Master's Thesis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Permission of the graduate program coordinator.

Development and writing of a thesis under the supervision of a graduate faculty member.

## **Architecture**

### **ARCH 6000 - Critical Inquiries and Discourses**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to program.

This course addresses the relevance of research questions in architecture and the assumptions that underlie them. The course emphasizes the essential role of description for formulating theoretical and methodological questions about the built environment and design. Such descriptions assist in the discovery of regularities that can be translated into theoretical questions and research hypotheses. The course is taught in a combined lecture and seminar format.

Learning Outcomes:

- Students will develop analytic and synthesis skills appropriate for generation of original research questions in architectural theory and design practice.
- Students will demonstrate proficiency in formulating a well structured research hypothesis.

### **ARCH 6020 - Collaborative Studio**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to program.

This course provides an opportunity to all graduate students admitted in the Program to collaborate in groups of two on real-time and real-life design projects assigned to them.

### **ARCH 6030 - Research Methods**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to program.

This course is aimed at research methods for graduate students in architecture. The course combines a survey of current qualitative and quantitative approaches to research with the development of visual methods for constructing arguments. The purpose is to prepare students in various techniques of describing and understanding the built environment. It addresses the nature of scholarly research, the types of evidence, critical reading, and presenting and illustrating scholarship in the various disciplines of architecture.

Learning Outcomes:

- Discuss and implement relevant techniques and skills in formulating research approaches in architecture.
- Understand the mechanics of formulating and conducting a thesis exploration.

## **ARCH 6040 - Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Architecture MS program, and permission by program director. Special topics of interest to faculty and students.

## **ARCH 6100 - Advanced Architectural Practices**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course investigates creative transitions and transactions in the architecture profession that are giving rise to new critical learning models, knowledge and applications. It will underpin temporal, perceptual and analytical trajectories for anticipating the creative disruptions and innovations at human, architectural, urban and global scales. Students will collaborate and share their cross and inter-disciplinary thoughts using heuristic approaches to facilitate their explorations. The course is about self-learning and letting others know what you have learned through your independent investigations.

Learning Outcomes:

- Students will investigate different relations between architecture and the sciences
- Students will learn concepts of human perception and innovative technology, integrated practices and 21st century habitats.
- Students will learn how earlier and existing studies of theoretical and empirical models as programmatic and architectural constructs relate to current practice.

## **ARCH 6150 - Applied Skills and Approaches**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Students upon approval of their advisor will choose a course aiding to their skill-base to support their research relevant to their concentration.

## **ARCH 6250 - Housing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course is a broad investigation of how humankind developed shelter as a function of cultural and physical environmental forces from the recorded dawn of history to our present day. We shall trace the worldwide emergence of diverse forms through pre-urban times and sequentially engage the eastern and western traditions of housing trends in urban settings. The course will marry a study of socio/economic history with a study of complementary design.

Learning Outcomes:

- Able to identify and characterize markets for housing systems.

- Be familiar with the successes and failures of housing systems in the past.
- Understand constraints and opportunities for housing systems.
- Appreciate the dimensions of advanced technology application in systems.
- Be able to effectively critique systems designs of their peers for given scenarios.

## **ARCH 6300 - Urban Design Theory and Planning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course investigates the likely urban generators/determinants/transformers that evolved not only from critical formal work but also from social, political, economic, and technological sources. This course critically reviews the contribution of urban forms of these time periods to set the foundations for this course. A factual framework of the events, persons, projects, and critical analysis of theoretical work is one of the essential parts of the course content developed through lectures, seminar discussions and presentations.

#### Learning Outcomes:

- Learn the variety of research underpinning for diverse urban contexts.
- Able to critically analyze and explore contextual readings of diverse urban settings.
- Understand the cultural manifestations of diverse urban settings.
- Understand national and regional traditions shaping urban contexts.
- Understand human behavior, diversity and intervention in a city.

## **ARCH 6310 - Spatial Analysis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

The course is an intensive survey of advanced analytical methods of built form. It addresses the complex relationship between societal norms and the configuration of build space. The course is centered on two questions of how space influences human perception, behavioral patterns and creation of community, and how to formulate spatial programmatic, concepts based on organizational models. Students will be able to learn the basic techniques of spatial representation, network theory and formal computational analysis.

## **ARCH 6320 - Ecological Urban Strategies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course will strengthen the student's awareness and analysis of ecological urbanism within architecture and urban design. It will emphasize the interdisciplinary nature of urban ecology introducing various theories case studies and embedded technologies and strategies as well as the related fields of study that contributed to holistic design. Students will be introduced to guest lecturers and content from disciplines such as biology, landscape architecture, urban planning, environmental engineers, wildlife organizations, sociology, public health, and climatology. Topics may include; global population trends, urban ecological science, urban climates and environments, energy flow in and out of a city, urban and brownfield remediation and green infrastructure.

## **ARCH 6330 - Social Ecologies and Community**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course will examine social, political and economic layers of urban environment that shape, interact, follow or coincide with its form and life. The topics would include ideals and utopias shaped urban environments, public realm and right to the city, equality and social justice, environmental perception and cognition, political forces of urban and suburban environments, economic models and ideals embedded in the urban form, social capital, sense of community, human experience and the flaneur. The course requires a research paper that includes analysis of urban environments identifying physical forms and configurations in relation to the course topics.

## **ARCH 6340 - Urban Practice and Strategies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course will introduce how urban design implementation takes place including its stakeholders, processes and procedures. It will cover business models, construction processes, partnerships, stakeholders, community involvement methods, interdisciplinary collaborations, consortiums, as well as the construction methods and processes. It is designed to include guest lecturers with diverse backgrounds of related disciplines presenting successful and recognized case studies of urban design and development. Student work is required to include case study analysis of the course content.

## **ARCH 6350 - Urban Development and Policy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ARCH 6300

The valued legacy of the past and overlapping design and policy efforts of renewal, redevelopment, revitalization, preservation and conservation of neighborhoods and main urban corridors have always been points of contention, controversy and at the same time indicate a continued resolve to seek solutions to urban problems.

This course examines theory and praxis of the redevelopment process using urban redevelopment case studies of recent history. Knowledge of redevelopment precedents provides foundation to understand the fundamental principles of regenerative urban interventions crucial to the redevelopment of a neighborhood, urban park, housing and mixed used developments -- their failures and successes, why and how.

Learning Outcomes:

- Employ and gain expertise in research, critical thinking, and collaborative skills.
- Gain expertise and understanding in use of precedents and develop skill in analyzing conditions within broader understanding of national and regional traditions.
- Resolve conflicts between environmental conservation and the formal urban order.

- Gain knowledge of human behavior, diversity, and traditions in the context of architecture and urban settings.

## **ARCH 6400 - 3D Digital Animation and Multimedia**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course provides students the opportunity to learn and practice effective design presentation techniques through computer generated 3D modeling, rendering, animation and compilation of audiovisual elements through digital editing. This course highlights animation and presentation techniques through a series of projects. The course also focuses on creation of an architectural documentary with information through various audiovisual graphics. From given exercises and projects, students will be expected to learn 3D modeling, lighting, texturing, and animation. By the end of the semester students will be expected to utilize the skills for animation projects highlighting features of a structure and creating documentary on a topic related to architecture.

Learning Outcomes:

- Gain knowledge of geometrical and generative concepts related to digital design.
- Explore the role of information in design, project representation and information processing and its impact on working modes in design and construction
- Explore concepts of digital collaboration among the various design professions
- Experiment with new digital fabrication technologies

## **ARCH 6470 - Analytical Models of Form**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course examines the interaction of generative rules and descriptions of form relative to representation, exemplification, metaphor and expression. Shape grammars, transformations in design, rule definition and rule application. The geometry of environment, modular spaces, locations and associations, spatial allocation procedures, network distances and routes, space and symbolic form, & symmetry groups in plane are studied.

Learning Outcomes:

- Apply techniques of network theory and spatial computational analysis.
- Develop analytical, investigative and synthesis complex urban and architectural forms.
- Apply spatial analysis to explore solutions to urban problems.

## **ARCH 6500 - Global Sustainable Design Strategies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

The course will introduce the student to the wide spectrum of innovative green buildings by looking at design and construction around the world in the context of sustainability. It will establish a platform for the understanding of local-to-regional-to-global sustainability, and highlights the interaction between human and natural ecosystems. The Architect/Engineer/Construction Manager's perspectives will be complemented by specific

building examples around the world. Form factors will be discussed and issues of planning, design and construction explored. A few highlights of course subjects would be: *Global Environmental Crisis; the Global Notion of Sustainability in the Built Environment; Ecology; Energy Efficiency and the Built Performance; Low Energy- High Energy Systems; Passive and Active Environmental Systems; Waste Management; Pollution/Health/Social Cost; Global Economic Issues; World Population; Basic World Finance; Technology and the Third World; Codes, Regulations and Cost.*

## **ARCH 6510 - Green Design Concepts and Rating Systems**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

The course seeks to outline the common "Green Strategies" that are found within global and local rating systems for sustainable architectural design. Using these common elements, students will be introduced to LEED, Green Globes, Earth-craft, Living Building Challenge, and other rating systems with case studies and experts providing insight to the administration and process to adherence to each. The primary areas of focus in these strategies are topics of; SITE, WATER, WASTE, ENERGY\*, ATMOSPHERE/ AIR QUALITY, MATERIAL/ RESOURCES and INNOVATION .

\*Within this list, overall clarification of benchmarking strategies and energy code (ASHRAE) developments in the US will be provided as an underpinning of the concerns outlined in the rating systems examined in the course.

## **ARCH 6520 - Energy and Indoor Environmental Quality Sustainable Design**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course will foreground Architecture as a building ecology responsive to its surroundings in a symbiotic or reparative relationship. Students will study building systems with an emphasis on the understanding of system performance relative to their immediate and extended contexts. The evaluation of adequate performance will be based upon the nature of human comfort and the support of life beyond the initial stages of design.

Using sustainability as an armature the student will become aware of the ethical obligations of the profession through a clear understanding of the inter-relationships between natural and man-made elements at both the macro and micro scale.

The final sessions of the course will allow students to determine the impact of these needs related to the integration of Architecture design and Environmental Technologies. Students will perform and understand basic calculations that form the foundation of technological solutions within these areas in preparation of ARCH 6220.

## **ARCH 6530 - Materials and Assemblies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course will outline the materials and methods of assembly that contribute to reduced environmental impacts. This will involve life-cycle assessment of materials (resource extraction of raw materials for production, processing and industrial processes for refinement and product

composition, end-use and waste stream assessment) as well as the assembly of materials for increases building performance in the end use of the product.

EPA, European Commission on the Environment, and the International Living Building Institute (along with other authors/ government organizations) have issued a list of materials and material assemblies as "red list" collections that should not be used in the construction industry. These items will be analyzed and discussed in the course also.

## **ARCH 6540 - Building Performance Analytics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

The course will advance the survey of building performance, taught in ARCH 6218, and carry forward principles within ARCH 6217 as methods of performance prediction and measurement to provide case studies and real-world analysis of performance analytics to existing constructions or proposed student designs.

Using modeling software and field measurement instruments, the students will apply learned methods to field research and design proposals (un-built). Technical writing, diagramming, and architectural documentation will be foregrounded as methods of outcome delivery.

## **ARCH 7200 - Design Studio I**

### **6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* Approval of advisor.

Design studio investigates the architectural, urban, communal, technological, historical and sustainable dimensions infused with socio-cultural, contextual and political manifestations that shape urban, communal and physical processes in the synchronic and diachronic development of a city and its architectural edifices. These critical processes are subject to analysis to comprehend planning and design interventions of our time. Urban design and its development must be understood as the unfolding of social, cultural, economic and political processes, and communities are the physical embodiments of these processes within the city. The forms and layout patterns of a block, a neighborhood, a development district, a transportation corridor, a system of open spaces are examined as the physical phenomena and as manifestations of contemporary values, social needs and traditions in communities existing in urban and suburban settings.

Learning Outcomes:

- Prepare a thesis proposal with a "hands on" approach to extensive analysis and synthesis.
- Investigate synchronic and diachronic *modus operandi* shaping various physical settings within an urban environment.
- Learn to develop various strategies to examine potential spatial and morphological shifts within an urban or suburban environment and their socio-cultural implications on future developments.
- Hone skills and craft to present solutions following their critical research agenda, critical design approach and strategies.

## **ARCH 7300 - Design Studio II**

### **6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* ARCH 7200

This studio is a continuation of ARCH 7200 with a strong emphasis on completing a comprehensive urban design supported by appropriate research and presented in a quality professional manner.

Learning Outcomes:

- Carry forward the development of Arch 7200 to thesis level completion or address a new scenario in an individual or collaborative mode.
- Refine the essential skills developed in Arch 7200 through repetitive application on defensible analysis and design vectors.

## **ARCH 7400 - Applied Research I (Thesis)**

### **6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* Approval of advisor.

The applied research thesis provides student an opportunity to develop Research Designs that integrate inter, cross and multi-disciplinary tenets within design and planning and with other non-design disciplines. Students investigate their research question in light of paradigm shifts and changes using epistemological, theoretical and applied body of work. Their research must contribute to the existing body of knowledge and/or provide new insights to the existing body of knowledge to extend further research in a field of study or development of new exploratory frameworks and/or policies.

Learning Outcomes:

- Prepare an applied Research Design followed by a research methodology and a hypothesis contributing to extensive analysis and synthesis to test the research question.
- Investigate a research question or body of work at a point in time and its significance and its modus operandi to master and contribute to new knowledge.
- Investigate a research question or body of work that developed over time and its modus operandi to master and contribute to new knowledge.
- Hone critical thinking and applied research skills to present solutions to defend their critical research agenda and investigative strategies leading to mastery and contribution to new knowledge.

## **ARCH 7500 - Applied Research II (Thesis)**

### **6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* ARCH 7400 and approval of advisor.

This second thesis semester is a continuation of Arch 7400 either as an independent effort or in collaboration to complete a defensible Masters level thesis to include findings.

Learning Outcomes:

- Carry forward development of Arch 7400 to thesis level completion or address a new scenario in an individual or collaborative mode.
- Refine the essential skills developed in Arch 7400 through repetitive application on defensible analysis and design vectors.

## **Art Education**

### **ARED 6200 - Curriculum, Assessment, Classroom Management in Art Education**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to MAT program.

Candidates will explore techniques of the Discipline Based Art Education model including art production, art history, art criticism and aesthetics. This online and classroom course is designed to prepare art teachers to plan and organize effective art programs and curricula, to explore innovative and exemplary art programs, and to develop a rationale and strategy for articulating and promoting a quality art program. Candidates will explore how effective use of a variety of assessment techniques to evaluate teaching and learning promotes visual literacy.

### **ARED 6250 - Materials, Methods, & Management for Art Education Classrooms P-5**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Specific strategies focus on differentiating developmental, behavioral, and managerial aspects relevant to best practices in the field of art education. Focus is on advanced concepts and applications of method and materials for P-5 art classrooms. On-line and in class work involves development and analysis of art lessons including the development of related art projects for P-5 classrooms. Candidates are expected to display advanced skills in planning, organizing, and sequencing art lessons that are developmentally appropriate.

### **ARED 6251 - Materials, Methods, & Management for Art Education Classrooms 6-12**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Specific strategies focus on differentiating developmental, behavioral, and managerial aspects relevant to best practices in the field of art education. Focus will be on advanced concepts and applications of method and materials for 6-12 art classrooms. Online and in-class work involves development and analysis of art lessons including the development of related art projects for 6-12 classrooms. Candidates are expected to display advanced skills in planning, organizing, and sequencing art lessons that are developmentally appropriate.

## **ARED 6300L - Art Education Practicum III**

### **0 Class Hours 18 Laboratory Hours 6 Credit Hours**

*Prerequisite:* Permission of the MAT committee.

This course is the capstone experience for the Master of Arts of Teaching Art. Candidates will analyze how visual art teachers become creative choice-makers, reflective practitioners, and researchers forming curricular and instructional methods and strategies based on effective and efficient use of contemporary, intellectual and pedagogical resources. A teaching portfolio is initiated on-line, focusing on strategies appropriate to educational connoisseurship. Emphasis is placed on an extended internship in the art classroom. An exit portfolio will highlight the candidates success as an educator of all art disciplines, thus illustrating the important career choice actualized by the intern. This course serves as a capstone experience toward initial certification in art education. Candidates should plan to spend 18 hours per week in the classroom.

**Note** Verification of Liability of Insurance is required.

## **ARED 6650 - Yearlong Practicum I**

### **0 Class Hours 24 Laboratory Hours 5 Credit Hours**

*Prerequisite:* ARED 6200, ARED 6250, ARED 6251, and ARED 7702

*Corequisite:* ARED 7701 and ARED 7730

This course is the first semester of an intensive and extensive co-teaching yearlong experience in art education. Under the guidance of a collaborating teacher and university supervisor and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars.

**Note** Verification of Liability Insurance is required.

## **ARED 6660 - Yearlong Practicum II**

### **0 Class Hours 24 Laboratory Hours 4 Credit Hours**

*Prerequisite:* MAT faculty review

*Corequisite:* ARED 7705

This course is the second semester of an intensive and extensive co-teaching yearlong clinical experience in art education. Under the guidance of a collaborating teacher and university supervisor and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars and the completion of content pedagogy assessment.

**Note** Proof of liability insurance is required.

## **ARED 7701 - Special Topics in Art Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Emerging issues in the field of art education will be explored on a semester-by-semester basis. Through the examination of historical and contemporary art forms, candidates understand how aesthetic theories allow greater understanding of the quality, nature and value of diverse works of art, cultural art forms and visual culture. Candidates comprehend how all works of art have meaning including those from literature, theatre, dance, music and other subject areas thus revealing lessons about life, its paradoxes, contradictions, harmonies, unattractiveness, and beauty.

## **ARED 7702 - Inclusion in Art Education**

### **2 Class Hours 2 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDUC 6100L and ARED 6200

*Corequisite:* ARED 6250, ARED 6251 and ARED 6200L

Course includes in-depth coverage of diagnostic categories, historical aspects, legal issues and art applications for students with exceptionalities. In addition to online course work, candidates develop and implement differentiated lessons for an inclusive art classroom. Primary expectations focus on the candidate's ability to utilize Individualized Education Plans as a means to promote the inclusion and success of all students through relevant adaptations of content, materials, and workspace. Candidates should plan to spend three hours per week in the field.

**Note** Verification of Liability Insurance is required.

## **ARED 7703 - Technology & Computer Applications**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Candidates focus on the identification and exploration of the use of current technologies including presentation applications, Internet research, online courseware, electronic portfolio, computer applications relating to the production of art including Adobe Photoshop, Illustrator, and other programs.

## **ARED 7704 - Intercultural Art Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Candidates examine art education literature focusing on cultural diversity issues in historical and contemporary contexts. Candidates also focus on the nature of art making and art evaluation within a variety of cultural systems.

## **ARED 7705 - Contemporary Issues in Visual Arts**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT program.

Historical and contemporary developments in the field of art education are presented, as a means to compose a teaching philosophy relevant to today's art classrooms. In-depth exploration results in the integration of concepts and issues to create a comprehensive view of the field. Social, psychological, affective and psychomotor components of learning relevant to art education are a primary focus. Multicultural and inclusive content is included. Technological applications include the use of word processing, electronic portfolio development, presentation applications, and Internet research.

## **ARED 7706 - Theory and Criticism in Art Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Candidates understand theory and criticism in art education by researching, critically reading and interpreting works of art within a historical/cultural context. Theories and models of contemporary art education practice are explored, which strengthen the respect proper to all classroom diversities. In addition to on-line course work, classroom work is required to carry out directed activities.

## **ARED 7720 - Research in Art Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Candidates examine research methodologies in art education focusing on qualitative and quantitative research methods and designs, and interpretations and applications relative to classroom practices. This advanced course is designed to prepare art teachers to effectively plan and evaluate art programs and curricula, to explore innovative and exemplary art programs, to assess art learning, and to develop a rationale and strategy for articulating and promoting a quality art program. Candidates will understand how effective use of a variety of assessment techniques to evaluate teaching and learning promotes visual literacy. Topics include interactive discussion about literature critiques, professional organizations, and legal issues.

## **ARED 7730 - Art Education Portfolio**

### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* ARED 6650

This course is the capstone experience for the MAT in Art. Candidates work independently under the supervision of the course instructor and the portfolio committee. The purpose of constructing the portfolio is to implement a systematic, reflection-in action approach to the candidates development as an art expert, facilitator of learning, and a collaborative professional. The portfolio documents this process as well as the candidates development as a teacher-researcher through the presentation and analysis of the research project. Technology utilized in this course may include imaging, online course environments, presentation applications and electronic portfolio development.

## **Asian Studies**

### **ASIA 8100 - Comprehensive Overview of Asia**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admissions into any KSU graduate program.

This course is a comprehensive interdisciplinary examination of the origins and development of Asian cultures and practices, including the geography, history, philosophy, religion, politics, economy, literature and the arts. With emphasis on China, India, Japan, Korea, India, and Southeast Asia, the course provides an advanced understanding of Asia, including an overview of the region and an examination of how the past influences the present.

### **ASIA 8200 - Communication with Asian Partners**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admissions into any KSU graduate program.

This course explores communication strategies with Asian partners in global business, political and organizational contexts. Through lectures, discussions, case studies and guest speeches, students develop a deep appreciation of intercultural sensitivity, especially when communicating with peoples of Asian cultures. Students analyze commonalities and differences in communication styles among Asian cultural groups. In particular, students develop relationship building, negotiation and conflict resolution skills with partners of Chinese, Japanese, Korean, Indian and Islamic cultural backgrounds.

## **Biology**

### **BIOL 5327 - Medical Genetics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* A grade of "C" or better in BIOL 3300; admission into MAT program.

This course equips students with the fundamental concepts of human genetics, as well as knowledge of the genetic diseases studied in medicine. By the end of the course, students should be knowledgeable about the diseases studied, including their molecular and genetic etiology, be able to identify genetic concepts in clinical cases, and solve or predict genetic problems based on information given (hypothetical or real-life). The course also gives an overview of the ethical and social implications of genetics in medicine.

### **BIOL 5380 - Evolutionary Biology**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* A grade of "C" or better in BIOL 3300; admission into MAT program.

Principles of evolutionary biology including discussions of natural selection, adaptation, population genetics, speciation, and phylogeny reconstruction. The applications of evolutionary biology to areas such as conservation biology, medicine, and agriculture are discussed.

## **BIOL 6100 - Molecular Genetics**

### **2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; a grade of "C" or better in BIOL 3300.

This course covers molecular genetics theory and practice, including gene structure and function, genetic engineering, and bioinformatics. Areas of emphasis will include DNA structure, replication, and manipulation, and gene expression. Biotechnology laboratory exercises will include creating recombinant DNA, gene mapping, DNA sequencing, DNA sequence analysis, and polymerase chain reaction applications.

## **BIOL 6350 - Comparative Vertebrate Anatomy**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; a grade of "C" or better in BIOL 1108/1108L.

A survey of representative vertebrates and related chordates emphasizing phylogeny and anatomical adaptations. Evolutionary trends are examined in the context of large-scale environmental changes that have occurred over geological time. Lab component will have students dissecting selected vertebrates organisms and experimentally determining the physical forces acting on the evolution of vertebrates.

## **BIOL 6399 - Seminar**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program. Sections will cover selected topics of current interest. Each section will be defined by the instructor of record.

## **BIOL 6410 - Cell and Molecular Biology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; a grade of "C" or better in BIOL 3300 and CHEM 3361.

Cellular function and genetic principles from an experimental point of view. Emphasis on functional interactions among cellular substructures, regulation of cellular biosynthetic activity, molecular genetics, and evaluation of experimental data.

## **BIOL 6413 - Advanced Evolutionary Analysis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program and a grade of "C" or better in BIOL 3380, MATH 1190, or permission of the director of the graduate program.

Advanced concepts in evolutionary theory and mechanism. Topics include the derivations of the foundational principles of population and quantitative genetics, selection, speciation, mutation, sexual and kin selection, and life history evolution. Genome evolution, the evolution of development, and phylogenetic reconstruction and its application will be covered. Application of these evolutionary principles across ecology, medicine, and molecular biology are discussed.

## **BIOL 6420 - Plant Physiology**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; a grade of "C" or better in BIOL 1108/1108L, and CHEM 3361.

Plant physiology is the study of plant function. Emphasis will be placed on photosynthesis, secondary metabolism, transport of water and solutes, plant defense against pathogens and herbivores, mineral nutrition, and environmental and hormonal control of growth and development. Each process will be examined at the biochemical, cellular and organismal level so as to provide a more complete understanding of the process. Laboratory studies will expose students to both current and classical approaches used to study plant physiology.

## **BIOL 6422 - Plant Ecology**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; a grade of "C" or better in BIOL 1108/1108L, and CHEM 3361.

Students will learn aspects of physiological responses of plants to their environment, methods to determine plant population growth and plant distribution patterns, as well as interactions among plants and other organisms. They will use science as a process and learn to argue scientific points of view persuasively. Students will also learn to use both classical and modern technologies to address questions in plant ecology.

## **BIOL 6460 - Medical Microbiology**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; a grade of "C" or better in BIOL 3340K.

This course will explore the disease process of, the immune response to, and the prevention and treatment of the medically important Monera, Viruses, Fungi, and some microscopic Protista with emphasis on emergent infections, including a laboratory experience that focuses on enhancing laboratory and investigative skills.

## **BIOL 6465 - Immunology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* A grade of "C" or better in BIOL 3300; BIOL 3340K recommended; admissions into MAT program.

Immunology explores current concepts of the immune system. Emphasis is placed on the induction of the immune response, on the mechanisms of those responses, and on the mechanisms by which the immune system protects against disease. The development and the role of each of the components involved in the immune response as well as immunological applications is discussed.

## **BIOL 6475 - Virology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; a grade of "C" or better in BIOL 3300; BIOL 3340K recommended.

This course will explore current concepts associated with the field of virology. The structure and genetic composition of viruses as well as strategies for replication and expression of viral genetic material will be explored. Mechanisms of viral pathogenesis will be presented. In addition, current methods for viral diagnostics, prevention of viral infection and treatment of infected individuals will be presented within the context of viruses of historical significance as well as newly emergent viruses of current medical concern. Novel infectious agents such as satellites, viroids, and prions will also be discussed.

## **BIOL 6486 - Bioethics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* A grade of "C" or better in BIOL 3300, plus a minimum of 12 hours of 3000-4000 level Biology/Biotechnology/Biochemistry courses or consent of instructor; admission into Graduate program.

Exploration of a specifically designed topic.

## **BIOL 6490 - Special Topics**

### **1-4 Credit Hours**

*Prerequisite:* Admission to the graduate program and permission of advisor, instructor, department chair, and director of graduate program.

Selected special or current topics of interest to faculty and students.

## **BIOL 6610 - Advanced Studies in Anatomy and Physiology**

### **I-4 Credit Hours**

*Prerequisite:* Admission to a graduate program; appropriate undergraduate course in Anatomy and/or Physiology with a grade of "C" or better.

This course offers advanced topics in anatomy and/or physiology of prokaryote or eukaryote organisms according to the interests of students and the expertise of the faculty. Such topics might include advances in laboratory techniques, cellular physiology and organism development. This course can be taken only once for credit toward the degree.

## **BIOL 6620 - Advanced Studies in Ecology and Evolution**

### **I-4 Credit Hours**

*Prerequisite:* Admission to a graduate program; appropriate undergraduate course in Ecology and/or Evolution with a grade of "C" or better.

Advanced topics in ecology and evolution are offered in accordance with the needs and interests of students and the expertise of the faculty. Such topics might include advanced lab and field techniques, microbial ecology, evolution of specific taxa and biology of gender. This course can be taken only once for credit toward degree.

## **BIOL 6630 - Advanced Studies in Cell and Molecular Biology**

### **I-4 Credit Hours**

*Prerequisite:* Admission to a graduate program; appropriate undergraduate course in Cellular and/or Molecular Biology with a grade of "C" or better.

Advanced topics in cell or molecular biology are offered in accordance with the needs and interests of students and the expertise of the faculty. Such topics might include advanced genetics, microbial genetics, biology of cancer or biotechnology. This course can be taken only once for credit toward degree.

## **BIOL 6800 - Diagnostic Microbiology**

### **2 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; a grade of "C" or better in BIOL 3340K or BIOL 3301K or equivalent undergraduate course.

The design and application of advanced microscopy, antibiotic sensitivity testing, antibody-based assays and nucleic acid techniques for the detection and identification of infectious agents.

## **BIOL 7100 - Professional Aspects in Biology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program. This course develops specific skills and experiences expected of a professional scientist.

Students will learn to present scientific data in a seminar format, practice grant writing, and conduct scientific literature reviews. This course also provides an introduction to the principles of the ethical conduct of research as relevant to human subjects and other organisms, scientific integrity and the appropriate use of regulations.

## **BIOL 7200 - Integrative Biology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program. This course explores how modern biologists use knowledge from other disciplines to answer novel questions. Explicit applications of physics, chemistry, and math in biological problem solving will give the students a solid foundation for exploring the living world. That foundation will then expand as the students learn to integrate across scales within biology. From biological molecules through organismal biology and up to ecosystem interactions, students will learn how to formulate and explore the complex scientific questions that dominate modern biology. Finally, these integrative techniques will be used to explore scientific applications with outside fields (e.g. economics and policy making).

## **BIOL 7300 - Research Methods Across Biology**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program. Biological disciplines are diverse and require various and specialized techniques that have become essential to the process of scientific inquiry. This course introduces graduate students to diverse research methods and literature as used in the various biological disciplines such as ecology, cell biology, genetics, physiology, zoology, botany and microbiology. Activities in the course may include, but are not limited to, lectures on research strategy and tactics, experimental design and technology, and use of statistical methods. Use of various research methods will be supported through review of the scientific literature, and possibly demonstration.

## **BIOL 7333 - Ecological Physiology**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program and a grade of "C" or better in BIOL 3370/3370L, or permission of the graduate program coordinator.

This course will explore the physiological mechanisms used by plants and animals to address common environmental problems. It will present the functional mechanisms that underlie organismal interactions with their environment providing causal explanations for distributions across ecosystems. Lab experiments will integrate physiology and ecology across plant and animal systems.

## **BIOL 7400 - Multidisciplinary Approaches to Ecological Questions**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program and a grade of "C" or better in STAT 3125, BIOL 3370, BIOL 3380, or permission of the graduate program coordinator.

The course examines theoretical and applied topics in ecology across temporal and spatial scales and from diverse perspectives within and beyond the traditional boundaries of biology. In particular, contemporary debates in ecological theory, such as the nature of community assembly, the metabolic theory of ecology, and niche conservatism, will be explored along with implications of the theories for ecological problem-solving. For example, students will critically evaluate competing theories on succession and consider the implications of each for restoration ecology and conservation biology. Quantitative methods for developing and analyzing ecological models will be emphasized along with integrative approaches, such as stable isotope analysis, spatial analysis using geographic information systems, and mathematical models, for testing predictions of ecological theory. Upon completion of the course, students will be able to address ecological hypotheses at various scales using multiple lines of evidence, critically evaluate current ecological research, and discuss recent advances in the field.

## **BIOL 7478 - Molecular and Microbial Approaches to Pathogenesis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program and BIOL 3340K, or permission of the graduate program coordinator.

This course focuses on host-pathogen interactions with emphasis on the molecular mechanisms of pathogenesis. Special emphasis will be placed on the various strategies used by microorganisms for attachment, invasion and evasion of host defenses to cause diseases. Recent developments in molecular biology, microbiology, and host cell biology will be discussed.

## **BIOL 7500 - Current Topics in Integrative Biology Seminar**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program. Students will be assigned selected related topics that are of current interest and integrative in nature. Each student will read and critically analyze the appropriate literature and deliver a seminar, and will be expected to participate in thoughtful discussion during seminar presentations.

## **BIOL 7634 - Cell Signaling**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program and a grade of "C" or better in BIOL 3300, CHEM 3500, or permission of the graduate program

coordinator.

This course will introduce students to a selection of signal transduction pathways and explore their function in the regulation of cellular processes, development, adaptation, and sensory response. General topics will include receptor-ligand complexes, signal generators, signal cascades and signal networks. Specific topics will include guanylate and adenylate cyclases, G-protein linked receptors, kinases and phosphatases, hormone receptors, nitric oxide pathways, applications in feedback regulation, development and pharmacology.

## **BIOL 7638 - Computational Biology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program and a grade of "C" or better in BIOL 3300, MATH 2202, or permission of the graduate program coordinator.

Computational Biology introduces mathematical techniques used in molecular, cellular, organismal, and population biology. Methods appropriate to modeling and analysis of data from a variety of organizational levels are studied. The course includes some material from molecular bioinformatics and statistics, but is focused on modeling, simulation and network analysis. Introductory modules introduce representation of biochemical and genetics systems at the molecular level, and move to cellular feedback systems in metabolism and related concepts from higher organizational levels such as biomechanical modeling and predator-prey analysis.

## **BIOL 7950 - Directed Study**

### **1-4 Credit Hours**

*Prerequisite:* Admission to a graduate program and permission of program coordinator.

The course content is a concentrated investigation of selected, advanced topics, which may include original research projects. The course content will be determined jointly by the instructor and the student.

## **BIOL 7990 - Research for Master's Thesis**

### **1-9 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Integrative Biology program. Research and thesis writing while enrolled for a master's degree under the direction of faculty members.

## **Biology Education**

## **BED 6416 - Teaching of Biology**

### **6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* (EDUC 6100 and EDUC 6100L,) or (EDUC 6110 and EDUC 6120,) and admission to the MAT in Biology program, approval of the instructor.

An examination and application of learning theories, curricular issues, instructional design and assessment strategies for teaching middle and secondary school biology in diverse classrooms. Candidates develop initial competencies for establishing a well-managed, productive learning environment, applying science content knowledge to the task of teaching adolescents, and promoting an understanding of the nature of science through inquiry-based instruction. Emphasizes practices supported by science education research and endorsed by the NSTA. Proof of professional liability insurance is required prior to receiving school placements in the co-requisite practicum.

## **BED 6417 - Teaching of Biology (6-12) Practicum**

**0 Class Hours 9 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to BED 6416

Middle and secondary school field experience in teaching biology with concurrent seminars. Proof of professional liability insurance is required prior to school placement.

## **BED 6421 - Pedagogical Content Knowledge for Biology I**

**2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* Admission to MAT Biology program

Teacher candidates will be introduced to various methods and styles for teaching introductory Biology. The goal of this course is to focus on knowing the learner. This will be achieved by practicing the fundamentals of lesson planning, assessment, inquiry-based activities, and analysis of data/research about student learners. Finally, candidates will learn the importance and the practical application of sound safety practices in the classroom and laboratory settings

## **BED 6422 - Pedagogical Content Knowledge for Biology II**

**2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* BED 6421

*Corequisite:* BED 6650

Teacher candidates will plan and implement various lessons (examples include cross-cutting discipline based, problem based, technology based, culturally relevant) that are developmentally appropriate for the learner. Candidates will use available student data and research-based literature and theory to help guide their lesson planning. Candidates will critically reflect upon their work using videos, journals, and discussions.

## **BED 6423 - Pedagogical Content Knowledge for Biology III**

## **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* BED 6422

*Corequisite:* BED 6660

Teacher candidates will continue to plan and implement various assessments while also learning how to modify their lessons based upon student performance. Candidates will learn how to help their students develop scientific evidence-based arguments and skills that differentiate science from pseudoscience. Finally, candidates will broaden their learning environment to include those stakeholders that are outside of the immediate classroom setting.

## **BED 6475 - Teaching of Biology (6-12) Practicum II**

### **0 Class Hours 18 Laboratory Hours 6 Credit Hours**

*Prerequisite:* A grade of "C" or better in BED 6416 and BED 6417 .

Full-time teaching experience in a life science learning environment under the supervision of a middle or high school mentor teacher and a college science education supervisor. Includes regularly scheduled seminars. Proof of professional liability insurance is required prior to receiving a school placement.

## **BED 6650 - Yearlong Clinical Experience I (Biology)**

### **0 Class Hours 20 Laboratory Hours 4 Credit Hours**

*Prerequisite:* BED 6421

*Corequisite:* BED 6422, INED 6411, INED 6422

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a full-time teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement.

## **BED 6660 - Yearlong Clinical Experience II (Biology)**

### **0 Class Hours 25 Laboratory Hours 5 Credit Hours**

*Prerequisite:* BED 6650

*Corequisite:* BED 6423, INED 6412, INED 6423

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a full-time teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement.

## **Business Administration**

### **CTS 9900 - Career Transition Strategies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* BRM 9103 , and BRM 9104 and (ACCT 9901 or IS 9901 or MGT 9901 or MKTG 9901 )

The purpose of the Career Transition Strategies course is to prepare students for their careers as scholarly academic faculty members. The course is organized around four main themes: 1) Understanding the academic recruitment process, 2) Developing effective teaching strategies, 3) Publishing in peer-reviewed journals, and 4) Balancing teaching, research and service demands.

## **DBA 9001 - Seminar in Business Research I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA program.

This course examines the topics and research in the major fields of business that focus on decision making at the individual, group, and firm level. These topics consider strategic decisions made by firms in setting prices, investing, and producing. Likewise, the topics are explored from the individual's point of view regarding their consumption choices, effort and motivation levels, and responses to alternative forms of leadership. Research is introduced that considers alternative models of individual and firm decision making with specific focus on the interplay between individual and firm decisions. Each topic is introduced through research papers and textbook treatments of seminal theories. These theories are then reinforced with current research that apply and/or test these theories.

## **DBA 9003 - Seminar in Business Research II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA program

This course examines the topics and research in the major fields of business that focus on issues external to the organization. These topics consider organizational, market, and industry levels of analysis from the perspective of the organization's strategic action in response to its environment. Research is introduced that considers alternative models of firm ownership and governance and its impact on organization strategy. These issues are considered within the business contexts impacted by technological change as well as global, political, and cultural forces which impact organizational and industry level performance. Seminal theoretical and current applied research examples are introduced.

## **DBA 9005 - Career Transition Strategies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA program and completion of first year requirements.

DBA Program graduates are experienced professionals who upon receipt of their doctoral degree will likely engage in a significant career transition with at least three career choices: (1) launching or enhancing a teaching and research career, (2) launching or advancing a consulting practice, and/or (3) assuming additional responsibilities and/or advancing within business organizations. It is unlikely that experienced professionals completely appreciate career options and the impact, personally and professionally, of their decisions. This course explores the

career issues/opportunities confronting significantly experienced professions successfully completing a DBA program. Students will create professional development plans and identify key strengths and challenges to address. A teaching practicum will be used for all students since these skills are critical regardless of career choices. Extensive colleague and faculty feedback will be provided as input to determine and facilitate additional development opportunities.

## **DBA 9103 - Survey, Design & Research Methods**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA program.

This course provides an overview of survey designs and qualitative research methods. Several components of the research process will be explored, including research questions and objectives, conceptual and theoretical foundations, and qualitative research approaches.

Students pursue their personal research interests and prepare a proposal on how they would conduct research using a qualitative research approach.

The course requires textbooks and supporting articles. Articles provide examples of published research that students examine in class to learn survey designs and qualitative methods. By the end of the course, students should know appropriate survey research designs and how and when to apply qualitative methods.

## **DBA 9105 - Qualitative Research Methods**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* DBA 9102 and DBA 9103

The purpose of this course is to help students develop broader skills of scientific inquiry through qualitative research methods. This course will be especially useful in helping students develop their initial dissertation ideas by assisting them in shaping their research questions by bringing them closer to the phenomenon under investigation and contextualizing theoretical insights through qualitative assessment in real-life settings. This course supplements the current rigor of the DBA quantitative methods courses with a qualitative component and enhances the students' ability to conduct mixed-methods research.

## **Business Information Systems Management**

### **BISM 8450 - Information and Organizations: A Managerial Approach**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA or MAcc program, and BISM 2100 or equivalent, or microcomputer proficiency.

The course is designed for managers from all functional areas who need to (1) understand the role and potential contribution of information technology for their organizations; (2) understand the opportunities and threats posed by IT in contemporary competitive environments; and (3) understand the development, implementation and management of

information technology in organizations and the resulting issues that arise. The course will emphasize the strategic role that computer-based information systems now play in modern organizations and will explore how rapid advances in hardware and software technology are impacting business models, structures and processes within organization. The focus is on educating the manager/user on how information systems impact organizations and how organizations impact information systems. Students are equipped to understand the interplay between information technology strategy and organizational strategy.

## **BISM 8460 - Management Support Systems**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA or MAcc program, and BISM 2100 or equivalent, or microcomputer proficiency.

This course is designed to explore the business use of decision support systems (DSS) by managers and other knowledge workers and the intersection of these increasingly popular systems with the Internet and digital knowledge resources. Topics include managerial support and decision-making, knowledge management, executive decision support, artificial intelligence and group decision-making. The course will compare and contrast the role of technological and human management support systems and the potential synergy between the two. Among the practical questions taken up in the course are: How can managers become more deliberate about their own decision making and problem solving capacity? How do effective managers build knowledge-creating organizations that leverage and retain their innovative organizational members? How are effective decision support systems developed and implemented for management support. Instructional methods include lecture, group discussion, case analyses, and small group presentations.

## **BISM 8470 - Contemporary Issues in Information Resource Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA or MAcc program, and BISM 2100 or equivalent, or microcomputer proficiency.

This course will focus on contemporary issues in the management of information resources related to emerging technologies, evolving organizational structures, and innovations in management and business processes. Course coverage will vary by term. The primary topic during a given term may be, for example, information systems and the supply chain, global differences in information technology infrastructures, or outsourcing information system functions.

## **BISM 8900 - Special Topics in Business Information Systems**

### **3 Class Hours 3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the Coles MBA or MAcc program, permission of the instructor, and approval of program director.

Selected contemporary topics in business information systems management of interest to faculty and students.

## **DBA 9102 - Quantitative Research Methods I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA program

This course develops skills for designing and executing quantitative research studies that can be generalized. Topics include construct measurement, data collection methodologies, multivariate statistical techniques, and application of analytical software. Students use primary databases provided in the course to conduct advanced data analysis and prepare a scholarly research report.

The course requires a text book and supporting articles. Some articles provide examples of good published research that students examine in class to learn research design and the application of quantitative methods. By the end of the course, students should know how to conduct quantitative empirical research and apply the appropriate statistical method.

## **DBA 9104 - Quantitative Research Methods II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA program and completion of DBA 9102

This course covers advanced statistical methods for analyzing quantitative data from empirical studies. Students extend research ideas from the first quantitative course and explore how advanced analytical software enables them to assess the measurement characteristics of variables, constructs, and relationships based on covariance analysis. Topics include application of exploratory and confirmatory factor analysis (CFA) to develop valid and reliable constructs and to examine and improve measurement aspects of questionnaires.

The course requires a textbook and supporting articles. Articles provide examples of published research that students examine in class to learn how to apply advanced statistical methods and prepare research proposals. By the end of the course, students should know how to apply confirmatory factor analysis to ensure acceptable measurement criteria are met in their research.

## **GBA 7005 - Team Development and Orientation Residency.**

### **6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* Admission to the Executive MBA for Families in Business program; completion of assigned computer tutorials; completion of self-assessment instruments.

Our innovative Team Retreat is designed to introduce students to basic teamwork skills as well as computer and analysis tools necessary for successful performance. Both during and after the residency, communication and collaboration between and among faculty and associates is

facilitated by use of a distance learning platform. Significant attention is dedicated to this collaboration application as it represents one-third of the total number of contact hours between faculty and associates each semester.

## **GBA 7036 - Best Practices Residency**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

This residential course is designed to provide associates a field study experience in industry specific business processes and best practices, focusing on organizations whose practices are recognized as "best in class." Associates prepare a field study portfolio to demonstrate an understanding of the role of the "best practice" in each organization. The Lotus Notes/Learning Space distance learning platform continues to be incorporated during this residency allowing faculty and associates the ability to share/exchange ideas and viewpoints garnered from the week's activities.

## **GBA 7040 - Decision Making and Professional Development**

### **9 Class Hours 0 Laboratory Hours 9 Credit Hours**

*Prerequisite:* GBA 7030

This course examines topics that form the basis for demonstrating excellence through decision making and individual professional development. The Lotus Notes/Learning Space distance learning platform continues to be incorporated this semester. The use of this technology serves as an extension of in-class time by providing associates the ability to discuss, with fellow associates and faculty, readings and issues pertaining to each on-campus weekend.

## **Business Law**

### **BLAW 8320 - Cyberlaw**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA or MAcc program.

This course will introduce the student to the trends in the emerging field of cyberlaw as it relates to e-business and cyberspace. Relevant legal topics such as jurisdiction, intellectual property, privacy, defamation, cybercrimes, taxation, online contracting, and online securities offerings will be examined.

### **BLAW 8330 - Intellectual Property Law**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA or MAcc program.

This course will allow managers and executives to understand the fundamental legal issues

pertinent to technology management so they can competently create strategic plans to maintain or improve their company's competitiveness and leadership in their industry.

## **BLAW 8340 - Business Negotiation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAcc program or ACCT 8000 or its equivalent

This course immerses participants in negotiation and legal theories applicable to commercial and financial transactions, enterprises, and global business relationships. The focus is on negotiating business deals and ventures.

## **BLAW 8900 - Special Topics in Business Law**

### **3 Class Hours 0 Laboratory Hours 3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the Coles MBA or MAcc program, permission of the instructor, and approval of the program director.

Selected contemporary topics in business law of interest to faculty and students.

## **Business Research Methods**

### **BRM 9101 - Foundations of Business Research**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program.

This course develops skills for designing and executing quantitative research studies that can be generalized. Topics include construct measurement, data collection methodologies, multivariate statistical techniques, and application of analytical software. Students use primary databases provided in the course to conduct advanced data analysis and prepare a scholarly research report. This course develops skills for designing and executing quantitative research studies that can be generalized. Topics include construct measurement, data collection methodologies, multivariate statistical techniques, and application of analytical software. Students use primary databases provided in the course to conduct advanced data analysis and prepare a scholarly research report.

### **BRM 9102 - Business Research Design and Analysis**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* (ACCT 9001 and ACCT 9002) or (IS 9001 and IS 9002) or (MGT 9001 and MGT 9002) or (MKTG 9001 and MKTG 9002), and BRM 9101

This course provides an overview of survey designs and selected quantitative research methods. Several components of the research process will be explored as they relate to the application of appropriate multivariate statistical methods. Students apply the methods to empirical databases and learn how to interpret the results.

## **BRM 9103 - Advanced Business Research Analysis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* BRM 9101 , BRM 9102 , and (ACCT 9003 and ACCT 9004 ) or (IS 9003 and IS 9004 ) or (MGT 9003 and MGT 9004 ) or (MKTG 9003 and MKTG 9004 )

This course covers advanced statistical methods for analyzing quantitative data from empirical studies. Students extend research ideas from the first quantitative course and explore how advanced analytical software enables them to assess the measurement characteristics of variables, constructs and relationships based on covariance analysis. Topics include application of exploratory and confirmatory factor analysis (CFA) to develop valid and reliable constructs and to examine and improve measurement aspects of questionnaires.

## **BRM 9104 - Qualitative Research Methods**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* BRM 9101 , BRM 9102 and (ACCT 9003 and ACCT 9004 ) or (IS 9003 and IS 9004 or (MGT 9003 or MGT 9004 ) or (MKTG 9003 or MKTG 9004 )

The purpose of this course is to help students develop broader skills of scientific inquiry through qualitative research methods. This course will be especially useful in helping students develop their initial dissertation ideas by assisting them in shaping their research questions by bringing them closer to the phenomenon under investigation and contextualizing theoretical insights through qualitative assessment in real-life settings. This course supplements the current rigor of the quantitative methods courses with a qualitative component and enhances the students' ability to conduct mixed-methods research.

## **Chemistry**

### **CHEM 5010 - Medicinal Chemistry**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate level standing or permission of the instructor.

This course covers fundamentals of pharmacology such as drug discovery/development and pharmacokinetics, with emphasis given to the role of chemistry and biochemistry in these areas. A main focus of the course is how drugs function at the molecular level. Examples are chosen from drugs that target enzymes, receptors, and DNA.

### **CHEM 5400 - The Teaching and Learning of Chemistry**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* A grade of "C" or better in CHEM 1212 and 1212L.

An introduction to the methods of effective chemistry teaching in both the classroom and laboratory settings. Current chemical education research literature on topics such as theories

of teaching, active learning strategies, misconceptions, multiculturalism, laboratory design, demonstrations, and assessment is introduced and discussed. Primary focus of the course is the application of content and pedagogical knowledge to the practice of teaching chemistry.

## **CHEM 5700 - Environmental Chemistry**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* A grade of "C" or better in CHEM 3361.

This course covers the environmental chemistry involving the transport, distribution, reactions, and speciation of inorganic, organometallic and organic chemicals occurring in the air, soil and water environments at the local, national and global scale. Environmental transformations and degradation processes, toxicology, pollution and hazardous substances is discussed.

## **CHEM 5800 - Forensic Analytical Chemistry**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* A grade of "C" or better in CHEM 2800 and CHEM 3362.

This course covers fundamental topics of forensic analytical chemistry including statistics and data quality, sample preparation, drugs (pharmacology and toxicology), arson and the chemistry of combustion, and trace chemical evidence. Throughout the course, emphasis is placed on modern chemical instrumentation as applied to forensic casework.

## **CHEM 6110 - Advanced Topics in Inorganic Chemistry**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and Enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

A survey of recent advances in the field of inorganic chemistry and fundamental theories concerning atomic and molecular structure, group theory and symmetry, coordination chemistry, and molecular spectroscopy etc.

## **CHEM 6310 - Advanced Topics in Analytical Chemistry**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

An overview of both recent and fundamental developments of instrumentation and techniques that are revolutionizing the field of analytical chemistry.

## **CHEM 6420 - Identification of Organic Compounds**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and Enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

Advanced study of common spectrometric techniques for identifying organic compounds.

Emphasis on interpretation of data obtained from Infrared Spectroscopy (IR), Mass Spectrometry and Nuclear Magnetic Resonance (NMR), including two-dimensional NMR.

## **CHEM 6430 - Advanced Topics in Organic Chemistry**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and Enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

Advanced topics in organic chemistry as may fit the needs and interests of the students and faculty. Such topics might include synthesis and/or stereochemistry, mechanism, physical organic chemistry, organometallic chemistry and heterocycles.

## **CHEM 6440 - Polymer Chemistry**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and Enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

Advanced study of polymer synthesis, characterization, and instrumentation. Areas in polymer science that may be discussed include self-assembled systems, biomaterials, conductive polymers, and product innovation.

## **CHEM 6510 - Advanced Topics in Biochemistry**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

Advanced topics in biochemistry as may fit the needs and interests of the students and faculty. Such topics might include structure and function of biological molecules, metabolic processes, enzyme kinetics and mechanism, regulation, or binding interactions.

## **CHEM 6620 - Advanced Topics in Physical Chemistry**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

Advanced topics in physical chemistry with emphasis in such areas as biophysical chemistry, reaction dynamics and kinetics, statistical mechanics, quantum mechanics, molecular spectroscopy, and computational chemistry.

## **CHEM 6730 - Assessment Practices in Chemistry**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MS in Chemistry or the MAT in Chemistry program.

This course is designed to cover both the theory and practice of assessments in chemistry. Emphasis will cover both traditional, multiple choice or short answer assessments as well as

alternative assessment techniques. The theory presented will focus on the design of traditional assessments and the rationale for considering alternative assessments. Practical considerations will include the design, implementation, and evaluation of assessments to be used in a chemistry classroom.

## **CHEM 6750 - Advanced Topics in Chemical Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Graduate student standing.

This course is intended to acquaint the student with the literature findings on active learning strategies in chemistry, including their benefits, weaknesses, and situations under which they should be exercised. Particular focus will be on the analysis of the research in this field and the application of such knowledge to the construction of curriculum that embodies the features of the instructional approaches under study.

## **CHEM 7000 - Research Skills and Ethics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Chemical Sciences degree program.

This course offers an exploration of the process and practice of research skills and ethics needed by a professional scientist. Students will be exposed to basic safety and ethical issues involved in doing and reporting scientific research. Topics include an introduction to resources and methods for searching the chemical literature, univariate and multivariate techniques for analyzing laboratory data, writing grant proposals and scientific reviews, and the proper use of a laboratory notebook.

## **CHEM 7100 - Graduate Seminar**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Chemical Sciences degree program.

Students will be exposed to current scientific literature and emerging research through regularly scheduled seminars. Attendance and participation in seminar will prepare students to critically examine scientific literature in order to successfully apply their content knowledge to future research endeavors.

## **CHEM 7300 - Synthetic Methods**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

This course will provide a background in the fundamental methods of synthesis, focusing on applications in the broad fields of organic, inorganic, bioinorganic, and organometallic chemistry. Topics may include: tactics of carbon-carbon bond formation, oxidations, reductions, and other

functional group transformations; strategies and tactics for stereochemically asymmetric synthesis; and supporting discussions of synthetic design, molecular structure, and reaction mechanisms.

## **CHEM 7500 - Chemical Biology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

This course provides a foundational experience in chemical biology for students in the MS in Chemical Sciences. Topics covered will include the broad array of the interdisciplinary field of chemical biology, covering areas such as biomacromolecular synthesis, structure and function, molecular biology, molecular recognition and binding, kinetics and catalysis, proteomics and molecular evolution.

## **CHEM 7600 - Physical and Analytical Methods**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

This course provides a graduate-level review of modern analytical and physical methods with emphasis on spectrochemical methods, separations, qualitative and quantitative determinations, and use of computational tools to obtain and interpret data.

## **CHEM 7900 - Special Topics**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic.

## **CHEM 7950 - Directed Study**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature.

**Note** The content will be determined jointly by the instructor and the student.

## **CHEM 7990 - Research for Master's Thesis**

### **1-9 (repeatable) Credit Hours**

*Prerequisite:* Admission and enrollment in the Master of Science in Chemical Sciences degree program.

Research and thesis writing while enrolled for a master's degree under the direction of faculty members.

**Note** Variable credit hours, 1-9 hours; maximum credit applicable toward degree, 16 hours; repeatable for maximum 34 hours credit.

## **Chemistry Education**

### **CHED 6416 - Teaching of Chemistry**

#### **6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* EDUC 6100, EDUC 6100L, admission to MAT Chemistry program, permission of the instructor.

An examination and application of learning theories, curricular issues, instructional design and assessment strategies for teaching middle and secondary school chemistry in diverse classrooms. Candidates develop initial competencies for establishing a well-managed, productive learning environment, applying science content knowledge to the task of teaching adolescents, and promoting an understanding of the nature of science through inquiry-based instruction. Emphasizes practices supported by science education research and endorsed by the NSTA. Proof of professional liability insurance is required prior to receiving school placements in the co-requisite practicum.

### **CHED 6417 - Teaching of Chemistry (6-12) Practicum**

#### **0 Class Hours 9 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CHED 6416

Middle and secondary school field experience in teaching chemistry with concurrent seminars. Proof of professional liability insurance is required prior to school placements.

### **CHED 6421 - Pedagogical Content Knowledge for Chemistry I**

#### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* Admission to MAT Chemistry program

Teacher Candidates will be introduced to various methods and styles for teaching introductory chemistry. The goal of this course is to focus on knowing the learner. This will be achieved by practicing the fundamentals of lesson planning, assessment, inquiry-based activities, and analysis of data/research about student learners. Finally, candidates will learn the importance and the practical application of sound safety practices in the classroom and laboratory settings.

## **CHED 6422 - Pedagogical Content Knowledge for Chemistry II**

**2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* CHED 6421

*Corequisite:* CHED 6650

Teacher candidates will plan and implement various lessons (examples include cross-cutting discipline based, problem based, technology based, culturally relevant) that are developmentally appropriate for the learner. Candidates will use available student data and research-based literature and theory to help guide their lesson planning. Candidates will critically reflect upon their work using videos, journals, and discussions.

## **CHED 6423 - Pedagogical Content Knowledge for Chemistry III**

**2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* CHED 6422

*Corequisite:* CHED 6660

Teacher candidates will continue to plan and implement various assessments while also learning how to modify their lessons based upon student performance. Candidates will learn how to help their students develop scientific evidence-based arguments and skills that differentiate science from pseudoscience. Finally, candidates will broaden their learning environment to include those stakeholders that are outside of the immediate classroom setting.

## **CHED 6475 - Teaching of Chemistry (6-12) Practicum II**

**0 Class Hours 18 Laboratory Hours 6 Credit Hours**

*Prerequisite:* A grade of "C" or better in CHED 6416 and CHED 6417 .

Full-time teaching experience in chemistry under the supervision of a middle or high school mentor teacher and a college science education supervisor. Includes regularly scheduled seminars. Proof of professional liability insurance is required prior to receiving a school placement.

## **CHED 6650 - Yearlong Clinical Experience I (Chemistry)**

**0 Class Hours 20 Laboratory Hours 4 Credit Hours**

*Prerequisite:* CHED 6421

*Corequisite:* CHED 6422, INED 6411, INED 6422

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a full-time teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement.

## **CHED 6660 - Yearlong Clinical Experience II (Chemistry)**

**0 Class Hours 25 Laboratory Hours 5 Credit Hours**

*Prerequisite:* CHED 6422

*Corequisite:* CHED 6423, INED 6412, INED 6423

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a full-time teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement

## **CHED 9900 - Dissertation**

**3-9 (variable) Credit Hours**

*Prerequisite:* 12 hours of graduate level research courses and admission to Ed.D. Secondary Education program with a concentration in Chemistry

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. Course may be repeated as necessary. *Prerequisite:* Twelve hours of graduate research study and admission to Ed.D. Secondary Education program with a concentration in Chemistry.

## **Chinese**

### **CHNS 7702 - Chinese Linguistics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT program in Foreign Languages.

This course is a study of the most important aspects of Chinese linguistics, including the history of the language, linguistic reform, phonology, script, morphology, and syntax. This course will also examine classical and literary languages, modern standard language, and major dialects. Course taught primarily in Chinese.

### **CHNS 7704 - Chinese Pedagogical Linguistics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT in Foreign Languages.

This course explores teaching and learning Chinese as a foreign language. Students will study major aspects of Chinese language and develop teaching strategies. Students will also examine the most commonly used textbooks and study computer-assisted language teaching and learning. Course taught primarily in Chinese.

## **CHNS 7712 - Chinese Civilization and Traditions**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT program in Foreign Languages.

This course explores Chinese civilization and traditions in pre-modern, modern and contemporary times, including cultural and political movements as well as economic development. Course taught in Chinese and English.

## **CHNS 7714 - Topics in Chinese Culture**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT in Foreign Languages.

This course analyzes selected aspects of Chinese culture, such as painting, calligraphy, seal engraving, music, theater, gardening, architecture, martial arts, qigong, and medicine. Course taught in Chinese.

## **CHNS 7722 - Masterpieces of Chinese Literature**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT program in Foreign Languages.

This course is a study of the most important works of Chinese literature from ancient times to the early twentieth century. The selected works represent China's literary traditions, major genres, and literary techniques. Emphasis is given to textual analysis and the relationship between literary texts and Chinese language. Course is taught primarily in Chinese.

## **CHNS 7724 - Chinese Literature and Film since 1978**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT in Foreign Languages.

This is a study of Chinese literature and film from 1978 to the present. It explores representative works of various literary trends. Emphasis will be given to the relationship between literary themes and sociocultural changes and developments. Course taught Chinese and English.

## **Civil Engineering**

### **CE 6003 - Probabilistic Analysis and Reliability in Civil Engineering**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Approval of advisor.

Introduction to probability modeling and statistical analysis in civil engineering. Emphasis is on the practical applications of common probability models used in civil engineering. This course focuses on the application of statistical reasoning and is project-based.

## **CE 6101 - Finite Element Analysis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 3201 or approval of instructor.

Introduction to the use of finite element methods in structural analysis; the finite element formulation; 1- and 2-D elements; isoparametric elements; axisymmetric analysis; plate and shell elements; dynamics, buckling, and nonlinear analysis.

- Discuss the fundamental concepts of the Finite Element Method.
- Apply the basic properties, behavior and usage of different types of finite elements.
- Prepare FE models and solve typical Civil Engineering problems using FEM.
- Interpret and evaluate the quality of the results of FE simulations.

## **CE 6102 - Structural Dynamics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 3201 or approval of instructor

Analysis of the dynamic response of structures and structural components to transient loads and foundation excitation; single-degree-of-freedom and multi-degree-of-freedom systems; response spectrum concepts; structural response to earthquakes, design criteria, and seismic safety.

- Estimate the fundamental natural frequency of simple structures.
- Determine the vibration characteristics of simple systems.
- Determine the resonance response of systems.
- Determine dynamic response of simple structures under a general forcing function.
- Use response spectra for earthquake loading.
- Investigate multiple-degrees of freedom systems.
- Model simple systems for earthquake analysis.

## **CE 6103 - Prestressed Concrete Design**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 3201 or equivalent

AISC design procedures for steel beams, joints, girders, columns, base plates and connections.

### **CE 6104 - Advanced Geotechnical Engineering Foundation Design**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 3701 and CE 4105, or approval by instructor

An advanced study of analysis and design of various foundation systems. Subjects include footings, piles, piers, caissons, retaining walls, and anchors. Topics include slope stability of embankments and dams, the applications of geotechnical reports and in-situ tests.

- Design shallow and deep foundation systems
- Design retaining walls
- Design anchor systems
- Investigate slope stabilities

## **CE 6105 - Soil Improvement**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 3701 or approval of instructor

A study of various soil improvement techniques for construction projects. Subjects include geosynthetics, admixtures, grouting methods, along with engineering properties of materials used in soil stabilizations.

- Investigate and discuss alternative soil improvement methods satisfying the project requirements
- Investigate and discuss the civil engineering design practices using the probability models

## **CE 6107 - Design of Steel Structures**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Behavior and design of structural members and connections using Load and Resistance. Factor Design (LRFD) methods; mechanical properties of structural steel; design of tension members, compression members, beams and beam-columns; typical shear and moment connections, welded and bolted; and steel joist design.

## **CE 6133 - Design of Wood Structures**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 3201 or equivalent

The course introduces the design of wood structure and properties of wood. The course will cover the topics such as determination of horizontal and vertical loads, horizontal and vertical load-resisting systems, design of horizontal diaphragms, and bolted and nailed connections.

## **CE 6143 - Advanced Structural Analysis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 3201 or equivalent

Analysis of indeterminate structures by the matrix force and displacement methods; Wind load calculation; Seismic load calculation; Introduction to lateral force resisting systems; Introduction to stability and collapse analysis of structural systems; Use of digital computers in structural analysis.

## **CE 6201 - Transportation Planning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 4177 or approval of instructor

Introduction to urban transportation planning, travel characteristics, demand forecasting techniques, corridor studies, traffic impact studies, and public transit planning and operations.

- Explain the classic four-step process to forecast travel demand understand their strengths and weaknesses
- Understand the main concepts that describe traffic flow and methods of measurement, and calculate the performance measures needed to carry out the appropriate analysis.
- Understand the key principles of geometric and pavement design and be familiar with important components of the road system.

## **CE 6202 - Advanced Highway Design and Traffic Safety**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 4177 or approval of instructor

Providing a safe and efficient transportation system for all users is the primary objective of federal, state, and local transportation agencies throughout the nation. Better highway design practices have been proven to be the most efficient approach to "safer roads". This advanced highway design and traffic safety class is intended to provide the fundamentals of highway design and operation, human factors and vehicle characteristic and how they interact with the roadway, and highway safety analysis and different statistical techniques employed in the analysis.

- Design different highway facilities and apply relevant highway design standards
- Analyze crash and traffic data employing the appropriate statistical techniques
- Conduct traffic safety studies, identify high-accident locations, and propose crash countermeasure and potential engineering solutions.

## **CE 6203 - Advanced Bituminous and Concrete Materials**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 3501 or approval of instructor

An advanced study on properties of aggregates, asphalt binder, Portland cement. Focuses on analysis and designs of hot-mix asphalt, and Portland cement concrete. Subjects include aggregate grading and blending, rheology of bituminous materials, chemical reactions and micro-structure of Portland cement concrete. Mixture designs, characterization, and special types of mixes will be included as well.

- Design hot-mix asphalt mixture satisfying the project specific requirements
- Design Portland cement concrete mixtures satisfying the project specific requirements

## **CE 6204 - Advanced Design and Construction of Flexible and Rigid Pavements**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 3501 or approval of advisor

Advanced analysis, behavior, performance, and structural design of highway and airport pavements. This course focuses on mechanistic characterization of pavement structures and on the approaches used to characterize existing structures for the purpose of rehabilitation.

Subjects include advanced materials characterization, mechanistic modeling, nondestructive testing, and pavement rehabilitation, Airport pavement design and rehabilitation are also included.

- Design flexible pavement
- Design rigid pavement
- Design overlays on deteriorated pavements

## **CE 6301 - Hazardous Wastes Engineering**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 3702 or approval of instructor

Classification of hazardous wastes; resource conservation, Recovery Act regulations; characteristics and behavior of toxic organics; superfund; groundwater contamination, solutions. Hazardous waste site remedial action; case histories; sampling; landfill design. Stabilization and processing technologies, including incineration, carbon adsorption, emerging techniques.

- To analyze the environmental, social, economical, and political information available for solid waste management site selection.
- To evaluate decomposition processes of refuse in landfills.
- To analyze the impact of reuse/recycle/reduction on landfill design and operation.
- To design landfills based on fundamental principles of mass balance, hydrogeology, soil mechanics, and environmental engineering.
- To provide experiences in realistic civil and environmental engineering design and construction practice.
- To develop teamwork and communication skills required for multi-disciplinary civil and environmental engineering objectives.

## **CE 6302 - Air Pollution Control**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to program and CE 3702 or equivalent

Fundamental concepts of air pollution. Emission sources, atmospheric dispersion, ambient concentrations, adverse effects, governmental regulations, emission standards, air-quality standards, processes and equipment for controlling emissions

- To explain the structure and composition of atmosphere and determine the properties of gases and aerosols.
- To explain the atmospheric, health and welfare effects of air pollution.
- To calculate the kinetics and equilibrium of gas phase reactions in combustion systems and in the atmosphere.
- To explain the scales of air motion, to determine the atmospheric stability and to calculate air dispersion.
- To describe the principles of gaseous and particulate monitoring systems
- To describe air regulations
- To explain air resources topics to the professional society and general public
- To design remediation processes for treatment of air

## **CE 6303 - Water Resources Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 3343 or approval of instructor

This course provides an introduction to water resources engineering and management, with an emphasis on water resources protection and water supply. Course content addresses technical aspects as well as the legal, regulatory and policy aspects of water resources management. Topics include surface water hydrology and watershed protection, development of water supplies, conjunctive use of groundwater and surface water, management of reservoirs and rivers, the role of probability and statistics, systems analysis techniques, and planning of water resources projects.

## **CE 6304 - Advanced Hydraulics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ENGR 3343 or approval of instructor

This course covers applications in pipe and open channel flow and hydraulic structures. Unsteady flow in pipes. Water hammer. Hydraulics of sediment transport. Spillway and design of small dams.

- Analyze transient flow in pressure pipe
- Analyze sedimentation and sediment transport phenomena
- Apply principles of hydraulics for energy generation
- Design spillways
- Analyze and design energy dissipaters stilling basins
- Analyze water quality data and interpret the water quality conditions in any waterways
- Solve problems in groundwater hydrology using principles of hydraulics
- Understand the issues of water planning and management
- Apply basic principles of hydraulics and hydrology in urban water resources and environmental projects
- Recognize the importance of incorporating the concept of sustainability in various water resources engineering design projects
- Evaluate the economic impacts of water resource alternatives
- Enhance student's awareness of current water resources and environmental issues

## **CE 6313 - Environmental Engineering Design**

### **3 Class Hours 4 Laboratory Hours 3 Credit Hours**

Introduction to environmental engineering design of unit processes and pollution abatement systems including water treatment plant design, wastewater treatment plant design, sludge management system design, air pollution abatement systems design, and solid and hazardous waste engineering design.

## **CE 6333 - Advanced Hazardous Waste Engineering**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 3702 or equivalent

The course outlines the classification of hazardous wastes; Resource Conservation and Recovery Act regulations; characteristics and behavior of toxic organics; superfund; soil and groundwater contamination. This course covers hazardous waste site remedial action; case histories; sampling; and landfill design. Stabilization and processing technologies, including incineration, carbon adsorption, emerging techniques are also discussed.

## **CE 6343 - Solid Waste Management and Engineering**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

The course discusses the advanced topics on solid waste treatment, storage, disposal, and control processes. Detailed design and regulatory requirements of solid waste landfills and other solid waste management facilities are also covered.

## **CE 6401 - Master's Thesis**

### **1-6 Class Hours 0 Laboratory Hours 1-6 Credit Hours**

*Prerequisite:* Approval of instructor

Independent study using a recognized research method.

## **CE 6433 - Hydraulic Analysis and Design**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

The course applies principals of fluid mechanics to the design and analysis of hydraulic systems. The course emphasizes open channel flow and addresses topics of interest to the Civil Engineer. Topics include hydraulic grade line calculations, pump design, culvert analysis and design, based flood elevation studies using HEC-RAS, non-uniform flow, gutters and inlets, water distribution, open channel design.

## **CE 6533 - Advanced Soil Mechanics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 3701 or equivalent

After brief review of drained and undrained shear strength of soils under transitional triaxial compression testing, the advanced topics to be covered in shear strength will include modified Mohr-Coulomb diagrams, including p-q diagrams, stress paths, triaxial extension and triaxial compression tests, and drained and undrained failure at principle stress difference versus principal stress ratio. In consolidation, the components of settlement and the effect of submergence on ultimate consolidation settlement will be covered.

## **CE 6603 - Transportation Engineering**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ENGR 3305 or equivalent

Significance of highway transportation to the economy and society, road vehicle performance, geometric design of highways, pavement design, traffic flow and queuing theory capacity and level of service analysis.

## **CE 6613 - Highway Design and Construction**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 4177 or equivalent

This course addresses the challenges facing engineers when designing and constructing highways with an emphasis on safety and efficiency.

## **CE 6633 - Pavement Engineering**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CE 3201 and CE 3701 or equivalent

A study of the methods used to determine thickness and composition of the components of both flexible and rigid highway pavements. Class work will also include paving materials, drainage systems, pavement distresses, and maintenance & rehabilitation. Standard techniques and computer software, the Asphalt Institute and AASHTO will be utilized in pavement thickness design.

## **CE 6683 - Inelastic Behavior of Pavement Materials**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Introduction of theories in applied mechanics that govern the inelastic behavior of pavement materials. The topic areas will include linear and nonlinear viscoelasticity and continuum damage mechanics.

## **CE 6900 - Special Topics in CE**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Exploration of a specifically designed topic or theme in Civil Engineering that meets the graduate level course requirements.

## **Coach Education**

### **EDCO 7010 - Introduction to Coaching**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This is the first of the three courses in the Coaching Endorsement sequence. This course focuses on developing a knowledge base for coaching that is framed within an organization's mission, vision, beliefs, and goals, and that is focused on performance criteria. Candidates develop skills in personal assessment; feedback techniques; collaboration; written, verbal, and non-verbal communication; and ethical behavior. Learning is supported by field-based practice that provides context for addressing the needs of various groups of learners and educators, particularly those from diverse and socio-linguistically varied backgrounds.

### **EDCO 7020 - Using Data for Coaching**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDCO 7010

This course focuses on assessing the effectiveness of coaching on teaching, learning, and cultural context and is based on performance criteria. Candidates develop skills in identifying and implementing assessment tools, utilizing effective listening and questioning techniques, and analyzing and communicating assessment results. Learning is supported by field-based practice that provides context for addressing the needs of various groups of learners and educators, particularly those from diverse and socio-linguistically varied backgrounds.

### **EDCO 7030 - Applied Coaching: Developing, Implementing, and Maintaining a Coaching Plan**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDCO 7010 and EDCO 7020

In this course, candidates will apply their knowledge, skills, and dispositions in coaching in real settings. More specifically, they will develop, maintain, and implement an effective coaching plan. Forty percent of this course is a field work practicum in which the coaching candidate will develop goals and a plan to achieve them in collaboration with a coach.

## **Communication**

### **COM 5100 - Social Media Theory and Concepts**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Acceptance to KSU graduate-student status.

This course examines theory and concepts relevant to social media. Along with emerging digital and social media theory, this course also explores the connection between foundations of

media and communication as they apply to current situations, techniques, and trends. Students produce graduate-level research that expands the scholarly discourse in this area.

## **COM 5200 - Digital Media Law**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to certificate program or permission of the instructor.

This course provides an in-depth examination of the existing legal structure within which digital and social media operates, and the antecedent statutory and case law through which this structure has evolved. This course also addresses ethical concepts and considerations surrounding digital and social media. This course focuses on the First Amendment as it applies to free speech and the media, specific to online content.

This course introduces students to different legal issues such as libel, disruptive speech, invasion of privacy, and copyright. It also teaches about different approaches to the First Amendment and how far freedom of speech and of the press goes in different legal scenarios. As a graduate course, students read several cases involving digital and social media. Students analyze texts and discuss the implication of law from theoretical and practical perspectives.

## **COM 5410 - Digital Publication Design**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Acceptance to KSU graduate-student status.

This course explores the nature and role of publication design through a study of visual communication theory; historical development of design; use of color, photography and graphics; and the use of design software and tools, including cloud computing and Drop Box. Students learn to exercise control over messages through coordination of text, images, and strategic design. Graphic design software (Adobe Creative Suites InDesign and Photoshop) and other online tools are used to develop an understanding of visual communication strategies and skills to create publications for communication to internal and external organizational audiences.

## **COM 5420 - Mobile Media Technologies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course introduces students to concepts connected with mobile media technology and with cyberculture, such as augmented reality, immersive worlds, and mobile learning and information design. Essentially this course critiques the basic theory and usability of social networking, mobile delivery, mobile content and technology, requiring you to engage and interact online.

## **COM 5900 - Digital and Social Media Capstone**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Acceptance to KSU graduate student status.

Students plan and create an applied project that reflects best professional practices, theory and existing research on digital and social media. The final project is shared with the professional

community via social networks. Students also create a summary of supporting literature, and an implementation and evaluation plan.

## **COM 6670 - Crisis Leadership Communication**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Leaders need communication skills and requisite knowledge to guide organizations through the tumultuous crises of the future. This course addresses numerous content areas, including: factors involved in decision-making under pressure; training and organizational skills in crisis management communication as a core competency; and leading in local and transboundary crises through an integrated approach for organizations with different decision-making structures, different resource commitments to crisis preparations and response, and different communication and cultural strategies.

## **COM 7100 - Survey of Global Communication**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course provides an overview of global communication, its modern development and the role of information technology; global communication law and policies; global news and information flow; global communication in transnational and global companies; global public relations; global advertising; and issues in global communication.

## **COM 7200 - Foundations in Communication Theory and Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course introduces graduate students to three elements that are crucial to success in a graduate program: understanding the role of and approaches to graduate research at KSU; appreciating the importance of the rationale employed to understand ways in which the world around us works in the context of the communication process; and exploring ways to test or make sense of that rationale.

## **COM 7300 - International Public Relations**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course examines the principles and concepts of practicing public relations globally including cultural, political and economic considerations; organizational goals and objectives; the role of traditional media; and the challenges new media technologies are bringing to public relations for corporate and government entities.

## **COM 7400 - Communication Research Methods**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* COM 7300

This course deals with analysis of types of problems, concepts, definitions, variables, methods and measurement techniques as well as interpretation of data prevalent in communication research. The purpose of this course is to guide students to conduct elementary statistics, design research and develop their own research proposals.

## **COM 7500 - Communication for Multinational Corporations**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* COM 7300

The ever intensified globalization has motivated and forced many business people work cross-culturally. Intercultural communication has become an integral component for business and managerial education. Effective communication is a vital skill for everyone in business today, especially for those who work in multinational corporations. Great communicators have a distinct advantage in building successful businesses and careers. Effective intercultural business communication requires one not only to be proficient with business strategy and linguistic skills, but also be competent with intercultural communication and multicultural negotiation capabilities. Using case studies conducted at multinational corporations across the globe, this course introduces students to the world of international business and management by studying key concepts of intercultural communication, negotiation, international trade and global team-building. Such areas as cultural and sub-cultural differences, changing organizational structures, advanced communication technologies, and verbal and nonverbal communication channels will be covered in this course.

## **COM 7600 - Communication and Technology Seminar**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* COM 7300

This course continues what IGC students began learning in the global communication theory seminar. This course focuses on how technology impacts the communication process in five specific areas: public relations, advertising, political communication, citizen media, and law. It will look at the legal, social, and economic implications of technology in each of these areas. Students will be able to examine and critique technology's role in the communication field. Specifically, they will examine the role technology has on public communication.

## **COM 7700 - Integrated Global Communication Directed Study**

**6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* COM 7600

Integrated Global Communication Directed Study offers students in the MAIGC opportunities to conduct individual research abroad or choose from a pool of courses offered by KSU partner institutions abroad, under the supervision of a KSU instructor of record. This course is one of the four options students may choose as part of the Summer International Experience in the MAIGC. Approval from the director of the MAIGC for all directed study projects is

required. A student pursuing an individual research project must work with a MAIGC faculty member who will supervise the student's progress and provide guidance for the desired outcome of the project. Students interested in enrolling in classes offered by a KSU partner institution abroad must receive approval from the director of the MAIGC.

## **COM 7710 - Integrated Global Communication Practicum**

**6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* COM 7600

Students will work abroad or domestically for the summer term for a for-profit organization with global reach on projects with international implications. Emphasis will be placed on contrasting American and foreign culture communication traditions. Students will learn the historical background and recent contemporary backdrop to foreign country communication practices, structures and organization.

## **COM 7720 - Integrated Global Communication Study Abroad**

**6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* COM 7600

Students may choose from among the many KSU study abroad courses offered by KSU faculty during the summer terms as one of the four options for the Summer International Experience in the MAIGC. Permission of the director of the MAIGC is required and students must work with the KSU Education Abroad Office to find KSU study abroad courses appropriate for the Summer International Experience. Students are expected to meet the expectations of the KSU instructor of record for the KSU study abroad course.

## **COM 7730 - Integrated Global Communication Study Tour**

**6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* COM 7600

This course examines public relations, organizational communication and other facets of communication integral to coordinating global communication messages across cultures in professional settings. Emphasis will be placed on contrasting American and host country communication traditions. Students will learn the historical background and recent contemporary backdrop to host country communication practices, structures and organization. Numerous examples of host country communication practices will be observed through visits to local, national, and global corporations and communication organizations.. Students will hear lectures from experts in host country organizations.

## **COM 7900 - Integrated Global Communication Capstone**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* COM 7700 , COM 7710 , COM 7720 , or COM 7730

This course is the culminating experience for students in the MAIGC. Students work individually or in teams to develop either an original scholarly research project related to global communication, or an integrated global communication professional project for a client. Students meet weekly for instruction and direction with the instructor and recruit a graduate faculty member to be a reviewer/reader for the thesis/project. At the end of the course, all students present their projects in a public forum.

## **COM 8200 - Communication with Asian Partners**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into any KSU graduate program.

This course explores communication strategies with Asian partners in global business, political and organizational contexts. Through lectures, discussions, case studies and guest speeches, students develop a deep appreciation of intercultural sensitivity, especially when communicating with peoples of Asian cultures. Students analyze commonalities and differences in communication styles among Asian cultural groups. In particular, students develop relationship building, negotiation and conflict resolution skills with partners of Chinese, Japanese, Korean, Indian and Islamic cultural backgrounds.

## **Computer Science**

### **CS 5000 - Foundations of Programming**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

An accelerated approach to programming is presented with an emphasis on program design and computer science concepts. A modern, Object-Oriented language is used. Topics include core programming concepts including common data structures, function and class definition, inheritance, polymorphism, file I/O and exceptions, and recursion. Programming projects are included.

### **CS 5020 - Foundations of Computer Architecture and Operating Systems**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This accelerated course contains selected concepts from architecture including number systems, digital logic, basic logic design in combinational and sequential circuits, and assembly and machine language. Operating Systems concepts include management of resources including processes, real and virtual memory, jobs, processes, peripherals, network, and files.

## **CS 5040 - Data Structures & Algorithms**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

An intense coverage of data structures and algorithmic techniques is provided including runtime analysis and big-oh notation. A modern language will be used. Topics include dynamically allocating memory, pointer declaration and use, and the implementation of data structures such as lists, stacks, queues, binary search trees, and graphs. Analysis techniques are provided, such as the growth of functions, recurrence equations, advanced sorting techniques, elementary graph algorithms, minimum spanning trees, greedy algorithms. Programming projects are included.

## **CS 5060 - Database Design**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course will provide a practical foundation of database systems with emphasis on relational database design, implementation, and management. Topics include normalization, ERD, logical and physical design, SQL query, database applications, usage of XML in database, and data warehouse.

## **CS 5070 - Mathematical Structures for Computer Science**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Undergraduate Calculus course.

Topics from discrete mathematics include set theory, relations and functions, principles of counting, graph theory, formal logic, recursion, and finite state machines. Emphasis is given to how mathematics relates to computer science.

## **CS 6020 - Advanced Computer Architecture**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Coursework in computer architecture and operating systems, or CS 5020 as per admissions analysis.

Topics include computer performance issues, instruction set architectures, RISC versus CISC, performance enhancing techniques, memory hierarchy (including cache memory), pipelining, multiprocessor architectures, and implications to operating system design.

## **CS 6025 - Advanced Operating Systems**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

The course focuses on advanced OS concepts such as: memory and process management for high-performance computing and architectures, advanced threading/concurrency, and distributed architectures and computing. The course emphasizes performance modeling with simulation and reading papers on the various advanced topics of operating systems. Discussion of grid computing and cloud computing, virtualization and hypervisors, scheduling for real-time, symmetric multiprocessing and hardware multithreading, effects and control of hardware

caches

A research project/paper is to be developed during the second half of the course.

## **CS 6027 - Advanced Computer Networking**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course builds on the fundamentals of computer networking and covers network programming, software application-related, protocol-related and security-related issues involved in the Internet. A specific protocol suite will be examined in detail. More advanced topics that build on the student's understanding of network protocols are also introduced, such as network security, mobile networks and the future Internet.

## **CS 6041 - Theory of Computation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Coursework in Discrete Math or CS 5070 as determined by program admission  
A study of topics from theoretical computer science that includes automata and languages, computability theory, and complexity theory.

## **CS 6045 - Advanced Algorithms**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Coursework in Data Structures or CS 5040 as determined by program admission  
This course covers advanced topics in algorithms including randomized algorithms, decompositions of graphs, dynamic programming, linear programming and reduction, NP-complete problems, approximation algorithms, and quantum algorithms.

## **CS 7050 - Data Warehousing and Mining**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CS 6010 and CS 6050

This course covers prominent algorithms and techniques for developing effective, efficient, and scalable data warehousing and data mining tools. Topics discussed in this course include: data visualization, data integration, data warehousing, online analytical processing, data cube technology, advanced pattern mining, advanced classification analysis, advanced clustering analysis, outlier detection, data mining trends and research frontiers.

## **CS 7060 - Mobile Intelligence**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CS 7030.

This course covers advanced and/or intelligent mobile application development. Topics include cross-platform mobile application development, mobile augmented reality, and mobile business intelligence.

## **CS 7070 - Advanced Networking Protocols**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CS 6060

This course covers the study of the modern networking protocols, including the TCP/IP protocol suite, addressing, IPV6, routing, security.

## **CS 7075 - Artificial Intelligence and Robotics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CS 6020

This is a survey course covering topics in Artificial Intelligence and Autonomous Robotics. A survey of AI methods and approaches from search methods to neural networks will include hands-on with expert systems. A robotics kit will be included to allow students to analyze, design, build, and test simple robotic systems running autonomously.

## **CS 7125 - Cloud Computing**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

In this course we will discuss concepts including cloud computing architecture, Infrastructure as a Service (IaaS), Platform-as-a-Service (PaaS), Software as a Service (SaaS), etc.

## **CS 7172 - Parallel and Distributed Computing**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course covers various aspects of parallel and distributed processing and algorithm design with an emphasis on programming. Topics include: Taxonomy of parallel architectures; Shared-memory vs. message-passing architectures; Computation models and Performance metrics; Parallel/distributed algorithm design - basic techniques; Parallel/distributed programming techniques and issues: partitioning, load balancing, synchronization, task scheduling, message overheads, etc.; Parallel/distributed algorithms for sorting, matrices, etc.; Debugging, Profiling, and Performance enhancements of parallel and distributed programs. Students will gain experience in parallel and distributed programming on state-of-the-art cluster and GPGPU/CUDA machines, including a 700+ CUDA machine.

## **CS 7174 - Modeling and Simulation**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

The course covers an overview of modeling and simulation of the structure and behavior of real-world systems using object-oriented discrete-event simulation techniques. Students select an advanced topic in modeling and simulation to develop a research project and paper.

## **CS 7260 - Advanced Database Systems**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Coursework in Database or CS 5060 as per admission evaluation

This course will cover advanced concepts and techniques in database systems. Topics include advanced concepts in relational databases, data warehousing and mining, and NoSQL distributed database technology for big data analytics.

## **CS 7263 - Big Text Mining**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CS 6045

This course covers algorithms and applications of mining text/web data. Topics include entity extraction, social graph analysis, text clustering, TF-IDF indexing, web crawling, natural language processing, trend analysis, and semantic web. Multiple case studies will be conducted.

## **CS 7265 - Big Data Analytics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CS 6045

This course covers algorithms and tools that are needed to build MapReduce applications with Hadoop or Spark for processing gigabyte, terabyte, or petabyte-sized datasets on clusters of commodity hardware. A wide range of data algorithms will be discussed in this course.

## **CS 7327 - Computer Graphics and Multimedia**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Coursework in Data Structures or CS 5040 as determined by program admission

A study of the algorithms and principles of interactive 3D computer graphics, this course focuses on the rendering of graphical data with an emphasis on real-time systems. Topics include standards, supporting mathematics (including matrix and vector operations), the graphics pipeline, coordinate systems, lighting calculations, texturing, file formats and shader-based rendering. Major project included.

## **CS 7367 - Digital Image Processing and Analysis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Coursework in Data Structures or CS 5040 as determined by program admission

This course discusses Introductory concepts, Image Formation and Representation, Image Enhancement, Edge Detection, Image Transformation, Image Segmentation, Image Restoration, Image Morphology, Texture, Image Pattern Recognition, Skeletonization, Image Compression, Unsupervised Clustering and Image Analysis. At the end of this semester, students should be able to analyze digital images by implementing the algorithms taught in this course using Java, or C/C++ computer languages.

## **CS 7385 - Human Factors**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Program Admission or Permission of Director

The psychological, social, and technological aspects of interaction between humans and computers. Includes usability engineering, cognitive and perceptual issues, human information processing, user-centered design approaches, and development techniques for producing appropriate systems. Major project included.

## **CS 7425 - Wireless and Mobile Computing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCS program.

This course introduces the fundamental concepts of wireless networks, radio propagation, and data communications. It includes an extensive discussion on the MAC layer, IEEE802.11, location-sensing systems, wireless technologies (e.g., IEEE802.11, WiMAX, Bluetooth, RF tags, Wii), various data dissemination and access paradigms/architectures (e.g., mesh networks, mobile peer-to-peer) and wireless networks (e.g., ad hoc, mesh, sensor, infrastructure networks), routing protocols for wireless networks, monitoring wireless networks, statistical analysis and modeling of wireless network measurements, and analyzing the performance of mobile computing systems. The course also includes programming/survey/research term project that will enable students to experiment with mobile computing and research on wireless networking hot topics.

## **CS 7455 - Mobile App Development**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Coursework in Computer Programming, or CS 5000 as determined by program admission

This course covers the fundamentals of software development for the Android Mobile Application Platform. Topics include UI Design for Mobile Apps, Resource Management for Mobile Apps, and Deployment of Mobile Apps.

## **CS 7457 - Game Design and Development**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Coursework in Data Structures or CS 5040 as determined by program admission

An introduction to computer game design, game design engines, 2D and 3D graphics, game-related algorithms, game control structures and games as simulations. Topics include graphics, multimedia, visualization, animation, artificial intelligence, and tools of game design.

Developments using the software engineering life cycle are emphasized. The development and presentation of a game prototype is required.

## **CS 7530 - Computing Security**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CS 6025

This course provides an introduction to fundamentals of security in computers and applications. Topics include various security principles based on authentication, authorization, access control, and cryptography. Focus is on latest trends in emerging security threats within network, web, mobile, and database applications as well as best practices to mitigate the threats.

## **CS 7535 - Computing Security: Implementation and Application**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* (Coursework in Data Structures or CS 5040) and (Discrete mathematics coursework or CS 5070 ) as determined by program admission.

This course covers the fundamentals of computing security, access control technology, cryptographic algorithms, implementations, tools and their applications in communications and computing systems security. Topics include public key infrastructure, operating system security, database security, network security, web security, firewalls, security architecture and models, and ethical and legal issues in information security.

## **CS 7537 - Digital Forensics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CS 6025 and CS 6020

This course covers comprehensive study of the technological, systematic inspection and analysis of the computer systems and contents for evidence or supportive evidence of a crime. It focuses on legal systems, digital forensics, search and seizure, digital evidence, and media analysis. Students will be introduced to tools and techniques, and trends in digital forensics field.

## **CS 7827 - Real Time Systems**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Coursework in Operating Systems or CM 5030 as determined by program admission

The software development life cycle as it applies to real-time systems. Labs involve the use of a real-time operating system and an associated development environment. Related topics such as concurrent task synchronization and communication, sharing of resources, scheduling, reliability, fault tolerance, and system performance are discussed. Major project included.

## **CS 7843 - Theory of Programming Languages**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Coursework in Discrete Math or CS 5070 as determined by program admission

Comparative study of programming language paradigms with emphasis on design and implementation issues. Covers formal definitions of syntax and semantics, data types, scanning, parsing, scoping, static and dynamic storage allocation, definition of operations, control of program flow, code generation, virtual machine, subroutine and function linkages, formal tools for characterizing program execution, and abstraction techniques.

## **CS 7990 - Special Topics in Computer Science**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Depends upon topic

## **CS 7991 - Advanced Topics in Computer Science**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course will cover research methods in computer science. Students will be required to study certain advanced topics in computer science through literature reviews and project development, and present study outcome in a seminar.

## **CS 7992 - Directed Studies**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course covers special topics of an advanced nature that are not in the regular course offerings. Up to three hours may be applied to the major area.

## **CS 7995 - Internship**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course provides a supervised, credit-earning experience of research or development in computer science with an approved organization or institution. Each student will also be required to complete a research/development project.

## **CS 7999 - Thesis**

**3 Class Hours 0 Laboratory Hours 3 (repeatable until thesis is complete; 9 hours minimum) Credit Hours**

*Prerequisite:* Permission of program director

# **Computing and Software Engineering**

## **CSE 6983 - Graduate Internship**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* 9 CSE graduate hours and be in good academic standing.

Gives students the opportunity to apply knowledge of computing in a realistic practical project. They are expected to write a research paper based on their experiences.

## **Conflict Management**

### **MSCM 7100 - Introduction to Conflict Management**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

This course presents an overview of the emerging movement toward alternative forms of conflict resolution and of conflict management as an interdisciplinary field. Readings are drawn from a broad range of academic disciplines, including law, economics, social psychology, sociology, anthropology, political science, as well as dispute resolution. Students are introduced to conflict resolution theories, dispute resolution processes, conflict management system design, and application of conflict management to the public policy environment.

### **MSCM 7205 - Basic Mediation Training Clinic**

#### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* Admission to the MSCM program or permission of the program director.

This course is designed to provide students with basic mediation training approved by the Georgia Office of Dispute Resolution for mediators handling court-referred or court-ordered cases.

### **MSCM 7210 - Foundations and Theories of Conflict Management: Conflict Theory**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCM program or permission of the program director in consultation with faculty.

This course is designed to introduce students to the foundations and theories of conflict management. The course includes an interdisciplinary introduction to conflict management. The course includes an interdisciplinary introduction to conflict, the history of the field, sources of conflict, and conflict theory. The course introduces students to the various responses to conflict.

### **MSCM 7220 - Foundations and Theories of Conflict Management: Negotiation Theory**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCM program or permission of the program director in consultation with faculty.

Students will gain an understanding of the fundamentals of negotiation theory through a format that includes lecture, role-play, focused exercises, and case study. Concepts covered will

include an introduction to game theory, distributive and integrative bargaining, principled negotiation, psychological barriers to settlement, and negotiation ethics.

## **MSCM 7230 - Foundations and Theories of Conflict Management: ADR Continuum**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the MSCM program or permission of the program director in consultation with faculty.

This course helps students develop an understanding of the nomenclature of alternative dispute resolution (ADR) processes commonly used in the United States. The students will examine the history and evolution of ADR, as well as briefly examining a number of individual processes in detail, such as negotiation, mediation, arbitration, early neutral evaluation, ombuds offices, etc.

## **MSCM 7305 - Advanced Conflict Management Skills Clinic**

### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* CM 7200; CM 7205.

This course is designed to provide students with advanced conflict management skills, including an introduction to diversity awareness, ombudsing, co-mediation, facilitation, multi-party mediation, and train the trainer.

## **MSCM 7310 - Interpersonal, Intergroup, and Community Conflict**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Students examine the dynamics of and interventions in interpersonal and intergroup conflicts, including the role of identity and community dispute resolution in contemporary ADR. Students will sharpen the skills and tools they learned in previous MSCM coursework.

## **MSCM 7315 - Organizational and Workplace Conflict**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to graduate study.

This course examines the dynamics of organizational conflict with a special focus on the workplace context. Students will sharpen the skills and tools they learned in previous MSCM coursework and apply them to problems of intervention in organizational disputes.

## **MSCM 7320 - Critical Knowledge and Skills of Conflict Management: Public Policy Disputes, Cross-Cultural and International Conflict Resolution**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCM program or permission of the program director in consultation with faculty, MSCM 7210, MSCM 7220, MSCM 7230, and MSCM 7310

This course examines public policy disputes and intercultural communication. Public policy disputes are unique in that they tend to be multi-party, multi-issue, long-standing, intractable, and they occur under the glare of public scrutiny. Therefore, managing public disputes requires greater ability to facilitate large-group processes and deal with the media. Next, the students will examine intercultural and international conflict resolution. The students will begin by developing an understanding of the ways in which cultures vary in their communication styles. Then students will examine the processes of international conflict resolution through diplomatic negotiation and mediation. Theories analyzing the strategic, structural, and behavioral features of international negotiations and mediations are discussed in lectures and case studies. Simulation exercises will be integrated to this class to provide students with hands-on experiences in applying theories to cases.

## **MSCM 7325 - Advanced Civil Mediation Clinic**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* MSCM 7205

Students will enhance their mediation skills and deepen their knowledge through observing mediation role-plays and videos. This course substitutes for 5 mediation observations, a requirement for registration with the Georgia Office of Dispute Resolution (GODR).

## **MSCM 7335 - Organizational Leadership**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

The class will focus on the key skills needed for superior organizational leadership. Class will review the literature on leadership and conflict management, dynamic organizational leaders, and analysis of scenarios.

## **MSCM 7355 - Advanced International Mediation Clinic**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

This clinic will examine the applicability of mediation to a range of international disputes, with emphases on the coordination and timing of mediation efforts, and the complexity of the international arena. Students will review standards of practice from international organizations related to diplomacy and commerce, and apply these to selected cases.

## **MSCM 7365 - Humanitarian Crisis Intervention**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

This is a two-day training course designed to explore a range of dilemmas and scenarios in humanitarian, peacebuilding, conflict and human rights crises. The course is built around using simulations.

## **MSCM 7400 - Conflict Management Research Methods**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CM 7200; CM 7300.

This course is designed to introduce students to basic research methods used in the study of conflict. There is a particular emphasis upon methods to assess conflict and evaluation interventions designed to address conflict in a given environment.

## **MSCM 7500 - Conflict Management Systems Design**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MSCM 7400

This course will prepare students to design a system to address conflict in the environment of an organization.

## **MSCM 7600 - Study of a Specific Conflict Management Environment**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MSCM 7500

In this course the student chooses a specific environment for application of the knowledge and skills acquired through the academic and clinical components of the program. The study of a specific conflict environment provides the context for the student's fieldwork in the final semester of the MSCM program.

## **MSCM 7705 - Advanced Applied Skills Training**

### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* MSCM 7205

This 42-hour advanced skills training course will enhance student's theoretical, research, and practice skills. The course will be focused on the implementation of certain forms of practice, realms of practice, and the skills sets needed by the practitioner in each specific conflict management environment. Emphasis will be on the honing of skills for the student's particular area of interest.

## **MSCM 7710 - The Practice of Conflict Management: Field Experience**

### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* 27 hours in graduate CM courses and approval of the program director in consultation with faculty.

This course includes a fieldwork, study, and travel to a specific domestic conflict environment chosen by the student with the guidance of the faculty. The students will research the background and history of the conflict and prepare a written report of this fieldwork upon returning. This course usually involves several students and faculty working and traveling together.

## **MSCM 7715 - The Practice of Conflict Management: Field Experience**

### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* 27 hours in graduate CM courses and approval of the program director in consultation with faculty.

This course includes a fieldwork, study, and travel to a specific international conflict environment. The students will research the background and history of the conflict and prepare a written report of this fieldwork upon returning. This course usually involves several students and faculty working and traveling together.

## **MSCM 7720 - The Practice of Conflict Management: Field Study and Internship Reports**

### **5 Class Hours 0 Laboratory Hours 5 Credit Hours**

*Prerequisite:* 27 hours in graduate CM courses and approval of the program director in consultation with faculty.

This course includes a field study in a specific conflict environment chosen by the student with the guidance of the faculty. The students will analyze conflict in the chosen environment and, where appropriate, will make policy recommendations or design and plan implementation of the intervention processes to address the conflict. The students will prepare an extensive written report of this analysis, accompanied by an annotated bibliography.

## **MSCM 8900 - Special Topics**

### **1-3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to graduate study or permission of the director of MSCM. Exploration of a specified topic in conflict management.

## **MSCM 8940 - Directed Study**

### **1-3 Credit Hours**

Admission to this course requires permission of the program director and faculty member. A directed study is a special, one-time offering of a topic for a specific student. The directed study does not substantially overlap with an existing course in the curriculum. Directed study proposals are a concentrated investigation of a selected topic, is a well-defined proposal, is of an advanced nature, and have detailed learning objectives and deliverables. The specific content will be determined jointly by the instructor and student.

## **Construction Management**

### **CM 5030 - Descriptive Structural Systems**

#### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

A descriptive study of structural behavior with an overview of statics, strength of materials, design of beams and columns for concrete, steel and timber structural systems.

### **CM 6000 - Information Methods**

#### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

A course in communications technique improvement and preparation for functioning in an information based society. Conceptual and methodological issues in construction research will be explored with emphasis on construction specific resources. Data development and analysis will be studied to include the concepts of validity, reliability, and applications of statistics.

### **CM 6020 - Ergonomics Analysis and Productivity**

#### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

A study of the applications of ergonomic principles to construction related tasks. Work study, task analysis, and Human Factors and Ergonomics (HFE) principles are applied to labor and equipment intensive construction operations to prepare students with analytical skills that enhance safety performance and productivity.

### **CM 6100 - Construction Law: Contracts and Claims**

#### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

This course focuses on the legal problems and concerns frequently encountered by constructors and others who participate in the construction process. Topics include the formation of contracts and the various contractual relationships; methods of modification and termination of the contracts; exploration of licensure and professional liability of the construction practitioner.

## **CM 6120 - Dispute Resolution**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

This course will survey the growth of the alternate dispute resolution field, giving emphasis to alternative dispute resolution theory and its application to the construction industry. A student will be exposed to different resolution processes relative to the construction industry: namely, negotiations, mediation and arbitration.

## **CM 6130 - Case Studies in Construction**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

This course is designed to explore the multiple contractual complications that typically arise within the construction contracting process. Topics will develop and explore the technical aspects of procurement, implementation, construction operations, through to post contractual obligation and liabilities inherent in the construction industry.

## **CM 6200 - Strategic Bidding and Estimating**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

A review of all normal bid-preparation activities that should take place in a prime contractor's organization from the initial decisions on project selection and receipt of drawings and specifications, through the estimating process and sub-bid research, final bid assembly, markup and submission, to postmortems and necessary follow-up actions. Significant attention will be devoted to bidding techniques, strategies, practices, and methods recommended to handle these functions.

## **CM 6310 - Advanced Scheduling and Integrated Controls**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

An exploration of current techniques and practices of integrated project control systems for construction. Subjects covered include various methods of project scheduling and monitoring, resource management, time-cost tradeoffs, organizing and managing schedule data, forecasting and trend analysis, and presentation of schedule information. Special emphasis is placed on the use of modern integrated scheduling practices and associated computer tools.

## **CM 6320 - Construction Information Systems**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

The interaction of information technology with the construction industry. Opportunities and risks for individuals and organizations are examined in the realms of information flow, decision-making and a changing world. Human and ethical issues are considered. Students are introduced through laboratory exercises to construction specific products, to construction applications of conventional database systems and to data transfer technologies.

## **CM 6330 - Advanced Operations: Constructability, Value Engineering, Productivity**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

An exploration of project processes and organization including procurement, startup, documentation, payment, change order administration and job closeout. Included is project analysis for constructability, value engineering, and productivity analysis/improvement techniques.

## **CM 6340 - Analytical Tools for Construction Management**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

Application of computer software for advanced analysis of data encountered in construction practice. Simulation software will be introduced for the creation of data used for analysis of construction operations. This course will provide masters students with tools that can help them to perform top-level management duties in the construction industry. The complex nature of the construction industry requires construction managers to analyze large amounts of data to manage cost, schedule, and safety issues..

## **CM 6410 - Building Failures and Defective Work**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

A study of problems, trends and issues related to workmanship and product failures during a time of rapid change in the construction industry. It will discuss concepts, philosophy and technology behind the subject issues and seek the exchange of ideas and views. Students will be expected to gain knowledge in the subject topics and develop skill in researching for facts extended to effective written and verbal presentations of the findings.

## **CM 6420 - Tall Buildings**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

A study of tall buildings in the society of today and tomorrow. Form giving factors will be identified and problems of planning, design and construction explored. The project manager's role in the tall building process will be related to specific building examples. International differences in the role of tall buildings will become apparent, yet common threads will be found which can be useful in a shrinking world and a more universal construction industry.

## **CM 6430 - Automation and Robotics**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

A study of the level of application of automation and robots to construction. Techniques and equipment in varying stages of development as well as current applications will be presented for

analysis and discussion. Students will be challenged to conceptualize new ways of applying technology to improve industry productivity through automation and robotics.

## **CM 6510 - Marketing of Construction Services**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

An examination of how construction services are marketed in the various sectors of the construction industry. The relevant characteristics of construction organizations and target clients will be explored with various scenarios structured to highlight critical parameters of search and match. The potential contributions of the media and conventional planning/analysis techniques will be considered.

## **CM 6520 - International Construction**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

An introduction to the construction industry in the international arena. Projects and processes will be studied. Issues of contract law, industry regulation, currency exchange, payment guarantees and risk management will be examined and related to respective countries of concern. Operations under different cultural norms will be projected in realistic scenarios.

## **CM 6530 - Construction Markets**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

A study of the dominant factors at work in different construction markets. Geographic, technological, economic, political, organizational, and social influences on construction markets are included. Market groupings by type of construction are identified and paradigms of construction are explored.

## **CM 6540 - The Construction Company**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

Organization of the construction firm is covered in this course. Financing of the firm, marketing the various construction services of the firm and exploring the economics which are unique to the construction industry are analyzed. Strategic planning and planning for growth of a construction firm are included in the course. Insurance, bonding, employee development, and labor relations are studied. The continuing relationships with clients, bankers, bonding companies and design professionals are explored.

## **CM 6550 - Building Mechanical and Electrical Codes and Loads**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission to the MSCM program

Study of building mechanical and electrical system loads and applicable codes. Emphasis on how

they affect the construction project. Topics will include air conditioning, heating, plumbing, fire protection, electrical power, electrical lighting and building control systems. The analysis of current construction drawings will be integrated into each topic.

## **CM 6560 - Design Build MEP Systems**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission to the MSCM program

A study of the design-build delivery method applied to construction projects. The study starts with details of the process and how it differs from other project delivery methods. Topics will include building MEP systems (air-conditioning, heating, ventilation, plumbing, electrical power, electrical lighting and building control) and how they are planned and delivered in a design-build project. The analysis of current construction drawings will be integrated into the course.

## **CM 6600 - Construction Risk Analysis and Control**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

This course focuses on the safety practices mandated by government regulation and required by good business practice. The costs of safety and the lack of it is examined. Workers' compensation insurance cost is integrated into the issues of safety. Exposure analysis, risk management, risk transfer and the costs associated with each are examined in this course.

## **CM 6610 - Sustainable Construction**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission to the MSCM program

A study of mechanical and electrical system types, how they are built, and how they affect the construction project. Topics will include air conditioning, heating, plumbing, fire protection, electrical power, electrical lighting, and building control materials and systems. The analysis of current construction drawings will be integrated into each topic.

## **CM 6620 - Sustainable Operations & Maintenance**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission to the MS.CM. program

This course will emphasize the techniques and methods used in sustainable operations and maintenance. Influences on the Environment, society, maintenance and energy needs will be analyzed. MEP systems such as ventilation, air conditioning, heating, electrical lighting and building control systems will be discussed from a sustainable operations and maintenance perspective.

## **CM 6710 - Facilities Management Practices**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission to the MSCM program

Students in this course will study the methods and techniques for managing facilities. The core consists of knowledge on process and techniques for strategic planning, estimating and budgeting, life cycle costing, and integrated decision making. Students also learn about the role and responsibilities of facility manager in different business forms and organization models. FM technology and its future is discussed and explored.

## **CM 6720 - Facility Management Strategies**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission to the MSCM program

Students in this course will learn about the history, practice and profession of Facility Management (FM). Core competencies of the FM profession as detailed by key FM organizations such as IFMA, BIFM, and FMAA will be introduced and analyzed for similarities and differences. Students will also learn about the organizational, ethical, and leadership strategies for the delivery of facility management services.

## **CM 6800 - Construction Seminar**

### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

Business and management topics pertinent to the construction industry. The course consists of a series of seminar presentations by prominent industry representatives.

## **CM 6901 - Special Topics**

### **1 to 4 Credit Hours**

*Prerequisite:* Consent of the department head

Special topics offered by the department. Offered on a demand basis.

## **CM 7701 - Masters Project**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* CM 6000

This course is designed for the students who want to focus their course of study on a particular aspect of construction. The student works independently under the supervision of the course professor on a project or an inquiry that is significant in the construction industry. The topic of the project or inquiry must be approved prior to registration and the student must continue the work in a manner that is satisfactory to the course professor. The student is expected to submit a substantial report and to defend this submittal and the course work taken in the degree program.

## **CM 7702 - Masters Project**

### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* CM 6000

This course is designed for the students who want to focus their course of study on a particular

aspect of construction. The student works independently under the supervision of the course professor on a project or an inquiry that is significant in the construction industry. The topic of the project or inquiry must be approved prior to registration and the student must continue the work in a manner that is satisfactory to the course professor. The student is expected to submit a substantial report and to defend this submittal and the course work taken in the degree program.

## **CM 7703 - Masters Project**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CM 6000

This course is designed for the students who want to focus their course of study on a particular aspect of construction. The student works independently under the supervision of the course professor on a project or an inquiry that is significant in the construction industry. The topic of the project or inquiry must be approved prior to registration and the student must continue the work in a manner that is satisfactory to the course professor. The student is expected to submit a substantial report and to defend this submittal and the course work taken in the degree program.

## **CM 7704 - Masters Project**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

*Prerequisite:* CM 6000

This course is designed for the students who want to focus their course of study on a particular aspect of construction. The student works independently under the supervision of the course professor on a project or an inquiry that is significant in the construction industry. The topic of the project or inquiry must be approved prior to registration and the student must continue the work in a manner that is satisfactory to the course professor. The student is expected to submit a substantial report and to defend this submittal and the course work taken in the degree program.

## **CM 780I - Masters Thesis**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* CM 6000

Construction degree course work or consent of the department head, approval of thesis proposal intensive research project that results in a formal written thesis. The thesis topic will usually be in an area of interest discovered by the student in early stages of the Construction program or work experience. Students may enroll for a maximum of 4 hours per term for thesis credit. The student works independently under the supervision of the thesis advisor on an inquiry that is significant to the construction industry. The topic must be approved before registration and the student must continue the work in a manner that is satisfactory to the thesis advisor. The student is expected to submit a substantial body of research work and to defend this submittal and the course work taken in the degree program. This course may be

repeated with departmental approval but no more than 8 hours may be applied toward the requirements of graduation. CSE Courses

## **CM 7802 - Masters Thesis**

### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* CM 6000

Construction degree course work or consent of the department head, approval of thesis proposal intensive research project that results in a formal written thesis. The thesis topic will usually be in an area of interest discovered by the student in early stages of the Construction program or work experience. Students may enroll for a maximum of 4 hours per term for thesis credit. The student works independently under the supervision of the thesis advisor on an inquiry that is significant to the construction industry. The topic must be approved before registration and the student must continue the work in a manner that is satisfactory to the thesis advisor. The student is expected to submit a substantial body of research work and to defend this submittal and the course work taken in the degree program. This course may be repeated with departmental approval but no more than 8 hours may be applied toward the requirements of graduation.

## **CM 7803 - Masters Thesis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CM 6000

Construction degree course work or consent of the department head, approval of thesis proposal intensive research project that results in a formal written thesis. The thesis topic will usually be in an area of interest discovered by the student in early stages of the Construction program or work experience. Students may enroll for a maximum of 4 hours per term for thesis credit. The student works independently under the supervision of the thesis advisor on an inquiry that is significant to the construction industry. The topic must be approved before registration and the student must continue the work in a manner that is satisfactory to the thesis advisor. The student is expected to submit a substantial body of research work and to defend this submittal and the course work taken in the degree program. This course may be repeated with departmental approval but no more than 8 hours may be applied toward the requirements of graduation.

## **CM 7804 - Masters Thesis**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

*Prerequisite:* CM 6000

Construction degree course work or consent of the department head, approval of thesis proposal intensive research project that results in a formal written thesis. The thesis topic will usually be in an area of interest discovered by the student in early stages of the Construction program or work experience. Students may enroll for a maximum of 4 hours per term for thesis credit. The student works independently under the supervision of the thesis advisor on an inquiry that is significant to the construction industry. The topic must be approved before

registration and the student must continue the work in a manner that is satisfactory to the thesis advisor. The student is expected to submit a substantial body of research work and to defend this submittal and the course work taken in the degree program. This course may be repeated with departmental approval but no more than 8 hours may be applied toward the requirements of graduation.

## **Criminal Justice**

### **CRJU 7701 - Critical Issues in Criminal Justice**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCJ program or permission of the program director.

This course provides an advanced examination of the American Criminal Justice System, including police, courts, and corrections, with emphasis placed on major systems of social control, contemporary policy issues, juvenile justice, and comparative criminal justice.

### **CRJU 7702 - Advanced Criminological Theory**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCJ program or permission of the program director.

This course is a graduate level introduction to the theory and research on the nature, causes, and patterns of the etiology of crime and criminal behavior taken from diverse, interdisciplinary perspectives.

### **CRJU 7703 - Advanced Law Enforcement**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCJ program or permission of the program director.

A variety of significant issues in modern American law enforcement is addressed in this course, including policing in a diverse and technologically advanced society, the law enforcement subculture, problems and challenges for law enforcement administrators, the role of private security in complementing government law enforcement efforts, and ethical dilemmas facing law enforcement officers throughout the organizational hierarchy.

### **CRJU 7704 - Institutional and Community Corrections**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCJ program or permission of the program director.

This course is an analysis of contemporary correctional services and issues of prisons and alternative community-based programs for adults and juveniles with emphasis placed on multiculturalism, overcrowding of correctional facilities, and legal issues.

## **CRJU 7705 - Law and the Legal Process**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCJ program or permission of the program director.

This course examines the sources of modern American jurisprudence and the influences on legislation. The adversarial system of justice is considered in-depth, and includes consideration of justice models, prosecution and defense strategies, and ethical considerations for the participants in the adjudicatory process.

## **CRJU 7706 - Advanced Research Methods and Computer Applications**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCJ program or permission of the program director.

This course helps students develop familiarity with methods of research, design, and analysis in the field of criminal justice. Survey and research design, research and sampling techniques, and statistical and analytical methods will be covered. The course includes intense hands-on computer work using statistical software.

## **CRJU 7707 - Strategic Planning in Criminal Justice**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCJ program or permission of the program director.

This course examines the interrelationship of the three components of the American criminal justice system and the manner in which each component operates within the larger political system. Goal-setting, problem-solving, planning, and designing the program/policy are examined in the context of law enforcement, courts, and corrections. The course also discusses future trends in criminal justice.

## **CRJU 7708 - Criminal Justice Policy and Analysis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCJ program or permission of the program director.

This course covers basic concepts of crime prevention theories and strategies and addresses different crime control program and models. Topics include how and why crime rates differ, the utility of research to address policy questions, and what works and what does not work in crime prevention/control programs.

## **CRJU 7709 - Comparative Criminal Justice Systems**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCJ program or permission of the program director.

This course examines and compares the criminal justice systems of several countries by focusing on historical, political, and social factors, and explaining their influence on legal

institutions and systems of justice. The course discusses the difficulties in comparisons and how to conduct an effective comparative analysis. Topics may include: perceived causes of crime, police structures, legal systems, victims, crime prevention, corrections, and recent trends in international crime and justice.

## **CRJU 7710 - Transnational Crimes and International Security**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCJ program or permission of the program director.

This course examines legal and institutional responses to and international cooperation against transnational crime, particularly terrorism, human and drug trafficking. Topics include the analysis of the concept of universal jurisdiction that provides a basis for treating certain crimes as "transnational" and "international" and an evaluation of the range of institutions created to track and punish international criminals (such as the International Criminal Court).

## **CRJU 7711 - Human Rights Standards in Law Enforcement**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCJ program or permission of the program director.

This course discusses the international mechanisms for the protection of human rights and explores how these mechanisms can be strengthened and improved to better prevent and respond to the human rights violations. Topics may include the rights of individuals to equitable treatment at the hands of the state, the international law enforcement standards regarding detention, arrest, bail, search and seizure, right to counsel, presumption of innocence, and standards of evidence.

## **CRJU 7722 - International Criminal Justice Experience**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSCJ program or permission of the MSCJ program director.

This study facilitates learning about the justice system of another country (which may vary each year) by exposing students to and providing interaction with law enforcement officers, members of the judiciary, and the corrections agencies in a country outside the United States.

## **CRJU 7900 - Special Topics in Criminal Justice**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Approval of the instructor and the MSCJ program director.

Selected topics of interest to faculty and students are covered in this course.

## **CRJU 7950 - Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Approval of the instructor and the MSCJ program director.

This course will result in a research paper or scholarly project developed under the guidance of a graduate criminal justice faculty.

## **CRJU 7998 - Demonstration Project**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Completion of six core courses.

This course requires preparation and completion of a written research project on a criminal justice policy related topic. Students may choose to apply statistical analysis and evaluation in their projects. Emphasis is on actual issues and problems facing practicing criminal justice administrators.

## **CRJU 7999 - Criminal Justice Policy Research Project**

### **1-6 Credit Hours**

*Prerequisite:* Eighteen completed hours of core courses in the Criminal Justice Graduate Program and permission of the MSCJ program director.

This course includes a policy research project of thesis quality to enable students to apply statistical evaluation and planning skills tools to criminal justice policy.

## **CRJU 8000 - Thesis**

### **1-3 Credit Hours**

*Prerequisite:* Eighteen completed hours of core courses in the Criminal Justice Graduate Program and permission of the MSCJ program director.

This course will result in a research paper or scholarly project developed under the guidance of a graduate criminal justice faculty advisor.

## **Curriculum and Instruction**

### **EDCI 7510 - Curriculum Development and Evaluation**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program.

This course provides an analysis of curriculum development and methods for aligning course content to goals and evaluation procedures. The ideological, philosophical, historical, psychological, and social foundations of curriculum will be explored to help students better understand how curriculum models might be utilized in an ever changing and emerging educational environment. As a result of this course, students will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.

## **EDCI 7520 - Cognition, Development, and Instruction**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in Education.

Course addresses recent advances in learning theories and human development from birth to emerging adulthood with application to P-12 student learning in the content areas (reading, writing, mathematics, science, history, and second languages) as well as recent advances in the areas of critical thinking, self-regulation, and motivation. Current research in the area of human development is explored from a cross-cultural perspective- helping educators understand how culture impacts development and why it matters. These understandings are then integrated with learning theories and applied to instruction in diverse P-12 settings by exploring instructional methods that foster meaningful learning for all students.

## **EDCI 7530 - Instructional Decision-Making**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in Education.

Instructional Decision-Making is designed to develop teachers' abilities in improving student learning within their classrooms through the cyclical process of analysis of data on student learning, evaluating available resources and strategies for the appropriate intervention, and continued assessment of the results of the intervention on future learning. Teachers will also learn to scale up this process with content or grade level teams through collaborative assessment of student learning, analysis of areas of difficulty, and planned interventions.

## **EDCI 7590 - Curriculum and Instruction Capstone Seminar**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in Education.

This seminar serves as a capstone experience for the candidate in the Curriculum and Instruction program. Candidates develop their expertise in a focused area of curriculum and instruction through an independent, research-based project. Candidates will provide evidence of their ability to design, implement and evaluate curriculum and instruction to improve student learning. Face-to-face and online delivery methods will also be utilized.

## **EDCI 9000 - Curriculum Trends & Issues**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the doctoral program in Education.

This course serves as an advanced study of contemporary trends, issues, and research in curriculum theory and design. Intended for teachers and other education professionals serving as curriculum decision-makers. The emphasis of the course is on current research in the field of curriculum. Topics will be examined through historical and contemporary contexts with

emphases on themes linked to policy and practice. EDCI 9000 examines trends and issues from multiple perspectives and serves as an impetus to students understanding of the current tensions in the field. Finally, this course will provide students with a deeper understanding of current trends and will also develop the skills needed to critique ideas and issues in education.

## **Data Science**

### **DS 9700 - Doctoral Internship**

**6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* Ph.D. candidacy.

This course includes dissertation writing under the direction of the major professor (dissertation advisor). The course is taught using a non-traditional format of independent research and preparation of the doctoral dissertation.

### **DS 9900 - Ph.D. Dissertation Research**

**3-9 Class Hours 0 Laboratory Hours 3-9 Credit Hours**

*Prerequisite:* Ph.D. candidacy.

This course includes dissertation writing under the direction of the major professor (dissertation advisor). The course is taught using a non-traditional format of independent research and preparation of the doctoral dissertation.

## **Early Childhood Education**

### **ECE 7510 - Reading, Writing, and Digital Literacies in Diverse Elementary Classrooms**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. in Reading program.

This course will address reading and writing instruction in elementary classrooms within a 21st century framework. The concept of Multiple Literacies will be examined through operational, cultural, and critical dimensions. Various forms of digital literacy will be examined with an emphasis on research-based application to a wide range of student populations.

### **ECE 7511 - Introduction to Educational Research**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. in Early Childhood Education

Candidates develop an understanding of basic research methodologies and how they can be incorporated into daily practice. Preparation of an annotated bibliography in education and related fields is included.

## **ECE 7512 - Inquiry: Best Instructional and Curricular Practices & Multiple Assessment Strategies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program.

Candidates critically examine the educational outcomes, curriculum standards, programs, and instructional and assessment practices in their own schools and explore research on education reform and teacher change. Additionally, they explore innovative and research-based instructional and curriculum models and assessment strategies with the emphasis on improving student learning and making informed decisions as teacher-leaders.

## **ECE 7513 - Diversity and Global Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program.

The purpose of this course is to prepare teachers for globally impacted classrooms filled with students from domestic, intercultural, and multicultural backgrounds. Teachers that have knowledge, skills, and attitudes to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives are master teachers and world citizens.

## **ECE 7514 - Pedagogy for 21st century P-5 classrooms**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Montessori Graduate Certificate program or M.Ed. in Early Childhood Education

Candidates consider curriculum and assessment possibilities in the elementary classroom utilizing backward design, exploring developmentally appropriate digital tools, and applying constructivist theory and practice to positively impact classroom teaching and student learning.

## **ECE 7515 - Portfolio, Reading Research Seminar, and Conference**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDRD 7717 and EDRD 7718

During this capstone course for the M.Ed. in Reading candidates complete a portfolio based on work throughout the program. This portfolio includes evidence demonstrating their expertise as subject matter experts, facilitators of learning, and collaborative professionals. As they synthesize findings from literacy research projects, candidates collaborate with cohort members to design and implement a conference in which they present the results of their capstone projects. Faculty members will provide feedback on candidates' literacy research projects.

## **ECE 7525 - Teaching Number, Operations, and Algebraic Thinking (P-5)**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the ECE M.Ed. program or permission of the EECE graduate program coordinator.

This course will explore the mathematical content and processes, research on learning, and relevant pedagogy of number, operations, and algebraic thinking in Pre-Kindergarten through Fifth Grade. Candidates will implement standards-based curriculum and research-based pedagogy in these content areas and assess the impact on student learning.

## **ECE 7530 - Integrated Models of Instruction**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. program and completion of the first phase.

Candidates explore and investigate a detailed curriculum design and assess its impact on student achievement. This course includes the integration of content areas of language arts, composition, social studies, and detailed approaches to globalization.

## **ECE 7531 - Research Practicum I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. in Early Childhood Education

Candidates focus on developing their research proposals and literature review integrating elements of educational research design as it applies to the practitioner's classroom.

## **ECE 7540 - Integrated Models of Instruction II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. program and completion of the first phase.

Candidates develop and implement a detailed design of curriculum in the areas of mathematics and science and assess its impact on student achievement. The focus is on the integration of content areas of mathematics and science, the implementation of technology, and instructional modifications and accommodations for all students including those with disabilities and those at risk.

## **ECE 7541 - Research and Implementation in Classroom II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. program and completion of first phase.

Candidates implement Integrated Models of instruction focused on mathematics and science into action research, classroom teaching and portfolio development for the student's success in the areas of mathematics and science.

## **ECE 7542 - Multimedia Presentation and E-portfolio Development Skills**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. program and completion of first phase.

This course focuses on multimedia presentations and e-portfolio development for diverse learners. The course is designed to prepare classroom leaders to develop the knowledge and skills of implementing multimedia and Internet technology in presentation, classroom teaching and e-portfolio development.

## **ECE 7543 - Research Practicum II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ECE 7531

Candidates implement their research proposal in their classrooms or placements, analyze data (using quantitative, qualitative, or mixed method methodologies), and disseminate findings.

**Note** Offered as an online course.

## **ECE 7550 - Prospectus Completion**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. program and completion of the second phase.

Candidates complete a prospectus based on action research achievement. In preparation for the following school year, candidates develop a second prospectus describing how they plan to enhance student achievement for future success and leadership in the classroom.

## **ECE 7551 - Portfolio Completion**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. program and completion of the second phase.

Candidates complete a portfolio based on work throughout the program. This portfolio will include evidence that supports a subject matter expert, a facilitator of learners, and a collaborative professional.

## **ECE 7560 - Capstone Experience and Portfolio**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed.

Candidates will demonstrate an understanding of the program standards by creating a portfolio in which they synthesize their coursework throughout the program with insights gleaned from readings and discussions of current issues in the field. Candidates will prepare a detailed plan of how they will disseminate their findings to impact stakeholders in student learning.

## **ECE 7700 - Scientific Foundations of Early Childhood Education**

### **2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Montessori Graduate Certificate program or M.Ed. program. Students develop an understanding of the research-based Conceptual Framework of a proven Scientific System of Education designed to serve children from 2.5 to 6 years of age. Students also learn the importance of the Montessori Prepared Environment which serves as the essential third element for effective learning. Students also discover that the Sensitive Periods provide the most powerful times for learning. In addition, they develop new insights into the nature of child development and learn that respect for the child's inner teacher serves as the integrating principle for the effective education of young children. This course includes an extensive field experience. Verification of professional liability insurance is required prior to placement in the field.

## **ECE 7702 - Historical and Contemporary Influences in Early Childhood Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education. This course emphasizes the analysis and critical review of historical and contemporary early childhood program models, their impact and current relevance and influence on schools and teaching practices. Attention is given to the purpose (and the function) of prominent early childhood programs.

## **ECE 7703 - Families and Schools in a Pluralistic Society**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education. This course focuses on the need to understand and engage the family in children's education. To do so requires a knowledge of the multiple effects of economics, race, ethnicity, religion, and disability in today's society both within the family and the social structure of the community, and the skills and attitudes necessary to address those effects.

## **ECE 7704 - Trends and Issues in Language Arts for Early Childhood**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. in Elementary and Early Childhood Education and EDUC 7741. An examination of contemporary trends and issues in language arts education in the P-5 setting. Focus will include the historical antecedents of contemporary trends and issues, pedagogical innovations, and research theory based instructional practices. Topics are inclusive of but not limited to :whole language,; technology, politics and literacy, case studies approaches to language arts education and multiculturalism.

## **ECE 7705 - Trends and Issues in Mathematics for Early Childhood Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. in Elementary and Early Childhood Education and EDUC 7741  
An examination of the contemporary trends and issues in mathematics education in the P-5 setting. Focus will be on research-based investigation of the content in mathematics. Topics include, but are not limited to: research on constructivism, cooperative learning, technology, problem solving, literature in mathematics and multicultural issues in the teaching of mathematics.

## **ECE 7706 - Trends and Issues in Science for Early Childhood Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. in Elementary and Early Childhood Education.  
An examination of contemporary trends and issues in science education in the P-5 setting. Focus includes historical, pedagogical and research-based information as well as age/grade appropriate content. Topics are inclusive of but not limited to professional growth activities, including action research, content appropriate for early childhood science education, scientific process, inquiry, curriculum and interdisciplinary issues and technology.

## **ECE 7707 - Trends and Issues in Social Studies for Early Childhood Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. in Elementary and Early Childhood Education and EDUC 7741  
The purpose of the course is to understand the curriculum goals and content for social studies in early childhood education. Students will study the research on social studies learning and teaching and how that research can be applied to classroom instruction.

## **ECE 7709 - Theory of Play**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. in Elementary and Early Childhood Education.  
An examination of the role of play in the early childhood curriculum. The focus includes theoretical frameworks used to study play, how play contributes to children's development, and the types, functions and purposes of play.

## **ECE 7710 - Physical Development and Enhanced Control of Movement**

### **2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Montessori Graduate Certificate program or M.Ed. program. Students will learn how essential movement is to the physical, emotional and cognitive development of children. They will learn to present children with motives of activity in which action and interest combine to provide irresistible activities which children love to repeat spontaneously. Students will discover that work with developmentally appropriate materials provides children with many opportunities to develop independence and to achieve concentration and self-realization. Students will learn to implement teaching strategies which enhance the child's physical, cognitive, emotional, and social development. This course includes an extensive field experience. Verification of professional liability insurance is required prior to placement in the field.

## **ECE 7716 - Diagnosis and Correction of Reading Problems**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. in Elementary and Early Childhood Education. A study of the causes of reading difficulties, the instruments used in diagnosing specific reading problems and the application of various remedial techniques. Individual projects will focus on methods and materials appropriate for particular age groups.

## **ECE 7720 - Sensorial Foundations of Intellectual Life**

### **2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Montessori Graduate Certificate program or M.Ed. program. Sensorial experiences provide the foundations for all cognitive growth. Sensorial development can be richly enhanced through the use of scientifically designed, developmentally appropriate materials which address a child's need to refine skills related to each of the senses. Work with these materials promotes the sensorial development required for the successful mastery of writing, reading and mathematics skills. In addition, students learn to help children develop listening, sight singing, and musical notation skills with the Kodaly music education strategies and the Montessori bells and boards. Students learn to present materials related to Geometry, Botany, Geography and the Peace Curriculum. This course includes an extensive field experience. Verification of professional liability insurance is required prior to placement in the field.

## **ECE 7723 - Best Practices for Researched-Based Reading and Writing Instruction in Elementary Grades**

### **3 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. in Reading program.

This course will examine dominant theoretical approaches and current empirical research related to reading and writing instruction in the elementary grades. A range of social, physical, cognitive, motivational, linguistic, and sociocultural factors that affect the reading and writing learning process will also be addressed.

## **ECE 7730 - Development of Language and Literacy Skills**

### **2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Montessori Graduate Certificate program or M.Ed. program.

The structured sequence of language activities offered in this course will prepare students to help children achieve maximum development of language and literacy skills. Students will learn to provide children with vocabulary related to the child's life experiences at home, in school, and in the community. The classified nomenclature of Geography, Zoology, History, Science, and the Arts will also expand the child's vocabulary and world view. Students will use research-based keywords and other materials to help children develop phonemic awareness and to achieve sound-symbol association. Students will learn to present writing activities which facilitate the development of skills in reading. This course includes an extensive field experience. Verification of professional liability insurance is required prior to placement in the field.

## **ECE 7731 - Competence in the Preparation and Presentation of Language Materials**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Montessori Graduate Certificate program or M.Ed. program.

Students prepare and practice presenting the many materials designed by language specialists for use in offering developmentally appropriate language arts presentations and activities to young children. These materials are not available from Montessori suppliers, so each teacher prepares them for his/her own classroom. Students practice with the materials to develop and refine the skills they need to give language presentations to young children effectively. Students create a portfolio of selected examples of more than 70 language materials that can be duplicated for use in the classrooms where they will be employed.

## **ECE 7740 - The Early Preparation of the Mathematical Mind**

### **2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Montessori Graduate Certificate program or M.Ed. program.

Students study the conceptual framework for the presentation of numeration and mathematical activities to young children. The use of Montessori materials that provide children with multiple opportunities to develop numeration skills, to understand the decimal system, and to practice the four operations with up to four digits is presented and practiced. In addition, students learn how to present commutative and squaring operations in ways that allow children to discover their unique characteristics. Finally, students learn to present numerous math activities and exercises with a wide variety of different, scientifically designed manipulable materials as well as present special memorization materials with which children can review and enhance their ability

to recall all of the number facts they have assimilated from the previous activities. This course is aligned with the standards of the National Council of Teachers of Mathematics (NCTM). This course includes an extensive field experience. Verification of professional liability insurance is required prior to placement in the field.

## **ECE 8100 - Philosophical and Educational Foundations**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

This course is intended to nurture a more philosophic perspective towards planning, implementing, evaluating curriculum, teaching, and school policy. Emphasis will be on understanding the implications of the philosophic roots and ethical implications of current school reform, curriculum decision-making and classroom instruction.

## **ECE 8110 - Contemporary Curriculum Inquiry**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program.

This course examines various forms of inquiry that can be used to respond to the issues confronting contemporary curriculum developers. Emphasis is on inquiry that goes beyond the traditional means by which curriculum is examined and assessed and on developing research techniques and perspectives that are most appropriate to various curriculum-related issues and to your own abilities and interests as a curriculum researcher.

## **ECE 8140 - Current Critical Issues in Elementary Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program.

This course will focus on the identification and analysis of current issues in the teaching profession. The analysis will include critical examination of efforts to deal with these issues. Knowledge gained through this course will help prepare teachers to manage these issues as well as any which arise in the context of the teaching profession.

## **ECE 8150 - Technology Enriched Curriculum**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

Through the exploration of both traditional and advanced educational technologies, candidates will develop technological skills and strategies of implementation to build an integrated plan of utilizing technology for improving classroom teaching and student learning.

## **ECE 8160 - Assessment of and for Learning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program.

Students review recent research in assessment and the relationships among current views of knowledge, teacher learning and assessment of teachers. Emphases will be on the examination and critique of standards-based assessment movements, increasing awareness of the role and impact of external accrediting bodies, and the identification of authentic assessments of meaningful teacher characteristics.

## **ECE 8170 - Classroom Community for Maximized Learning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

The formation of a classroom community is crucial to the success of any elementary teacher and involves deliberate fostering of trust, care, and growth. The classroom community does not end within the school walls, however, but also extends to the families and the outside community where their students are found. This course focuses on capitalizing on the funds of knowledge their students and families bring, as well as the impact of classroom environment considerations to develop stronger classroom communities to maximize student learning.

## **ECE 8180 - Diversity in the Elementary Setting**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

This course offers an advanced study of multiculturalism and diversity in elementary and early childhood settings. Drawing upon historical and current scholarly literature on race, class, gender, sexuality, religion, language, and ability, this course provides candidates with a combination of theory, research, and practice on making elementary education more inclusive, equitable, and socially just.

## **ECE 9100 - Cognitive Processes and Educational Practice**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

This course examines the cultural-historical theory of cognition and human development as a lens through which to analyze elementary education and schooling, with a particular emphasis on ways in which pedagogical practices are mediated by social interaction and cultural artifacts. Drawing from Vygotskian and sociocultural theories that view the everyday practices of language and action as constructing knowledge, the course examines the resources and funds of knowledge that students and communities possess and how to harness them for classroom teaching.

## **ECE 9120 - Mentoring Future Teacher Leaders**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program.

This course is designed for teachers and examines formal and informal teacher leadership roles and assesses the effects of these roles on teachers and on student achievement. It analyzes the barriers to teacher leadership created by the structure of schools and the culture of teaching. The goal of this course is to provide an understanding of both the difficulties and the opportunities inherent in teacher leadership and to help build skills that will be useful as teacher leaders.

## **ECE 9130 - Critical Analysis of Instruction and Learning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

This course is an advanced study of instruction and learning through the lens of classroom discourse. Candidates will explore the talk that happens in their classrooms across the three dimensions of the social context, interactional context, and individual human agency. They will record and transcribe classroom instructional context, and individual human agency. They will record and transcribe classroom instructional conversations and analyze them based on such components as turn taking, contextualization cues, narrative resources, and framing resources. Finally, candidates will reflect critically on their analyses of classroom talk and use their reflections to enact change in their instruction.

## **ECE 9140 - Internship for Developing Teacher Leaders**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

During this internship the candidate will, along with the university faculty and site supervisor, create a program of observation, research, and involvement designed to help put relevant theories into practice; gain understanding into the role of school culture in school improvement; learn how to identify and overcome barriers to reform; and identify and explore personal and professional characteristics conducive to teacher leadership.

## **ECE 9150 - Critical Literacy Education for Elementary Teachers**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

Competing theories of literacy view reading, writing, and the production of texts as the cognitive processes of individuals or as social practices imbued with issues of power, access, diversity, and design. Today's P-5 educational environment requires teachers to fill their students' heads with knowledge that will be measured on high-stakes tests, often at the expense of teaching children to think critically and understand how texts function in our society so they may become agents in charge of writing and rewriting their world. Candidates in this course

will learn to analyze critically a range of multimodal texts from a sociolinguistic perspective and teach their students to engage in textual analysis, explore how language is related to power, and create opportunities for students to design and redesign texts so they may take action for greater democracy, equity, and justice.

## **ECE 9160 - Trends and Issues in Elementary STEM Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

This course will examine contemporary trends and issues in Science, Technology, Engineering, and Mathematics Education (STEM) in the P-5 setting. Focus will include historical, current innovations and future directions of STEM Education in the elementary schools. Emphasis is placed on developing necessary instructional methodology, and to designing integrated and project-based learning experiences for all students and also develops a framework for thinking about the role of STEM subjects in a democratic society.

## **ECE 9170 - Trends and Issues in Elementary Social Studies Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

This course serves as an advanced study of persistent issues, contemporary trends, and research in elementary social studies education. In this course, students will examine and work with theories, approaches, and methods for powerful social studies teaching as well as examine frameworks, materials, and strategies for teaching social studies for social justice and democratic citizenship. Topics will be examined through historical and contemporary contexts with emphases on themes linked to policy and practice. This course will provide students with a deeper understanding of social studies education and its role to create a more just and equal world and will also develop the skills needed to critique ideas and issues surrounding elementary social studies education.

## **ECE 9220 - Curriculum Development and Assessment**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

This course serves as an advanced study of contemporary trends, issues, and research in curriculum theory and assessment design for K-5 learners. Intended for teachers and other education professionals serving as curriculum decision-makers, the course will address current research in the field of elementary curriculum. Emphases will also be on the examination and critique of standards-based assessment movements, increasing awareness of the role and impact of external accrediting bodies, and the identification of authentic assessments of meaningful teacher characteristics. Topics will be examined through historical and contemporary contexts with emphases on themes linked to policy and practice.

## **ECE 9230 - Curriculum Decision Making (Birth- 8yrs)**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program.

Candidates will examine multiple approaches to caring for and educating young children (Birth to age 8 years) in group settings. An in-depth study of organizational strategies, child development theories, historical and philosophical perspectives will be conducted. Connections will be made using current licensing and accreditation standards to the organization of personnel, materials and equipment. In addition, the course will include analysis of recent research, theoretical developments, and social issues such as ethics, diversity, special needs, and family involvement as they relate to quality care and education in the early years.

## **ECE 9250 - Teacher Leaders and School Reform**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program.

This course is designed for teachers to examine formal and informal teacher leadership roles and assesses the effects of these roles on teachers and on student achievement. It analyzes the barriers to teacher leadership created by the structure of schools and the culture of teaching. The goal of this course is to provide an understanding of both the difficulties and the opportunities inherent in teacher leadership and to help build skills that will be useful as teacher leaders who will serve in distributed leadership roles for improvement of conditions of practice and teaching.

**Note** This course will examine multiple ways to use organization as a tool to enhance instruction in grades K-5th classrooms. Comparison of the effect of organizational strategies and developmental stages on student learning and examination of roadblocks to establishment of effective organizational structures will be studied. Through the use of collaboration and communications, ways to minimize the effects of the real life roadblocks will be developed. Candidates will incorporate ways to celebrate diversity in a dynamic classroom. Attention is given to historical, philosophical and theoretical perspectives, including current national standards, programmatic design and organization and the use of personnel, materials, and equipment.

## **ECE 9300 - Critical Issues for Student Learning: (Topic)**

### **3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to Ed.S. or Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning in elementary classrooms and schools.

## **ECE 9350 - Doctoral Directed Study**

### **1-9 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in elementary schools. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

## **ECE 9900 - Dissertation**

### **3-9 (Repeatable) Credit Hours**

*Prerequisite:* 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

**Note** Course may be repeated as necessary.

## **Economics**

### **ECON 8010 - Resource Allocation and Decision Analysis**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA or MAcc program.

An overview of models and techniques that guide a manager's decisions regarding resource allocation. Topics include economic profit and value creation, optimization techniques, analysis of costs, transfer pricing, choice under uncertainty, foundations of risk management, real options, revenue management, statistical estimation of demand, and models of strategic decisions.

### **ECON 8610 - International Business Perspectives**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ECON 8010 or equivalent.

A study of economic, financial, political, social, and cultural environments in which the American business operates abroad. Topical problems in developing empathy toward foreign behavior, understanding of international environments, and analyzing practices of business firms operating in foreign environments will be explored.

### **ECON 8640 - Business Conditions Analysis**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ECON 8010 or equivalent.

Provides an introduction to the analysis of macroeconomic fluctuations and business conditions in both the domestic and international arenas. Topics include monetary and fiscal policy as causal factors of economic activity, the complexity of monetary policy in the global economy,

and the design and utilization of large-scale macroeconomic models. This course also provides a critical historical review of domestic and international fluctuations in the post 1944 era.

## **ECON 8900 - Special Topics in Economics**

### **3 Class Hours 0 Laboratory Hours 3 (Repeatable) Credit Hours**

*Prerequisite:* ECON 8010 or equivalent, permission of the instructor, and approval of the MBA program director.

Selected contemporary topics in economics of interest to faculty and students.

## **Education**

### **EDMG 6421 - Pedagogical Content Knowledge Middle Grades Math/ Science I**

#### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Corequisite:* INED 6421, INED 6410, and ITEC 6200

Candidates will develop pedagogical content knowledge for teaching science and mathematics in middle grades. Candidates will acquire understanding of middle school philosophy and practices; they will apply their understanding of young adolescent development in the design of instructional and assessment strategies that are appropriate for teaching mathematics and science to middle grades learners. Candidates will develop and implement lesson plans for teaching science and mathematics in an interdisciplinary team setting.

### **EDMG 6422 - Pedagogical Content Knowledge for Middle Grades Math/Science II**

#### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* EDMG 6421

*Corequisite:* EDMG 6650, INED 6411, and INED 6422

This course requires candidates to develop and implement instructional strategies and assessments that are appropriate for the mathematics or science learners in their assigned field-based classroom. Candidates will plan and implement a logically-sequenced learning segment that consists of developmentally-appropriate instructional strategies and assessments and that is differentiated for specific middle grades learners. Assignments include analysis of planning and teaching, implementation of instruction, and analysis of student learning. Candidates will have learning opportunities to analyze teaching practice (i.e., curricular documents, video-taped lessons, and assessment data) and to develop skills related to critical, reflective, and professional practice of feedback.

## **EDMG 6423 - Pedagogical Content Knowledge for Middle Grades Math/Science III**

**2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* EDMG 6422

*Corequisite:* EDMG 6660, INED 6412, and INED 6423

Candidates will continue to plan and implement developmentally-appropriate, differentiated instructional strategies, modifying their instruction based on student performance. They will develop interdisciplinary learning activities in which their students use science and mathematics to address real world problems, both local and global. Candidates will design learning activities to enhance the development of science and mathematical literacy among their middle grades students.

## **EDMG 6650 - Yearlong Clinical Experience I (Middle Grades)**

**0 Class Hours 20 Laboratory Hours 4 Credit Hours**

*Prerequisite:* an adjusted GPA of 2.75 or higher, EDMG 6421

*Corequisite:* EDMG 6422, INED 6411 and INED 6422

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a full-time teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement.

## **EDMG 6660 - Yearlong Clinical Experience II**

**0 Class Hours 25 Laboratory Hours 5 Credit Hours**

*Prerequisite:* EDMG 6650, have an adjusted GPA of 2.75 or higher.

*Corequisite:* EDMG 6423, INED 6423 and INED 6412

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement.

## **EDSM 8400 - Internship in Teacher Development or Teacher Education**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program and permission of the professor.

This internship is for advanced specialist and doctoral students interested in teacher education and scholarly work (e.g., research, editing). Teaching internships focus on teaching and learning, curriculum, and assessment. Teaching internships focus on teaching and learning, curriculum,

and assessment. Teaching interns will work closely with their professor to determine the scope of the work during the semester (the seminar may extend beyond one semester) and plan, deliver, and evaluate their instruction. Research internships focus on the identification, planning, and implementation of advanced research projects. Research interns will work closely with their professor to design, implement, and analyze research (the seminar may extend beyond one semester). The scope of other internships in scholarly work will be developed collaboratively between the intern and professor. The scope of other internships in scholarly work (e.g., editing journals, coordinating conferences, or revising and developing state standards) will be developed collaboratively between the intern and professor.

## **EDSM 8500 - Adolescent Development: Implications for Teaching**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in Education.

This course considers contemporary research addressing the cognitive, psycho-social, physical, and moral development of adolescents in the context of schools, relationships, and culture with applications to diverse P-12 settings. A major focus of the course includes how school, family, and community influences interact with and impact adolescents' development and how educators, through a learner-centered approach, can support and facilitate positive outcomes for middle and high school students.

## **EDSM 9300 - Critical Issues for Student Learning: (Topic)**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Permission of the professor and admission to the Ed.S. or Ed.D. program.

A doctoral seminar focused on analysis and problem-solving of a current topic of vital concern relevant to teaching, leading and student learning in schools with a particular emphasis on the contexts of middle and secondary students, classrooms and schools.

## **EDSM 9320 - Equitable Curriculum Decision-Making for Middle & Secondary Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the doctoral program in Education.

This course serves as an advanced study of curriculum theory and design based on principles of equity and social justice. Intended for teachers and other education professionals serving as curriculum decision-makers, EDSM 9320 takes up critical discourses of curriculum theory, particularly as they relate to race, ethnicity, gender, class, sexual identity, and market-based reforms. It presents principles of and approaches to equitable curriculum design, offering candidates tools to make curricular decisions from an asset rather than deficit perspective toward teachers and children.

## **EDSS 8600 - Critical Analysis of Contemporary Issues in Social Studies Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S or Ed.D. program.

This course provides a critical analysis of contemporary issues in social studies education theory, research, and practice mainly as identified and discussed in recent scholarly research published in recognized journals, books, and standards adopted by state and national committees or councils for the social studies or social science fields.

## **EDUC 6100 - Development, Psychology, and Diversity of the Learner**

### **5 Class Hours 0 Laboratory Hours 5 Credit Hours**

*Prerequisite:* Admission to the MAT program.

An examination of the unique aspects of and relationships between the development, psychology, and diversity of learners. A study of life span development (with an emphasis on adolescents and young adults) addresses social, moral, emotional, physical, cognitive and psychological development. Theories, models, and principles of learning and motivation are examined and related to development and diversity as it has influenced culture, language cognitive ability, gender, and special needs. The use of technology in this course will include word processing, presentation applications, Internet research, online courseware, electronic portfolio development, and the review of software.

## **EDUC 6100L - Practicum I**

### **0 Class Hours 3 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the MAT program

*Corequisite:* EDUC 6100

An experiential, service learning project in which candidates work (mentoring, tutoring, interviewing, etc.) with adolescents or young adults, one-on-one, focusing on development, needs, exceptionalities, diversity, and learning styles. Requires proof of liability insurance. Candidates must have a satisfactory practicum to continue in the MAT without remediation.

## **EDUC 6110 - Adolescent Development and Learning**

### **3 Class Hours 2 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT program.

A study of life span development (with an emphasis on adolescents and young adults) addressing social, moral, emotional, physical, cognitive, and psychological development. Theories and principles of learning and motivation are examined and related to development. A 30-hour field experience is required in this course.

## **EDUC 6115 - Knowledge of All Learners**

### **3 Class Hours 2 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT program and EDUC 2110, or permission of the MAT program coordinator.

This course will investigate the basic theories of learning, development and communication that create productive classroom instruction for all learners. Particular attention will be paid to understanding how differences in ethnicity, class, gender, religion, language and exceptionally affect the work of teachers and learners in modern society. The characteristics, legal requirements, and teacher responsibilities for students with disabilities will also be articulated in this class. This course includes a field experience in which candidates observe and work (mentoring, tutoring, interviewing, etc.) with adolescents, one-on-one, focusing on development, needs, exceptionalities, diversity, and learning styles.

## **EDUC 6120 - Diversity and Exceptionality**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT program.

This course examines the demographic changes in America's schools that influence teaching and learning. Attention is given to assisting candidates in developing a socio-cultural consciousness and the disposition that all students, including those with disabilities, can learn complex content. Candidates engage in in-depth study of students with disabilities and their educational needs as well as the creation of culturally responsive and inclusive classrooms that support all students.

## **EDUC 6200 - Curriculum, Assessment, and Classroom Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDUC 6100 and EDUC 6100L

An examination of the learning environment including theories and principles of curriculum, assessment, and classroom management. Focus is placed on the development of learning outcomes and the development and selection of culturally responsive lessons. Attention is also given to teacher-constructed and standardized assessment tools and the use of these tools for instructional decision-making. Models of classroom management will be examined including consideration of time, materials, environment, and behavior management. Technological applications include the use of word processing, spreadsheets, databases, presentation applications, Internet research, online courseware, electronic portfolio development, and the review of software.

## **EDUC 6250 - Learning about Learners**

### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Corequisite:* EDUC 6255

Teacher candidates study child and adolescent development, examining influences on learning. Because teaching and learning are not value-neutral, candidates examine and reflect on possible

environmental, genetic, cultural, economic, political, and familial influences on their own development and the development of their future students. Theories and principles of learning, motivation, and differentiation are applied to planning, instruction, and assessment. Candidates are introduced to the Universal Design for Learning framework and critical thinking skills.

## **EDUC 6255 - Teaching Learners**

**2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Corequisite: EDUC 6250*

Candidates access, explore, and modify instructional resources to create lesson plans that employ culturally-responsive, developmentally-appropriate instructional strategies. Lesson plans incorporate the Universal Design for Learning Framework, guiding principles of differentiation, and key formative assessment strategies to produce curriculum that is relevant, challenging, integrative, and exploratory. Candidates practice critical thinking and apply it in the design of instruction. Candidates plan safe, productive learning environments with appropriate organizational structures including opportunities for family and community involvement.

## **EDUC 6260 - Learners in Context I**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite: EDUC 6250, and EDUC 6255*

In the EDUC 6260 and EDUC 6265 seminars, teacher candidates apply in school contexts what they've learned in EDUC 6250 and 6255 about students, curriculum, instruction, and assessment, including critical thinking, developmentally appropriate instruction, differentiated instruction, universal design for learning, and large-scale testing and bias. Teacher candidates practice a cycle of planning, instruction, assessment, and reflection to ensure that they grow in their effectiveness in impacting the learning of all of their students. Particular attention will be paid to culturally responsible pedagogy and professionalism.

## **EDUC 6265 - Learners in Context II**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite: EDUC 6250, EDUC 6255, and EDUC 6260*

In the EDUC 6260 and EDUC 6265 seminars, teacher candidates apply in school contexts what they've learned in EDUC 6250 and 6255 about students, curriculum, instruction, and assessment, including critical thinking, developmentally appropriate instruction, differentiated instruction, universal design for learning, and large-scale testing and bias. Teacher candidates practice a cycle of planning, instruction, assessment, and reflection to ensure that they grow in their effectiveness in impacting the learning of all of their students. Particular attention will be paid to culturally responsible pedagogy and professionalism.

## **EDUC 6300 - Reflective Inquiry and Action Research**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite: EDUC 6200*

Deals with the development of field-based action research projects and understanding qualitative and quantitative research methods and designs, focusing on interpretation and application relative to classroom practices. Attention is given to the development of the reflective practitioner. Topics include interactive discussion about literature critiques, professional organizations, legal issues.

## **EDUC 6400 - Capstone Seminar**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDUC 6300

This seminar serves as a capstone experience for the Master of Arts in Teaching programs. Candidates reflect on and document their expertise as teacher-leaders. Candidates further develop their expertise in a focused area of their teaching field through an independent, research-based project under faculty supervision. Additionally, candidates share their work in a public forum.

## **EDUC 7700 - Reflective Inquiry for Transformative Teaching and Learning**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program.

This course introduces advanced candidates to the concepts of reflective inquiry and transformative teaching and learning as key tools to become agents of change. Advanced candidates will learn how to self-assess their own teaching practices, develop a growth plan for transformative teaching based on their reflection, locate quality research related to the issues identified in their own self-assessment, and write a literature review.

## **EDUC 7702 - Best Practices in Secondary Schools**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

With a focus on the adolescent/young adult learner, this course focuses on preparing expert teacher-leaders to implement research-based best practices of exemplary secondary schools. Course provides extensive examination of learning theories and their application to diverse secondary classrooms. Current renewal and reform initiatives in American high schools are examined in depth with the aim of preparing expert teacher-leaders for collaborative roles in their school and district.

**Note** Offered as an online course.

## **EDUC 7703 - Advanced Studies of the Adolescent Learner**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course focuses on diverse adolescent learners. Critical issues such as theories of learning, intelligence, and motivation will be examined in diverse contexts. Special attention will be focused on developing approaches for integrating global perspectives into various disciplines and examining issues and problems related to the application of these approaches in the field setting.

## **EDUC 7705 - Assessment and Evaluation in the Content Area**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course focuses on planning, constructing, analyzing, and applying educational assessment to document student performance for instructional and accountability purposes. Specific topics include guidelines for the development of traditional assessment questions, including the use of multiple-choice questions to measure critical thinking and problem-solving skills; guidelines and rubrics for the development and scoring of performance, writing and portfolio assessments; assessing affective outcomes; describing, analyzing and refining data to improve assessment; and the application and interpretation of standardized norm and criterion-referenced measures. Additionally, attention will be paid to multicultural assessment procedures and concerns relevant to external assessment programs.

**Note** Offered as an online course.

## **EDUC 7706 - Motivation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course examines current theoretical and motivational research findings that stress the role of dispositional values in motivation. Six main theories (expectancy-values, attribution, social cognitive, goal, intrinsic, and achievement) will provide a foundation of specialized knowledge of this topic. Additionally, teacher candidates will apply specific motivational principles and research to educational settings to support all students' development of a positive disposition for learning. Teacher candidates will also examine how motivation is contextually facilitated or constrained by various classroom characteristics and socio-cultural factors. Finally, teacher candidates will examine school-level factors and external school reform efforts and their potential for influencing teacher and student motivation.

## **EDUC 7710 - Principles, Trends, and Issues in Standardized Educational Testing**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDL 7305 and EDUC 7705

This graduate course for educators focuses on the critical analysis of national and global large-scale educational testing, emphasizing the core principles, trends and issues surrounding the testing and measurement of achievement. This course is designed for master-level students without extensive mathematical training and covers topics such as the evolution of testing in the US and globally, issues surrounding testing of students with disabilities or English language learners, item analysis with statistics, test domains, sampling, population, measurement error, reliability, validity, score inflation, factors influencing scale scores, scaling, test statistics, performance-based statistics, and testing bias. Graduate candidates will explore these topics within the frameworks of common large-scale tests.

## **EDUC 7711 - Integrating Technology in Education**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program.

This course is designed to prepare educators to generate technology-based instruction and analyze the technological environment in P-12 settings. Topics include authoring systems, networks, multimedia, computer-based management and technological environments.

## **EDUC 7716 - Reading in the Elementary School**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

A study of the principles and practices of developmental reading. Emphasis is placed on the study of the reading process and the organizational and management aspect of reading instruction.

## **EDUC 7725 - Best Practices in Teaching and Learning in Content Field**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

This course focuses on preparing expert teacher-leaders to implement research-based best practices of exemplary schools. Course provides extensive examination of learning theories and their application to diverse classrooms. Current renewal and reform initiatives in American schools are examined in depth with the aim of preparing expert teacher-leaders for collaborative roles in their school and district.

## **EDUC 774I - Educational Research**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDUC 7700

This course is designed to assist students in developing an understanding of qualitative and quantitative research methods and designs, focusing on interpretation and application relating to classroom practices.

## **EDUC 7750 - Differentiation, Academic Language, and Assessment in Middle and Secondary Classrooms**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed Program

This course prepares teachers to become responsive educators who know how to improve middle and secondary grades content learning for all students through assessment, differentiation, and academic language, particularly in the service of English learners and students with special needs. Course includes 20-hour field experience in approved educational setting with English learners and/or students with disabilities.

## **EDUC 7752 - Transformative Teaching and Learning with Families and Communities**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course prepares advanced candidates to become responsive change agents who know how to develop and sustain partnerships with families and communities to improve middle and secondary grades content learning for all students. Theories and practical approaches to effective middle and secondary grades teaching and learning in collaboration with families and communities will be explored. Course includes 20-hour field experience in approved educational setting with English learners and/or students with disabilities and their families.

## **EDUC 7755 - The Knowledgeable Teacher: Reflective Practice**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Professional teaching certificate.

This on-line course is appropriate for educators who are interested in pursuing their National Board Certification or for those educators who are interested in becoming more reflective practitioners. Emphasis will be placed on the National Board for Professional Teaching Standard's for each teacher's particular certificate area. The course meets the requirements for National Board pre-candidates as established by the Professional Standards Commissions.

## **EDUC 7761 - Characteristics of Gifted Children**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program.

This course provides an introduction to the psychological and personality characteristics of gifted and talented children with implications for their education. It includes: philosophy of gifted education; definition (according to federal, state and local guidelines); identification procedures; characteristics; types of gifted children; learning styles; learning environments, description of teaching-learning models; implications for program development, administration and evaluation; and characteristics of teachers and other personnel concerned with the education of gifted students.

**Note** Proof of professional liability insurance is required prior to field experience placement.

## **EDUC 7762 - Methods and Materials for Teaching Gifted Children**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program and EDUC 7761

This course is designed to explore and apply knowledge about curriculum theory, measurement, learning theories and evaluation procedures to plan qualitatively different educational experiences for the gifted and talented. The course will orient prospective gifted educators to the attitudes, skills and knowledge deemed appropriate and necessary for assuming instructional leadership roles.

## **EDUC 7763 - Assessment of Gifted Children and Youth**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program and EDUC 7761

This course explores theories of mental abilities and provides knowledge and skills in the measurement of intelligence, achievement, creativity and other dimensions of giftedness. Various plans for identification are examined including the case study and State of Georgia regulations.

## **EDUC 7764 - Curriculum Development and Program Design in Gifted Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program and EDUC 7761

This course is designed to explore and apply knowledge about curriculum theory for the development of effective programs in gifted education. A number of exemplary models recommended by national authorities are examined for their use in creating and evaluating programs for gifted students. The course will orient prospective educators of the gifted to the

attitudes, skills and knowledge deemed appropriate and necessary for assuming instructional leadership roles.

## **EDUC 7771 - Teacher Support Specialist**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program.

This course is designed to provide the theoretical and practical basis for serving in the role of teacher support specialist to an intern, beginning teacher or peer teacher. Three years teaching experience and principal's recommendation are required.

## **EDUC 7772 - Internship in Teacher Support Specialist**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. or MAT program.

This course is an extension of EDUC 7771 and will provide opportunities for teacher supervision/support through a structured internship. Requires employment in educational settings grades K-12.

**Note** Proof of professional liability insurance is required prior to field experience placement.

## **EDUC 7797 - Capstone in Middle and Secondary Grades Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDRS 8000

This course prepares advanced candidates to work under the supervision of faculty to demonstrate their expertise in a focused area of their teaching field through an independent, research-based capstone project. Candidates will also provide evidence of their efforts to transform their practice based on the specific strategies and knowledge bases developed and/or deepened in the program. Course includes 20-hour field experience in an approved educational setting with middle or secondary students.

## **EDUC 7900 - Special Topics**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic or theme in education for experienced classroom teachers.

## **EDUC 7950 - Directed Study**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature.

**Note** The content will be determined jointly by the instructor and the student.

## **EDUC 7980 - Practicum**

### **0 Class Hours 3 Laboratory Hours 3 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of director, Office of Educational Field Experiences and director, graduate study in education.

A supervised field placement for the purpose of implementing integrated and problem-solving instruction. Includes seminar or conference discussion of problems encountered and presentation of an approved study conducted during the experience.

**Note** Proof of professional liability insurance is required prior to field experience placement. Proof of professional liability insurance is required prior to field experience placement.

## **EDUC 7990 - Residency & Capstone**

### **0 Class Hours 9 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Permission of the program director.

The residency provides candidates an opportunity to engage in field-based opportunities to develop teacher leadership skills (Teacher Leadership Standards, GaPSC 505-3-.53) under the supervision of a Candidate Support Team. These skills include planning and leading professional development; mentoring and coaching other teachers; aligning curriculum, instruction, and assessment; modeling best teaching practices; analyzing data and improving learning through data-informed decision-making; applying research-based approaches to instructional challenges; and collaborating with all stakeholders to improve student learning. Candidates will demonstrate their development of these skills through various assignments, most notably a Residency Project and a Capstone Portfolio.

## **EDUC 8100 - Advanced Study of Learning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

The course deepens experienced educators' knowledge of research-based best practices in diverse classrooms. This is an advanced course with in-depth study of classic and current research on learning theories and related topics in educational psychology as they relate to teaching and learning in schools. Focus is on those theories and research which have transformed and are reforming educational practice.

## **EDUC 8150 - Critical Analysis of Educational Policies and Change**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

This course provides a critical analysis of K-12 education policy at the national, state, and local levels. Topics include issues related to historical, political, cultural, and social contexts of American education. Students examine institutions and processes of public policymaking, the values and assumptions that underlie different types of policies, the political factors that shape their formulation and implementation, and the links between policy and educational practice. The goal of the course is to help teachers think critically about education policy and its influences on their students as learners. Successful candidates will complete a Teaching for Transformative Change Product that includes a) critical analysis of local, state, and national policies as they impact change at all educational levels, b) contextual analysis and evaluation of influence of select policy upon student learning at the classroom and school levels, c) proposal for transformative change, d) proposal for evaluation, e) collected literature and resources.

## **EDUC 8300 - Critical Multicultural and Global Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Doctoral Program.

This course offers a theoretical, historical, and practical foundation in critical multicultural and global education. Candidates will gain an understanding of how structures, policies, and practices of schools in U.S. and global contexts tend to perpetuate discriminatory inequities by their effects on students and teachers. Candidates will examine their own identities, cultural assumptions, and instructional practices to enact a philosophy of teaching that disrupts deficit discourses and ensures equitable outcomes for all learners.

## **EDUC 8550 - Curriculum Theory & Development in Secondary and Middle Schools**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

This course provides an in-depth study of the foundations, philosophies, and issues of curriculum as they affect teachers who participate in curriculum making as practitioners in the classroom. The course consists of two major components: curriculum theory, which is an interdisciplinary study of philosophical, historical, psychological, social, and cultural foundations of curriculum; and curriculum as it is practiced in secondary and middle schools. The focus of the class is on helping classroom teachers develop a deep understanding of foundations and philosophy of curriculum that will enable them to develop instructional practices to impact student learning.

## **EDUC 8700 - Social Justice and Service-Learning through Autoethnography**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program in education.

Students examine the profession and themselves in relation to theories of social justice and service-learning. Investigating opportunities for service-learning in their own classrooms/schools, students will also participate in service-learning experiences themselves either in their own classroom or in the community. Through journaling, discussions, service to others, and readings, autoethnography is the methodology employed to explore the theories and concepts as well as being the end product of the investigation.

## **EDUC 8705 - Seminar in Formative Assessment for Learning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program, and EDUC 8100

This seminar focuses on critically reviewing research and applying best-practices in formative assessment. Recent research reports effective use of formative assessment enhances student learning and teaching effectiveness. Specific topics include barriers and misconceptions to the formative assessment process, effective practices in formative assessment, theoretical underpinnings of formative assessment, relationships of formative assessment to self-regulated learning and learner autonomy. Additionally, attention will be paid to multicultural formative assessment procedures and concerns relevant to external assessment programs.

## **EDUC 8800 - Co-generative Dialogue and Co-teaching to Resolve Problems of Practice**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program.

This course is designed to build the capacity of teachers to use co-generative and co-teaching to effectively communicate and resolve complex problems that emerge when teaching rigorous content to an increasingly diverse population of P-12 learners. The course is individualized to the candidate and contextualized to the classroom. The readings required for this course assist candidates in identifying, articulating and resolving problems that require a clear understanding of theory-to-practice and practice-to-theory issues related to the examination of student data, classroom management, and improving instruction. Each week the candidates will explore various aspects of co-teaching, including traditional approaches to co-teaching, pre-service co-teaching, co-generative dialogue and reflective practice.

## **EDUC 9300 - Critical Issues for Student Learning: (Topic)**

### **3 Class Hours 0 Laboratory Hours 3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning in P-12 schools.

## **EDUC 9350 - Doctoral Directed Study**

### **1-9 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

## **EDUC 9800 - Doctoral Seminar**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program and 12 hours of graduate level research courses.

In the doctoral seminar, students will accomplish the following: (1) development of a concept paper that frames the dissertation, and (2) admission to candidacy through a college-approved qualifying experience. This seminar provides opportunities for doctoral students to work individually with members of their respective committees as well as with peers. This is a three-credit seminar that may be repeated. Prior to enrollment, the doctoral student must complete twelve hours of graduate level research coursework.

## **EDUC 9900 - Dissertation**

### **3-9 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the Ed.D. program and 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

**Note** Course may be repeated as necessary.

## **GRAD 9001 - College and University Teaching**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Current graduate student status.

This course introduces students to effective pedagogical skills and is designed to prepare Graduate Teaching Assistants for their duties. Topics include understanding how students learn, creating active learning environments, using formative and summative assessments, grading, handling problematic student behavior, responding to student diversity, designing courses and syllabi, and creating teaching philosophies.

# **Educational Leadership**

## **EDL 7100 - Leadership Theory and Practice**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

The course provides students with an introduction to leadership theory and practice, both generally and specifically in the context of school leadership. Course concepts include, but are not limited to, assessing and changing organizational culture, identifying and cultivating effective schools practices that have a positive impact on all students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds. Course concepts also include leading change in schools that will lead to the academic success of all P-12 students.

## **EDL 7101 - Critical Analysis of Policy, Theory and Praxis for Educational Leaders**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Program

This course provides a critical analysis of K-12 education policy at the national, state, and local levels. Topics include issues related to historical, political, cultural, and social contexts of American education. Students examine institutions and processes of public policymaking. The goal of the course is to help leaders think critically about education policy, theory, and praxis and its influences on their students as learners.

## **EDL 7105 - Technology Leadership and Vision in Schools**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program or permission of the instructor.

The course is designed to produce effective school leaders who can lead in the planning and implementation of educational technology initiatives within the school improvement plan, using technology to improve the academic success of all P-12 students. In this course, future educational leaders explore the essential conditions including a local vision for technology use that teachers and students need to effectively integrate the National Education Technology Standards for Students (NETS-S) into the standards-based instruction. Students complete a local assessment of these essential conditions in their own schools; identify local school technology needs; and form strategies to address those needs. Students explore group processes for effectively engaging students, teachers, staff, parents and community in creating, disseminating, and sustaining a research-based vision for instructional technology.

## **EDL 7200 - Leading Curriculum, Instruction and Assessment**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program or permission of the instructor.

In this course, future educational leaders develop the understanding and skills necessary to lead curriculum and instructional practices that will lead to the academic success of all P-12 students. Students utilize theory and research related to how children and adolescents learn (Bransford, 2000) and study best instructional practices for all students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds. Models of curriculum development and design, and rationales/problems related to standards-based instruction are also studied (Wiggins & McTighe, 2000, 2002). Students plan, develop, and implement effective instructional programs; align instruction vertically and horizontally with state and district curriculum standards; monitor and evaluate the implementation of curriculum standards, both individually and systemically; and effectively improve curriculum and instruction practices.

## **EDL 7201 - Leading Curriculum & Assessment**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Program

Candidates will develop knowledge, skills, and dispositions for leading the development of curriculum and instructional practices by bridging theory with research-based best practices. They will analyze, plan, develop, monitor, and evaluate instructional programs that align vertically and horizontally with state and district curriculum standards and that meet the needs of all students, particularly those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

## **EDL 7205 - Leading Teaching and Learning in the 21st Century**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program or permission of the instructor.

This course focuses primarily on the Board of Regents' performance strands of curriculum, instruction, and assessment, and Professional Standards Committee Standards for school culture, instructional program, best practices, professional growth plans. In this course, future educational leaders apply current research and instructional design principles to design a 21st century learning experiences for all students. Educational leaders must be able to promote and support learning environments that best prepare all students for life and work in the 21st Century. The ultimate goal of this course is to prepare educational leaders to understand the needs of 21st Century learner, review teaching practices and tools best suited to meeting the needs of all 21st Century learners, and facilitate the design and delivery of 21st Century instruction. In this course, future educational leaders learn to engage teachers in cooperative work to design, monitor, and revise instruction to improve student achievement of all students including those with special needs and who are culturally and linguistically diverse; lead others in

research-based learning strategies and processes; promote the use of technology to support student mastery of Georgia performance standards; and to design and implement assessments for student learning.

## **EDL 7300 - Research in Educational Leadership**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program or permission of the instructor.

Candidates have an understanding of qualitative and quantitative research methods and designs, focusing on interpretation and application relating to school improvement. Basic descriptive and inferential statistics are explored to prepare candidates to be research consumers. Candidates are involved in the development of a research proposal to meet the criteria that leads to the academic success of all P-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

## **EDL 7301 - Research and Analytics to Lead School Improvement**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Program

The purpose of this course is to increase educational leaders' knowledge, skills, and dispositions in using current research, data, and statistics in making effective decisions at any educational level and environment using analytic processes that teaches rational approaches and thinking and benefits administrators, teachers and students in dealing with complex issues for improving schools. The course is based on the ISLLC Standards and the Georgia Leader Keys.

## **EDL 7305 - Data Analysis and School Improvement**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

In this course, educators will learn to utilize data to identify school improvement needs and make informed decisions in effectuating change. The ultimate goal of this course is to produce educational leaders who effectively collect, analyze, and use data to improve schools through successfully demonstrated change models. In this course, educators will learn to systemically collect and analyze multiple sources of data to identify improvement needs, determine an effective response, monitor and correct progress, and demonstrate success to stakeholders. Additionally, students will learn to drive and sustain change in a collegial environment, culminating in students' understanding of, and ability to use, a wide range of applicable leadership practices. Finally, students will learn a variety of technology tools to use for data analysis. They will also learn a variety of Web 2.0 tools to facilitate school communication.

**Note** Offered as an online course.

## **EDL 7315 - Data Analysis for School Leaders**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Program

In this course candidates will explore the use of technology in data analytics to improve school performance, efficiency and student achievement. Course content will focus on standards of continuous efficiency and improvement for all students. Candidates will enhance their understanding, knowledge and practice through assignments that are embedded in school use of technology and data analysis. A key aspect of the course will be the value added component of data analysis and technology to the school environment.

## **EDL 7400 - Leading Professional Learning and Change**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program or permission of the instructor.

In this course, future educational leaders will learn how to use professional learning to develop their faculties and lead change in schools. Students will examine research findings on effective professional learning, demonstrate an understanding of the National Staff Development Council standards adopted by the state of Georgia, identify areas of strength and need related to the implementation of the professional development standards in their schools and develop strategies to provide and protect time for job-embedded professional learning, such as mentoring, coaching, feedback, study groups, peer observation and learning teams. The ultimate goal of this course is for students to develop a clear and compelling vision for professional learning that is standards-based, results-driven, and focused on the daily work of educators in order to improve learning of all students including those with special needs and those who come from culturally and linguistically diverse backgrounds.

## **EDL 7401 - Instructional Leadership for Learning & Change**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Program

In this course, educational leaders will learn to facilitate and evaluate instruction, to support and coach teachers in the implementation of a shared vision of teaching and learning, and to use job-embedded professional learning to implement instruction that is standards-based, focused on student and adult learning, and accessible to and inclusive of all students including students with culturally, linguistically, and economically diverse backgrounds and students with specific needs related to academic ability, age, and gender.

## **EDL 7405 - Human Resources for School Leaders**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program or permission of the instructor.

Candidates examine major areas of school personnel/human resources management. It provides a comprehensive overview of human resources administration as it relates to recruitment,

selection of highly qualified applicants (including those who teach English Language Learners), orientation, motivation and work incentives, pertinent state and federal laws and school district policies, conflict resolution, evaluation, employee documentation, discipline and dismissal, and salary and fringe benefits. This course provides skills necessary for school level administrators to act professionally and ethically in carrying out their responsibilities in this area.

## **EDL 7415 - Human Resources, Law, and Ethics for School Leaders**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Program

This course provides skills necessary for school administrators to act professionally and ethically in the area of human resources. Educational leaders will learn how to be ethically and legally compliant in school operations for the academic success of all P-12 students, regardless of ability, language, or cultural background. Leaders will demonstrate awareness and application of the Georgia Code of Ethics for Educators in professional practice and be able to make decisions based on ethical principles.

## **EDL 7500 - Educational Leadership and Ethics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program or permission of the instructor.

In this course, future educational leaders learn how to be ethically and legally compliant in school operations that lead to the academic success of all P-12 students, including those with learning disabilities and those from linguistically and culturally diverse backgrounds. The ultimate goal of the course is to produce future leaders who are cognizant of their ethical and legal obligations in managing schools, and who understand and appreciate the importance of legal and ethical compliance to daily administrative practice (Levine, 2005). Additionally, future educational leaders learn how to act with integrity by demonstrating ethical and equitable leadership behaviors; abide by Georgia and federal law and the Code of Ethics for Georgia Educators in professional practice; manage school operations consistently with requirements of Georgia and federal law; and observe student and faculty legal rights and privileges.

## **EDL 7505 - Ethical Leadership**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program or permission of the instructor.

This course is designed to provide leaders with an in-depth examination of the current and anticipated ethical issues and dilemmas facing leaders and the role of character education in our society. Addressing these ethical issues will lead to the academic success of all P-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

## **EDL 7510 - Improving Productivity and Practice with Technology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program or permission of the instructor.

This course prepares educational leaders to apply technology to enhance their professional practice and to increase their productivity; design and facilitate high-quality professional learning experiences that help other educators apply technology to enhance their professional practice; and to increase their productivity, and implement technology in ways that support the emergence and evolution of professional learning communities in schools. Candidates become familiar with information and technology tools common to information-age professionals. Emphasis is placed on computer operations, presentation and communication tools, manipulation, interpretation, and analysis of data that will lead to the academic success of all P-12 students, including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

## **EDL 7600 - School Operations and Community Relations**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program or permission of the instructor.

This course is designed to provide candidates with knowledge of major areas of school business management in performing the duties of a school administrator. Candidates are prepared to assume a leadership role in decision making of school business affairs. An effort is made to identify roles school administrators play in managing daily school business in relation to their counterparts at the district level. Candidates examine major areas of school business management, particularly as they relate to the funding of American public education. Georgia model of educational finance is introduced and discussed. Candidates attain knowledge and skills in school business management in the following areas: educational facilities planning and management, school budgeting, school accounting and auditing, cash management, risk management, purchasing and central distribution, school food service, and student transportation. The course also equips leaders to engage the community in understanding and supporting the educational process of all students including those from culturally and linguistically diverse backgrounds and other underrepresented populations. The design of this course is intended to cover Board of Regents Strands 8 and 10, and Professional Standards Committee Standards 3, 4, and 6.

## **EDL 7601 - School Operations and Organizational Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Program

This course examines fiscal policy, control systems, and effective methods of budget planning related to resource-allocation and improving the quality of teaching and learning. The course is designed to prepare school leaders for fiscal planning, operations, financial decision-making, and problem solving. The course will address state financial structures and policies, legal and ethical

issues, financial management systems, and budget building and implementation at the school and district level for Georgia Tier I Leadership Certification.

## **EDL 7605 - School Leadership in Multicultural Contexts**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program or permission of the instructor.

This graduate level course integrates multicultural concerns and international perspectives that focus on various aspects of culture and their connections to educational leadership and national, as well as state mandates to improve student achievement and informed global perspectives. The course presents critical elements that compose and relate to cultural values and diversity, and analyses of programs and procedures designed to address and meet the needs of diverse student populations, emphasizing research-based programs of sustained academic success. Candidates examine the models to gain competencies in successfully addressing multiple forms and expressions of diversity in schools such that social cohesion is promoted within a context of general academic rigor that will lead to the academic success of all P-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

## **EDL 7610 - Managing and Supporting Technology in Schools**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* : Admission to the M.Ed. program or permission of the instructor.

This course examines the role of leadership to support and manage technology in order to maximize student learning and increase the efficiency of school operations. It is designed to examine the technical aspects of building-related technologies including, but not limited to, desktop/laptop computers, wired and wireless networks, various instructional, administrative and technical software, and Internet technologies. This course explores various models of technology support and present ideas on how to support technology effectively through teams of teachers, students, parents, and school system personnel. In addition, the course addresses emerging technologies and their potential uses in education that will lead to the academic success of all P-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

## **EDL 7615 - Communication and Community Relations, for School Leaders**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Program

This course is a study of the knowledge, dispositions, and skills needed by school administrators to understand and respond to diverse community systems and needs, collaborate effectively, mobilize community resources, and interpret the school to the public through a variety of media and modes.

## **EDL 7700 - Leadership in Urban Schools**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Program

The course presents critical elements that compose and relate to cultural values and diversity, and analyses of programs and procedures designed to address and meet the needs of diverse student populations in urban areas, emphasizing research-based programs of sustained academic success. Students will examine the models to gain competencies in successfully addressing multiple forms and expressions of diversity in schools such that social cohesion is promoted within a context of general academic rigor and achievement.

## **EDL 7701 - Dynamics of Leadership in Urban Schools**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDL 7700

The course presents critical elements that compose and relate to cultural values and diversity, and analyses of programs and procedures designed to address and meet the needs of diverse student populations in urban areas, emphasizing research-based programs of sustained academic success. Students will examine the models to gain competencies in successfully addressing multiple forms and expressions of diversity in schools such that social cohesion is promoted within a context of general academic rigor and achievement.

## **EDL 7705 - Current Issues in Educational Leadership**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* : Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course provides a reflective overview of issues relating to school leadership and educational administrative leadership policy and practice and encompasses the wide range of responsibilities engaged in by the school leader as a collaborative member of a leadership team. Special attention is given to organizational structure and administrative processes in Georgia public schools.

## **EDL 7710 - Instructional Leadership**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course focuses on the role educational leaders play in improving the teaching and learning process. It includes the application and practice of instructional supervisory/leadership philosophy, theory, and principles as they guide instructional leadership behavior and assessment of the results of instructional leadership behaviors.

## **EDL 7715 - Curriculum Leadership**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course examines the design, development, and implementation of curriculum and instructional strategies to create classroom environments which support the learning of all students.

## **EDL 7716 - Curriculum & Instructional Leadership**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course focuses on the role educational leaders play in improving the teaching and learning process by the examination of systemic curriculum and teaching reform. It includes the application and practice of instructional supervisory/leadership philosophy, theory, and principles as they guide instructional leadership behavior and assessment of the results of instructional leadership behaviors.

## **EDL 7720 - Personnel and Staff Development**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course focuses on the personnel functions and responsibilities of school leaders. Processes and procedures of effective school personnel administration is emphasized.

## **EDL 7725 - Organizational and Financial Resources**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course provides a comprehensive overview of the financing of public schools in Georgia and effective management of school fiscal resources. Proper business procedures and facility management (maintenance, operations, planning, compliance issues) are discussed in a perspective of resource management for school improvement.

## **EDL 7730 - Educational Policy and Legal Perspectives**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course provides an overview of specific legal provisions affecting the operations and leadership of public schools in Georgia, with consideration of federal and state laws, and local

regulations affecting the rights, privileges, and duties of educational leaders, teachers, learners, and citizens. Current legal issues are examined and students are introduced to legal reasoning and analysis.

## **EDL 7735 - Ethics of Educational Leadership**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course is designed to provide leaders with an in-depth examination of the current and anticipated ethical issues and dilemmas facing leaders and the role of character education in our society.

## **EDL 7740 - Multicultural and International Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This class focuses on various aspects of culture and its link to educational leadership. Included are concepts related to cultural values and diversity, as well as analysis of programs and procedures for meeting the needs of diverse student populations.

## **EDL 7750 - Educational Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course is designed to develop an understanding of qualitative and quantitative research methods and designs, focusing on interpretation and application relating to school improvement.

## **EDL 7755 - Technology Leadership in Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course is designed to develop educational technology leaders who are knowledgeable and skilled in technology leadership practices that improve student learning and school operations in PreK-12 schools. It addresses skills and competencies necessary for the support and assessment of national technology standards for teachers and administrators; technology planning (national technology plan, state technology plan, district/school technology plan); assessment and evaluation of technology initiatives; the change process as it applies to technology leadership; securing grants and establishing business partnerships and meeting the requirements of NCLB. This course will thoroughly examine issues and trends relevant to the field of educational technology.

## **EDL 7760 - 21st Century Teaching & Learning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course examines the role of educational leaders to identify, use, evaluate, and promote appropriate technology to enhance and support curriculum, instruction and assessment that lead to high levels of student achievement. It is designed to immerse school leaders in a technology-rich environment and prepare them to facilitate an instructional program that integrates 21st century skills and promotes relevant, authentic, and meaningful tasks for students. Candidates will apply current research and instructional design principles to the design, management, and evaluation of a 21st century learning environment. This course also prepares candidates to facilitate high quality professional learning at their school.

## **EDL 7765 - Productivity & Professional Practice for Leaders**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course prepares educational leaders to apply technology to enhance their professional practice and to increase their productivity. Candidates will become competent users of information and technology tools common to information-age professionals. Emphasis is placed on computer operations, presentation and communication tools, manipulation, interpretation, and analysis of data as well as the management of Internet resources. Concept mapping, web editing, and project planning are also included.

## **EDL 7770 - Educational Technology Support, Management & Operations**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course examines the role of leadership to support and manage technology in order to maximize student learning and increase the efficiency of school operations. It is designed to examine the technical aspects of building-related technologies including, but not limited to, desktop/laptop computers, wired and wireless networks, various instructional, administrative and technical software, and Internet technologies. This course will explore different models of technology support and present ideas on how to support technology effectively through teams of teachers, students, parents, and school system personnel. In addition, the course will address emerging technologies and their potential uses in education.

## **EDL 7780 - Practicum**

### **I Credit Hours**

*Prerequisite:* Permission of advisor.

This course provides an opportunity for students to engage in field-based experiential learning activities related to educational leadership under the guidance of a practicing administrator.

## **EDL 778I - Practicum II**

### **I Credit Hours**

*Prerequisite:* Admission to the Add-on Certification program in Educational Leadership.

Provides candidates an opportunity to engage in field-based experiential learning activities related to educational leadership under the guidance of a practicing administrator. The practicum takes place in a real setting and is accompanied by a seminar.

## **EDL 7797 - Portfolio I**

### **I Credit Hours**

*Prerequisite:* : Admission to the M.Ed. program in Educational Leadership or Add-on program of Educational Leadership.

Portfolio development is the capstone experience for the Master of Education in Educational Leadership and the Educational Leadership Add-on Programs. Participants work independently under the supervision of the program advisor. The foci of the course are on understanding the nature of portfolio, the Interstate School Leaders Licensure Consortium (ISLLC) standards, and the procedures to be followed in the development and completion of a professional portfolio.

## **EDL 7798 - Portfolio II**

### **2 Credit Hours**

*Prerequisite:* Completion of EDL 6797.

Portfolio development is the capstone experience for the Master of Education Program in Educational Leadership. Participants work independently under the supervision of the program advisor. The portfolio is outlined along the standards as required by the Interstate School Leaders Licensure Consortium (ISLLC). The purpose of the portfolio is to implement a systematic approach to problem solving and decision-making by requiring participants to reflect upon leadership knowledge, skills, theories and experiences acquired during their participation in the program.

## **EDL 7799 - Portfolio Development for Technology Concentration and Add-On Certification**

### **I Credit Hours**

*Prerequisite:* Admission to the Add-On Certification Program in Educational Leadership.

Portfolio development is the capstone experience for the Add-On Certification Program in

Educational Leadership. Participants work independently under the supervision of the program advisor. The foci of the course are on understanding the nature of portfolio, the Educational Leadership Constituent Council (ELCC) standards, and the procedures to be followed in the development and completion of a professional portfolio.

## **EDL 7800 - Financial Management and Leadership in Independent and Charter Schools**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Program

This course explores the school leader's role and responsibilities related to financial management and leadership in independent and charter schools. The course will provide the candidate with basic principles of school management that include leadership, strategic planning, financial accounting, budgeting, nonprofit organizations, and financial analysis. Attention to the ethical and legal aspects of financial management will also be discussed. This course includes a performance-based experience.

## **EDL 7801 - Institutional Advancement in Independent and Charter Schools**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Program

The course provides a study of independent and charter school business management, and finance. It is designed to provide the school leader with basic principles of advancement, governance, communications, marketing, branding, school funding, and admissions all necessary components for school sustainability. A focus on current trends, issues, ethical, and legal aspects relating to advancement and governance for independent and charter schools are also a focus of this course.

## **EDL 7900 - Special Topics**

**1-9 (Varies) Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Educational Leadership or Add-on program of Educational Leadership.

This individually designed course will examine advanced topics in educational leadership and/or educational technology emphasizing the students' area of specialty.

## **EDL 8000 - Foundations of Distributed Leadership for Learning**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D program.

The cornerstone of the doctorate, Teacher Leadership for Learning, is an interdisciplinary core that establishes a common set of performance outcomes aligned with Distributed School

Leadership Practice (DSLPL). This course introduces DSLPL, a new perspective on leadership that captures the collective, and complex, relationship dynamics of formal and informal school leaders. DSLPL is more than shared leadership: DSLPL is about the synergy and situations that develop as school leaders reform schools into places that are intentionally inclusive and inviting to all students.

**Note** Offered as both an online and face-to-face course.

## **EDL 8100 - Critical Issues in School Transformation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program or permission of the instructor.

The overarching goal of the course is to develop school leaders who understand the variables that affect student achievement and how to use data and the professional literature to support the transformation of schools through thoughtful analysis of the total environment and careful planning for the future. Within the context of school transformation, this doctoral seminar addresses the practical application of all aspects of distributed leadership and requires fieldwork and other forms of practical, problem-based learning. Successful candidates will develop a school change portfolio that minimally includes: (a) Rationale for school transformation based upon the professional literature; (b) Historical analysis and assessment of school performance on critical variables related to student achievement; (c) Benchmarking of local and community resources; (d) Professional development plan; and (e) Evaluation strategy.

## **EDL 8300 - Intercultural Communication and Global Learning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Program.

The increasing diversity of our schools, the commitment to standards, and NCLB requirements make competence in intercultural communication a basic requirement for all educators. Of equal importance for educators is the development of knowledge and skills in global learning. This module addresses the practical application concepts in distributed leadership, particularly as they relate to building relationships with colleagues, students, and families from other cultures. The primary goal of this course is to assure that all students have equitable opportunities to achieve academic excellence in the state-approved curriculum. This course will be offered in a performance-based format.

## **EDL 8500 - Research, Trends, & Issues in Teacher Leadership**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course explores teacher leadership roles and functions within contemporary educational systems; situates understandings about teacher leadership within a broader knowledge base regarding leadership in education; introduces an inquiry-orientation to teacher leadership in schools and districts; and focuses on trends and issues within these contexts.

## **EDL 8710 - Vision and Governance**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. in Leadership for Learning program.

The purpose of the course is to facilitate the acquisition of knowledge, skills, and disposition related to the importance of developing and implementing a vision for school improvement within school and system governance structures. The course examines school organizations and cultures; forms of school governance; the change process; and the concept of collaboration among administrators, teachers, parents and community leaders as a means of bringing about more effective schools. In addition, it further examines the impact of state authority on local schools and school districts through changing roles, relationships, trends and the political context of decision making at the state level. Special focus is on developing a vision, mission and philosophy that impacts school improvement and student performance. This course is non-performance based.

## **EDL 8720 - Managing the Physical Environment**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. in Leadership for Learning program.

This course is focused on an exploration of the business aspects of managing schools with a focus on critical issues of management including: decision making, strategic planning, facility management, personnel allocation, and analysis and allocation of resources through development of a school budget. Included are the basic economic concepts and methods of analysis of educational finance, education and inequality, education and economic growth, and the effect on student performance. This course is non-performance based.

## **EDL 8730 - Curriculum, Assessment and Instruction**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. in Leadership for Learning program.

This course is designed to provide candidates with the knowledge, skills, and dispositions necessary to make critical curriculum and assessment decisions that focus on instructional best practices. Through course readings and projects, candidates will develop an in-depth understanding of theory theoretical frameworks that support the knowledge and skills necessary for making data-driven decisions with respect to the development of meaningful curriculum, research-based instructional practices, and sound assessment techniques that will increase student learning and achievement. In addition, candidate will be guided to explore ways to address the needs of diverse students, social and cultural forces, and collaboration among all stakeholders to foster a positive school culture and maximize the academic success of all students. This course is non-performance based.

## **EDL 8740 - Professional Learning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. in Leadership for Learning program.

Because 21<sup>st</sup> century educators must constantly adapt to changing school populations, it is essential that professional growth and development for school leaders evolve from proven best practices and course content that has been enhanced with research based materials. In this course, candidates will satisfy dynamic and meaningful objectives through demonstration of their ability to design and implement professional development programs for faculty and staff. Professional development and professional growth plans will focus on leading, teaching and learning, and solving authentic problems with insightful and results-driven agendas. Assignments with demonstrated connectivity to existent avenues for professional growth are a key component of the course. Deeper understanding of underlying structures that serve as barriers to improving student and teacher success will be identified and targeted for project based inquiry. This course is non-performance based.

## **EDL 8750 - Managing Human Resources**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. in Leadership for Learning program.

This course addresses personnel and human resource issues from a problem solving perspective. Candidates research personnel issues as they may occur within the context of local school and district operations. Activities which provide experience in human resource arenas that emerge from societal, cultural and legal issues comprise a significant portion of the course requirements. This course provides a solid and beneficial body of knowledge for principals in training while acknowledging that contemporary society continues to profoundly influence the manner in which the practice of human resources is exercised in school districts. Further, the course seeks to develop leaders who understand the significance of sound and efficient decision making as it impacts the performance of school and system employees, the fiscal resources of the school district, and most importantly, the increased academic achievement of all students within the district. This course is non-performance based.

## **EDL 8810 - Vision and Governance**

### **0 Class Hours 9 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to program.

This class is the first module in the residency sequence. The purpose of the module is to facilitate the acquisition of knowledge, skills, and disposition related to the importance of developing and implementing a vision for school improvement within school and system governance structures.

## **EDL 8820 - Managing the Physical Environment**

### **0 Class Hours 9 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to program.

During this module the candidate will, along with the university faculty supervisor, school/district mentor, and leadership coach, create a program of observation, research, and involvement designed to gain an understanding into the role of managing resources for instructional improvement and a safe school environment for learning.

## **EDL 8830 - Curriculum, Assessment, and Instruction**

**0 Class Hours 9 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to program.

This module is designed to provide candidates with the knowledge, skills, and dispositions necessary to make critical curriculum and assessment decisions that focus on instructional best practices.

## **EDL 8840 - Professional Learning**

**0 Class Hours 9 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to program.

This module focuses on developing leaders who can develop, implement, and monitor professional learning programs and activities that are meaningful and job-embedded, and that provide follow-up support.

## **EDL 8850 - Managing Human Resources**

**0 Class Hours 9 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to program.

This module is designed to develop leaders who understand the significance of sound and efficient decision-making as it impacts the performance of school and system employees, the fiscal resources of the school district, and most importantly, the increased academic achievement of all students within the district.

## **EDL 8860 - Transition Between Building and System Levels**

**0 Class Hours 9 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to program.

This residency module focuses on developing knowledge, skills, and dispositions required for completing an area at the building or system level that was not met during the completion of a performance-based program or during other coursework. The candidate will enroll in 1-3 hours of credit depending on the analysis of needs as determined by the collaboration between the university and school/district.

## **EDL 9300 - Critical Issues for Student Learning: (Topic)**

**3 Class Hours 0 Laboratory Hours 3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning in educational leadership.

## **EDL 9310 - Educational Facilities**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Doctoral program in Leadership for Learning.

This course examines the concepts, procedures and importance of facilities planning in the educational process. Candidates will learn all the practical skills of facility inventory, need assessment and evaluation. The course is intended to cover major aspects of school facilities planning at elementary, secondary and post-secondary levels.

## **EDL 9320 - Media, Community, and Public Relations**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Doctoral program in Leadership for Learning.

This course provides knowledge, skills, and dispositions essential for school leaders to fully engage with school, district, community, and beyond in the promotion of ongoing communication between and among all stakeholders, including those whose primary language is other than English. Candidates will develop and enhance communication skills that promote the vision and mission of schooling for the purpose of increasing student achievement, strengthening faculty and staff relations, and advancing stakeholder support. Additionally, the pressing matters of interactions with the mass media and crisis management are included. There is a focus on the ways and means by which school leaders address the multiple prevailing values across a community to solicit school and community partnerships with the aim of understanding the proactive measures which will ensure positive perceptions of the school and its educational products.

## **EDL 9330 - Comparative Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Doctoral program in Leadership for Learning

This course provides an overview of frameworks, major concepts, and current trends in comparative education. It examines how different countries address issues common to all education systems and enables candidates to read, discuss, analyze, and interpret relevant studies and scholarship in this area. Special attention is devoted to similarities and differences in educational policy and practice related primarily to elementary and secondary levels of education in different countries.

## **EDL 9340 - Ethics for Educational Leaders**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Doctoral program in Leadership for Learning.

This course is designed to provide educational leaders with a research-based paradigm for ethical decision making. Various codes of ethics and case studies will be analyzed and applied to general and specific situations. Doctoral candidates will engage in dialogue, research and reflection to develop a personal code of ethics which will be applied in a school-based activity.

Research and anecdotal information from journals and texts will be utilized to inform ethical decision making on local issues.

## **EDL 9350 - Doctoral Directed Study**

### **1-9 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in educational leadership. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

## **EDL 9360 - Beyond Policy: Reforming Schools Through Learner-Centered Education and Leadership**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Doctoral program in Leadership for Learning

Exploration and investigation of emerging research on learning, leading, and change which when considered in combination provide a framework for understanding and leading schools as continuously evolving, living systems. Using a learner-centered leadership paradigm, students critically analyze the industrial, corporate, and business models of education which historically focus on standards, narrowing of curriculum, and high stakes tests as sole measures of achievement and develop a vision for and/or create learner-centered educational systems.

## **EDL 9370 - Critical Issues for Student Learning: Exploring the Literature**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. and/or Ed.D. program in Leadership for Learning

This course is a doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading, and student learning in P-12 schools. Candidates explore the literature to identify, analyze, and synthesize contemporary and classic literature on critical school issues. The ultimate goal is to identify gaps in the literature, explore possible topics for independent future research, and develop long term skills in literature review.

## **EDL 9380 - Economics of Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Doctoral program in Education.

Adequacy and equity in the provision of school services and support are crucial concerns of the public school administrator. The course addresses the financial management of education through the lens of basic economic theory and how the American economy provides funding for public education. The focus is on how funds are administered and the trends toward more efficient utilization of resources, including an introductory view from a global perspective. The

approach is a business management appreciation of the complexity and magnitude of education as an important resource in the public sector.

## **EDL 9800 - Doctoral Seminar in Leadership**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Completion of doctoral coursework, including all required EDRS courses, with approval of the department chair.

This course will assist the candidate in 1) identifying components of and shaping the conceptual framework of the dissertation and 2) reviewing foundational literature in Educational Leadership. Under the guidance of the instructor and in consultation with the dissertation chair (if chosen), the candidate will emerge from the course with a draft of the conceptual and theoretical framework for the dissertation study that includes purpose and rationale, review of the literature, and preliminary research questions.

## **EDL 9881 - Special Education and Advanced School Law**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Doctoral program in Leadership for Learning

This course is a second-tier law and policy course, deepening students' understandings and application of school policy, governance, and regulation. The course particularly focuses on federal and state laws and regulations of students with exceptionalities (including, but not limited to, English-language learners, students in transition, and students with exceptionalities). Through this lens, students will explore policy development and implementation in education.

## **EDL 9882 - Educational Planning for Transformation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Doctoral program in Leadership for Learning.

This course is designed to inform doctoral candidates how policies and practices are developed and implemented through the writing policy briefs in areas of interest. Understanding the value and use of qualitative and quantitative research in the formulation of policies and practices is an integral part of the course. Candidates will focus on the process of policy development and the impact of outside forces on the operation of schools and school districts with the goal of becoming informed practitioners. This course will be of interest to school leaders, policy makers, and those employed in governmental agencies and institutions where decisions are policy driven.

## **EDL 9883 - Performance for Educational Executives: Politics, Power, and Policy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Doctoral program in Leadership for Learning.

This course introduces the conceptualization of schooling as politics and is designed to help students understand the political contexts and the institutional environment in which educators

operate. Through a general awareness of conceptual frameworks (such as system framework, diffusion framework, values, demands and interest groups, micro and macropolitics), used to examine the politics of education, students will obtain, assess, and assemble data and interpret those data to discover connections and contradictions about the concepts from the readings and literature relating to our current educational climate. This course includes a performance-based field experience.

## **EDL 9884 - Emerging Trends in Instructional Leadership, Curriculum, and Evaluation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Doctoral program in Leadership for Learning

This course explores different strategies for bringing about change leading to curriculum, institutional improvement, evaluation, and reform. The focus is on guiding doctoral candidates toward understanding trends with an emphasis on curriculum, instructional methods, and effective assessments. Candidates will engage in research that identifies political, ethical, and societal changes that impact curriculum, instruction, and assessment. Special attention is given to the educational leader's role in building a strong, collaborative culture and increasing system's capacity to change. This course includes a performance-based field experience.

## **EDL 9900 - Doctoral Dissertation**

### **1-9 Credit Hours**

*Prerequisite:* Successful completion of comprehensive exams, part I and II

This is the capstone experience for the Doctorate in Leadership for Learning. This is an intensely field-based performance activity in that the candidate demonstrates the ability to apply research skills to solving a P-12 problem of significant importance and that impacts student learning. With the guidance of a dissertation advisor and a committee, the candidate assumes the responsibility for completing the study and defending both process and results to the dissertation committee.

## **ITEC 7465 - Professional Learning in Schools**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

In this course, candidates will examine research on adult learning theories and effective professional learning. Candidates will evaluate the professional learning system and processes in their schools based on the National Staff Development Council (NSDC) standards adopted by the state of Georgia. Candidates will examine many forms of professional learning such as mentoring, coaching, feedback, study groups, peer observation and learning teams. Candidates will promote professional learning communities and demonstrate the ability to effectively design, deliver, and evaluate professional learning in their schools.

# **Educational Research**

## **EDRS 8000 - Applied Quantitative & Qualitative Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate program (M.Ed., Ed.S., Ed.D.) in education or permission of the advisor

Candidates will develop a functional understanding of quantitative and qualitative research as applied to educational arena. Emphasis is placed on candidates acquisition of analytical and interpretive skills.

## **EDRS 8100 - Qualitative Research I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in Education.

This course will serve as an introduction to qualitative research and methodologies. Methodological origins, theoretical frameworks, literature reviews, and basic methods of data collection and data analysis will be explored in conjunction with an analysis of relevant literature, educational research reports, and ethics in research. Students will apply basic skills of data collection and analysis. Students will differentiate between the types of qualitative research.

## **EDRS 8200 - Quantitative Research I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in Education.

Candidates will demonstrate a functional understanding of the nature and design of quantitative research as applied to the educational arena including but not limited to the following topics; the nature and application of descriptive and basic inferential statistics including the concepts of variance, normal distribution, population, sample, power, effect size, hypothesis testing, parametric and nonparametric tests, interaction effects, validity, reliability; the strengths, weaknesses of quantitative research designs; the principles of data collection and analysis using computer software such as SPSS. Candidates will acquire and become proficient in analytical and interpretive skills; and will be prepared to conduct applied quantitative research that will bear positively on schools.

## **EDRS 8900 - Applied Field Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDRS 8000

Student will complete a field research project in a P-12 or higher education setting which focuses on student learning. The project serves as the capstone experience for the Ed.S. degree and may serve as a pilot study for the dissertation for a student continuing into the Ed.D. Program.

**Note** Offered as an online course.

## **EDRS 9000 - Research Seminar: Conceptual Frameworks & Research Design**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDRS 8100, and EDRS 8200

This seminar will assist the doctoral candidate in conceptualizing, indentifying the components of, and articulating the emerging conceptual framework of their dissertation. Under the guidance of the course professor and in consultation with their dissertation chair, the candidate will emerge from the course with a draft his/her conceptual framework which includes the purpose and rationale for his/her research as well as a draft of the theoretical underpinnings of the research described through a review of literature followed by preliminary research questions or hypotheses for his/her dissertation.

## **EDRS 9100 - Advanced Qualitative Research Methods**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program.

This course is an advanced study of qualitative research methodologies including ethnography, case study, and phenomenology. Students will examine a variety of data sources (e.g. interviews, observations) and methods of analysis (e.g. memo writing, coding). Students will conduct research as they formulate their research questions, collect and analyze data, and write a research report.

## **EDRS 9200 - Advanced Quantitative Research Methods**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program.

This course is an in-depth study of and application of selected quantitative research designs. Course also involves advanced study of descriptive statistics, inferential statistics, and non-parametric tests traditionally utilized in social and behavioral research. Emphasis will be placed on understanding the process of social and educational research in applied settings. Candidates will deepen their expertise in designing and conducting research and analyzing quantitative data. Candidates will conduct these analyses using quantitative statistical software, interpret their findings, and communicate their results ethically, clearly and effectively.

# Electrical and Computing Engineering Technology

## ECET 6001 - Circuit and System Modeling with SPICE

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Semiconductor Device Theory and Applications; equivalent to ECET 2210, ECET 2310

A detailed study of circuit modeling using SPICE. The student will learn to model circuits and systems at the device level up to the behavioral level. This includes BJT and MOS transistors, op-amps, communications systems, control systems, etc. The student will also learn how SPICE numerical algorithms function and how to maximize the speed and accuracy of simulations.

## ECET 6002 - Programmable Devices

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Digital Theory and Applications, C and any AMS language equivalent to ECET 2210, ECET 4710

A study of the programming and applications of programmable devices for rapid time-to-market product development. Devices range from PLDs through MicroControllers through Programmable Analog devices. Practical experience will result from completing projects that develop systems using several of the devices.

## ECET 6003 - Advanced Test Engineering

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Fundamental Test Engineering equivalent to ECET 3600

An in-depth study of test engineering with emphasis on computer-aided instrumentation utilizing the IEEE-488 bus and protocols. LabVIEW for windows will be used to develop automated test systems and virtual instruments. Component, board, backplane, in-circuit, functional and systems testing will be researched and analyzed in relationship to cost, testability and fault analysis. Surface-mounted device and ASIC testing are also studied. Boundary-scan, VXI/VME, commercially available software and other test strategies will be explored.

## ECET 6004 - System Engineering

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

This course provides a knowledge base of those elements comprising good design practices beyond circuit design and analysis. Topics include: concurrent engineering, quality, reliability, maintainability, productivity, life-cycle cost, projectizing, manufacturing and logistic support.

## **ECET 6100 - Discrete-Time Signals and Systems**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Underlying principles of discrete-time signals and digital signal processing. Topics include mathematical representation of discrete-time signals and systems, sampling theorem and aliasing, introduction to difference equations, IIR and FIR filters, Z-Transform, DFT, FFT and Spectral analysis. (Non-MSET majors only)

## **ECET 6101 - Digital Signal Processing**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

This course is presented in three units. Unit one reviews underlying principles of discrete-time signals and systems, difference equations, and the design of finite impulse response and infinite impulse response filters. Topics of second unit include frequency response, Z-Transform, DTFT, DFT, and FFT with practical applications. The subject of third unit is implementation of digital filters and speech processing examples using popular DSP microprocessors such as TMS320, DSP56000, and ADSP21xxx families.

## **ECET 6102 - Mechatronics**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

This course is about integrating electronics, mechanical engineering and computer science. It is essential for engineers or engineering technologists who have a need to work across disciplinary boundaries. The main topics covered in the course will be mechatronic system design which involves: 1) Modeling, analysis and control of dynamic physical systems; 2) Control sensors and actuators with special emphasis on brushless, stepper, linear and servo-motors; 3) Electronics for mechatronics with special emphasis on special purpose digital and analog integrated devices; and 4) Analog, digital and hybrid mechatronic systems such as hard-disk drives and robots.

## **ECET 6201 - Advanced Digital Design**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Digital Theory and Application, C and Assembly Language equivalent to ECET 2210, ECET 4710

A detailed study of modern digital design principles and techniques. Topics will be investigated utilizing advanced programmable logic devices such as CPLD's, EPLD's, and FPGA's. Device development using both VHDL and schematic capture tools will be thoroughly explored. Practical experience and additional insight will be gained in the design and development of practical solutions to modern problems.

## **ECET 6202 - Embedded PC Systems**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

This course will focus on the latest developments in the field of embedded PCs (80186 & 80386ex processors). Emphasis will be on single-board systems used in the control environment. Customizing the ROM BIOS and developing ROM code will be studied. C, assembly language and real-time executive programming tools will be used.

## **ECET 6203 - Topics in Machine Intelligence**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

The principles, theory and current applications of fuzzy-logic and neural-networks are covered in this course. Discussions will include how neural network simulations are used to solve decision-making tasks. Other topics included are machine vision and speech analysis. Practical experience and additional insight will result from students using the principles and theories studied in class to develop practical solutions to actual problems.

## **ECET 6204 - Networked Embedded PCs**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

A course covering the basics of embedded PCs and their applications in networks and wireless systems. Covers the 80x86 architecture and C++ programming, then covers network programming using TCP/IP. Emphasizes connecting embedded PCs via Ethernet, wireless systems and the Internet. Also, Win CE development will be introduced.

## **ECET 6300 - Telecommunications Networking**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

A study of the fundamentals of telecommunications systems, emphasizing the management viewpoint. Course covers voice and data networks, and the regulations and standards affecting them. Laboratory demonstrations will illustrate key concepts. Course cannot be used as credit for ECET majors.

## **ECET 6301 - Telecommunications**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Communications background equivalent to ECET 3400, ECET 4820

The study of technologies and services deployed in today's public and private wide-area networks. Topics include SONET, ATM, MPLS, routing protocols, QoS, and more. Students gain experience through lab experiments and research.

## **ECET 6302 - Digital Communication Networks**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Communications background equivalent to ECET 3400, ECET 4820

A detailed study of local area networks emphasizing characteristics, standards, protocols, and performance. Topics include Ethernet, Token Ring, routing, domain and peer networking, and network security. The configuration and interaction of networking devices, operation systems, and applications will be examined. Lab exercises and projects illustrate concepts.

## **ECET 6303 - Wireless Communication Systems**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Communications background equivalent to ECET 3400, ECET 3410

A detailed study of wireless communication networks with special emphasis on applications, access techniques and interconnection with other networks. Topics include cellular telephones, personal communication systems, wireless LANs, and satellite systems. Students will gain practical experience by studying networks used by enterprises to enhance productivity and competitiveness.

## **ECET 6304 - Antenna Design**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Background equivalent to ECET 3410

Course covers antenna measurements, design, and performance analyses. Topics include radiation and propagation; basic radiators, arrays; reflector and lens antennas, optimized performance parameters, and measurement facilities.

## **ECET 6305 - Radar Systems**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Background equivalent to ECET 3410 and ECET 4420

Course includes introduction to radar principles and applications, radar concept design, and performance analyses using digitally simulated radar signals. Topics include modern radar system concepts; characteristics of target signals, noise, and clutter; target echo extraction; range, velocity and bearing determination; tracking and moving target processing.

## **ECET 6401 - Linear Control System Analysis and Design**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

This course is a thorough study of Modern Control Systems. Both time-domain and frequency domain methods of analysis, design and compensation of linear feedback control systems are covered. Topics include Laplace Transform methods, State Space analysis, stability analysis using Root Locus and frequency response methods, Nyquist criterion, and practical examples of design and compensation of feedback control systems. This course will make extensive use of computer-aided design packages such as MATLAB.

## **ECET 6402 - Power Flow Studies and Fault Analysis**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Power system analysis background equivalent to ECET 4510

This is a course on modern power system analysis and design. The first part of the course is devoted to the typical topics in Power System analysis. In the second part of the course, emphasis is placed on topics such as power flow solutions, symmetrical faults, symmetrical components and sequence networks, unsymmetrical faults and power system stability.

## **ECET 6403 - Applications of Power Electronics in Electric Drive Systems**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Undergraduate machinery course equivalent to ECET 3500

This course combines electric machinery, control and power electronics. The first part of the course is devoted entirely to Power Electronics. The second part is devoted to the application of power electronics in the speed control of electric machinery. Both dc and ac motor drive systems are covered. MATLAB and Spice will be extensively used for computation and verification purposes. Practical and hands-on experience will be gained using practical electric drive systems in the second part of the course.

## **ECET 6404 - Switching Power Supplies**

### **3 Class Hours 3 Laboratory Hours 4 Credit Hours**

This course presents the theory and practical skills necessary to design switching power supplies, focusing on DC-to-DC converters. Topics addressed include switching functions, converter topologies, magnetics design and feedback control. Students will design, build and test several power supplies.

## **ECET 6704 - Project Proposal**

### **1 Class Hours 8 Laboratory Hours 4 Credit Hours**

*Prerequisite:* At least 24 hours completed toward degree and permission of project advisor  
Guided by his/her Project Committee, the student will prepare a Proposal for his/her Masters Project. This proposal must conform to the published guidelines, be approved by the Project Committee and filed with the ECET office. In addition, the student will make substantial progress toward meeting the goals stated in the proposal and file an approved Progress Report. The filing of the Project-Committee approved Proposal and Progress Report will constitute completion of this course.

## **ECET 6900 - Special Topics**

### **1 to 5 Credit Hours**

The topic election and credit for this course will be by written agreement among the student, the instructor and the department head.

## **ECET 7504 - Research**

### **2 Class Hours 6 Laboratory Hours 4 Credit Hours**

*Prerequisite:* At least 28 hours completed toward degree and permission of instructor  
A seminar in research and development methods, current industrial practice and application of new technologies. Guided by the instructor, each student will choose a current topic in Electrical or Computer Engineering Technology, become informed about the principles and applications of that topic and ultimately produce a research report which is presented during the ECET Forum.

## **ECET 7704 - Project**

### **1 Class Hours 8 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Permission of project advisor  
Guided by his/her Project Committee, the student will complete his/her Masters Project. The student must demonstrate completion of the project to his/her committee and obtain the committee's approval. The student will prepare a final report that completely documents the project and will present this report to the department. Written acceptance by the Committee of the Final report will constitute the completion of this course.

## **Electrical Engineering**

### **EE 6210 - Digital Signal Processing**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSAE program  
This course reviews fundamental topics pertaining to digital signal processing (DSP) and introduces some current applications of DSP. Topics to be covered include: discrete-time signals and systems, sampling and reconstruction of continuous signals, transform analysis of linear time invariant (LTI) systems, digital filter design, discrete Fourier transform (DFT) and fast Fourier transform (FFT), spectrum analysis, and parametric signal modeling. The course will also examine current DSP applications using the relevant tools.

### **EE 6305 - Introduction to Radar Systems**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSAE program  
This course covers the fundamental concepts of the operation and design of radar systems for a

variety of applications. Topics covered include the radar range equation, signal-to-noise ratio, radar cross section, range and velocity ambiguity, radar clutter, detection, countermeasures, receiver design, transmitters and antenna systems. Applications include pulsed, CW, and FM radars, Doppler radars, airborne radars, and synthetic aperture radars.

## **EE 6410 - Introduction to Biomedical Engineering**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSAE program

This course is offered to all engineering and engineering technology students who are interested in exploring the technologies in biological/biomedical fields and looking for innovative technologies to design and fabricate novel medical devices and instruments.

## **EE 6530 - Antenna Engineering**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSAE program

The course covers the fundamentals of electromagnetic radiation and antennas. Topics include radiation and propagation, basic radiators, arrays, microstrip antennas, antenna parameters such as return loss, radiation pattern, radiation efficiency, gain, and directivity.

## **EE 6615 - Emerging Vehicle Technologies**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSAE program

This course looks at recent developments in vehicle technologies, with a focus on those technologies related to electric power and propulsion. Topics will include power system architecture, power sources, charging and fueling, electronic power converters, and traction motors and drives. Other topics may include waste heat recovery, autonomous operation and connected-vehicle systems.

## **EE 6640 - Advanced Photovoltaics & Energy Storage Systems**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSAE program

This course will discuss advanced photovoltaic technologies to harvest solar power including high-efficiency Si solar cells, multi-junction solar cells, organic flexible solar cells, nanostructured quantum dot solar cells, and concentrator photovoltaics. Engineering challenges to overcome the Shockley-Queisser limit and concepts for improving cell efficiency are discussed in detail. The course also puts emphasis on various energy storage technologies, power management and optimization, design, installation and operation of stand-alone, and large-scale grid-connected solar power plants. Important NEC guidelines and industry standards for solar plant design and installation will be discussed. The course concludes with a PV device/system simulation and design project.

## **EE 6650 - Distributed Energy Systems**

**3 hours per week Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSAE program

This course presents the fundamentals of distributed energy systems, covering the principles of renewable/green energy generation, power conversion concepts, and integration methods of renewable energy systems to the electric grid. Modeling of power systems, analysis and design, is achieved through extensive use of MATLAB-Simulink software. Power flow control and robust stability analysis is covered. Lecture three hours weekly.

## **EE 6750 - Wireless Mobile Networking**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSAE program

This course is to provide state-of-the art mobile and wireless networking architectures and protocols. Topic includes wireless local area networks, Mobility in wireless networks, ad-hoc networks, sensor networks, Wireless Mesh Networks and Vehicular ad-hoc networks (VANETs). Students will read research papers in these topics and work on projects.

## **EE 6760 - Applied Communication Systems**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSAE program

The theory and principles of communication systems are presented in this course. Further we delve on the communication system architecture as found in modern communication systems. Topics covered include AM and FM modulations, transmission and reception, noise and random processes, pulse modulation, digital transmission techniques and basic information theory concepts. Software simulations will emphasize the applied components using software platforms like MATLAB and SIMULINK. Graduate students will complete an independent research project which involves a written and oral presentation.

## **EE 6770 - Applications of Neural Networks**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSAE program

This course introduces the student to the principles and theories associated with neural networks and Artificial Intelligence (AI). Several neural networking architectures and training techniques associated with real-world applications (e.g. traffic pattern analysis, classification schemes, adaptive engineering systems) are discussed and modeled using Object-Oriented Programming techniques and MATLAB applications. Additionally, several instructor-led examples and software-based exercises are given to provide the student with a practical understanding of the theory covered.

## **EE 6800 - Master's Project**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Approval of MSAE graduate program coordinator

In this course, the student works independently under the supervision of a designated graduate faculty member. The student will generate a formal written report. This course may be repeated, but only three semester hours may be applied toward the degree.

## **EE 6900 - Special Topics**

### **1-4 Class Hours 0 Laboratory Hours 1-4 Credit Hours**

*Prerequisite:* Admission to the MSAE program

This course covers selected advanced topics in electrical engineering that are of interest to faculty and students.

## **Engineering**

### **ENGR 6002 - Research Methods**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Graduate program in Engineering

This course addresses the research questions and their relevance to engineering theory and design practices. It is intended to develop the techniques and skills necessary to complete an original academic research thesis or project report. The development of critical thinking skills relevant to research is an essential element of this course.

### **ENGR 6120 - Applied Engineering Mathematics**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate program in engineering

This course introduces graduate engineering students to analytical and numerical analysis methods that can be used to solve engineering problems. Topics include linear algebra, systems of ordinary differential equations, complex analysis, Laplace transforms, numerical methods, partial differential equations, and probability and statistics.

## **English**

### **ENGL 770I - Pedagogy for Teaching Literature**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course examines issues and themes in the teaching of literature in middle and high schools. Topics examined include how meaning is derived from texts; the role of critical theory;

competing philosophies for which texts should be read and why; how and to what purpose we read; how readers are positioned; standards, policies, and censorship; and approaches for teaching texts, literary analysis, and argument anchored in student relevance, democratic culture, and human potential.

## **ENGL 7709 - Workshop for Teachers of Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

An experiential examination of principles and issues in the teaching of writing, K-20. Along with reflective exploration of current theories of composition and extensive writing, this course includes the following topics: literacy acquisition and language development, especially through writing; building writing communities; the teacher as writer; the place of publication in the writing process; and assessment of writing.

## **ENGL 7710 - Writing on Teaching**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education, and teaching experience and graduate coursework in educational research or writing.

A collaborative workshop for educators preparing to write about teaching. Students in the course will develop individual writing projects for submission to venues publishing such genres as teacher research, curriculum development stories, experienced-based writing about classrooms, and scholarship of teaching.

## **ENGL 7711 - Multicultural Literature in English**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

An examination of multicultural literature written in English. Genres studied include fiction, nonfiction, poetry, drama, and nontraditional literary texts (e.g., film, oral performance). Students will explore primary and secondary sources to use for teaching literature from a global perspective, including studying how emerging traditions of literary criticism and theory can shape interpretations and teaching.

## **ENGL 7721 - Texts and Contexts in English Language Arts**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course is a study of the range of texts (conventional, multimodal, nonfiction, film, etc.) possible in the English Language Arts classroom, with attention to and analysis of genre conventions, embedded literacy practices, and student reception and production.

## **ENGL 773 I - Language Studies in English**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

A study of language as a key component of English/Language Arts. Topics include understanding English's historical and ongoing development, learning English as a second language, using discourse appropriately in a variety of contexts, dialect variations, relationships between oral and written language use, and issues involved in teaching language (e.g., teaching grammar in context).

## **ENGL 7735 - Introduction to Composition Studies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course examines issues and themes in composition studies, particularly those influencing writing instruction in middle and high schools. Students will examine the state of writing instruction in a standards-based and high-stakes school climate; study and practice writing as a process; write for a variety of purposes, audiences, and genres; create constructive approaches for planning, instruction, and assessment; and practice grammar instruction in the context of writing. The course includes a 25-hr practicum experience.

## **ENGL 774 I - Technology and Media in English and Language Arts**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

Focus on the current effects and potential of technology and multimedia in writing, reading and literature instruction. Students explore ways technology is changing reading and writing processes in school, the workplace and in daily life and develop effective ways of integrating technology into instructional programs.

## **ENGL 7750 - English Studies in the Schools**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

Review of the field of English Studies today, including relationships among concepts that guide the field, especially in schools. Students will explore strategies for integrating various elements of English Studies (including writing, reading/literature, language, and literacy studies) in scholarship and in teaching. Topics will include standards and assessment in English/Language Arts, especially those associated with National Board Certification and the National Council of Teachers of English standards for instruction.

## **ENGL 7900 - Special Topics**

### **3 Class Hours 0 Laboratory Hours 3 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic in an advanced-level seminar with extensive reading, writing and presenting assignments.

## **ENGL 7950 - Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Detailed, advanced-level examination of a topic selected and shaped collaboratively by the instructor and the student submitting a proposal for the special course. This course is not an individually scheduled offering of a regular course, but a unique study designed by the student to address individual needs and interests.

## **English Education**

### **ENED 6414 - Teaching Secondary English I**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDUC 6250 , EDUC 6255 , ENGL 7731 , and ENGL 7735

*Corequisite:* ENED 6650

This course is an examination and application of curriculum, learning theories, teaching strategies, instructional materials, and assessment procedures for teaching secondary school English/Language Arts in the multicultural and diverse classroom of today. Special focus includes the implications of literacy practices; the importance of discussion-based classrooms; the constructivist teaching of grammar; and the grounding of course content in candidates' field experiences.

### **ENED 6414L - Practicum II**

#### **0 Class Hours 9 Laboratory Hours 3 Credit Hours**

*Prerequisite:* (EDUC 6100 and EDUC 6100L ), or (EDUC 6110 and EDUC 6120)

*Corequisite:* ENED 6414

This field experience is designed to provide the candidate with the opportunity to apply and reflect on concepts addressed in the corequisite course, ENED 6414. Candidates are placed in appropriate school settings where they carry out directed activities. Candidates spend approximately 22 hours per week in the field for three months. Candidates must complete a satisfactory practicum to continue in the MAT program without remediation.

**Note** A Criminal Background Check and Verification of Liability Insurance is required.

## **ENED 6416 - Teaching Secondary English II**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ENED 6414 and ENED 6650

*Corequisite:* ENED 6660

Extending upon knowledge and skills developed in ENED 6414, candidates examine and apply curriculum, learning theories, teaching strategies, instructional materials, and assessment procedures for teaching secondary school English/Language Arts in the multicultural and diverse classroom of today. Special focus includes the implications of literacy practices, the importance of discussion-based classrooms, the constructivist teaching of grammar, and the grounding of course content in candidates' field experiences.

## **ENED 6475 - Teaching Secondary English II**

**2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ENED 6414 and ENED 6414L

*Corequisite:* EDUC 6300 and EDUC 66475L

Building upon knowledge and skills developed in ENED 6414, candidates continue to examine and apply curriculum issues, learning theories, teaching strategies, instructional materials and assessment procedures for teaching secondary school English/Language Arts in diverse classrooms. Includes a secondary school field experience in English teaching. Proof of professional liability insurance is required prior to school placement.

## **ENED 6475L - Practicum III**

**0 Class Hours 18 Laboratory Hours 6 Credit Hours**

*Prerequisite:* ENED 6414 and ENED 6414L

*Corequisite:* ENED 6475

This field experience is designed to provide the candidate with the opportunity to apply and reflect on concepts addressed in the corequisite course, ENED 6475. Candidates are placed in appropriate school settings where they carry out directed activities. Candidates spend approximately 40 hours per week in the field for 13 weeks. Candidates must complete a satisfactory practicum to continue in the MAT program without remediation.

**Note** A Criminal Background Check and Verification of Liability Insurance are required.

## **ENED 6650 - Yearlong Clinical Experience in ELA I**

**0 Class Hours 20 Laboratory Hours 4 Credit Hours**

*Prerequisite:* EDUC 6250 , EDUC 6255 , ENGL 7731 , and ENGL 7735 ; pre-service certificate; and admission to Yearlong Clinical Experience

*Corequisite:* ENED 6414

This course is the first semester of an intensive and extensive co-teaching yearlong clinical experience in English Education. Under the guidance of a collaborating teacher and university supervisor and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars. Proof of liability insurance is required.

## **ENED 6660 - Yearlong Clinical Experience in ELA II**

### **0 Class Hours 25 Laboratory Hours 5 Credit Hours**

*Prerequisite:* ENED 6650 and eligibility to take GACE English tests

*Corequisite:* ENED 6416

This course is the second semester of an intensive and extensive co-teaching yearlong clinical practice in English Education. Under the guidance of a collaborating teacher and university supervisor and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars and the completion of a content pedagogy assessment. Proof of liability insurance is required.

## **ENED 8310 - Applied Theory and Research in Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. in Adolescent Education English program and permission of the English Education Ed.D. Advisor.

Teacher leaders will read, analyze, and apply seminal and current research in the field of writing and composing to English/Language Arts teaching in P-12 or higher education settings. Teacher leaders will examine trends in the research; emerging themes, trends, and research designs; seminal studies in the fields of writing and teaching writing; connections among grammar study, teaching conventions, standards, and writing instruction as reflected in the research; and research-based applications of technology to writing and teaching writing. Attention will also be paid to research on grading and assessing writing, writing program assessment, teaching writing to speakers of English as a second language, curricular development in the field of writing, and to writing across the content areas for the purpose of enhanced student learning in school settings.

## **ENED 8701 - Applied Research and Theory in Literature**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. in Adolescent Education English program and permission of the English Education Ed.D. Advisor.

Teacher leaders will read, analyze, and apply seminal and current research in the field of English/Language Arts Education, and design an applied research study related to English/Language Arts Education in P-12 and/or higher education settings. The project may be one that the teacher leader carries out in a workplace setting or may serve as a pilot study for the dissertation.

## **ENED 874I - Digital Media and Pedagogies in English/Language Arts Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. in Adolescent Education English/Language program and permission of the English Education Ed.D. Advisor.

Teacher leaders will read, analyze, and apply seminal and current research in the field of digital media and pedagogies as appropriate to English/Language Arts teaching in P-12 and/or higher education settings. Teacher leaders will examine trends in the research; emerging themes, trends, and research designs; seminal studies in the fields; connections among composing, reading, and digital media as reflected in the research; and research-based applications of technology to all aspects of English/Language Arts Education. Attention will also be paid to use of digital media and pedagogies for the purpose of enhanced student learning in school settings.

## **ENED 8998 - Internship in English/Language Arts Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Approval of the English Education Ed.D. Coordinator.

A supervised experience applying learning from graduate study in a professional context. Content for the course, including the syllabus and plans for assignments, will be developed by the student in collaboration with the supervising faculty member and the internship supervisor. A detailed proposal for the course must be submitted to the English Education coordinator of the Ed.D. English/Language Arts cohort and approved before a deadline established by the department's program committee.

## **ENED 9300 - Critical Issues for Student Learning**

### **3 Class Hours 0 Laboratory Hours 3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the Ed.S./Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning in P-12 schools with a particular emphasis on the contexts of middle and secondary students, classrooms and schools.

## **ENED 9350 - Doctoral Directed Study in English/Language Arts Education**

### **1-9 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in elementary schools. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

## **ENED 9375 - English/Language Arts Program Assessment**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. English Education program.

Teacher leaders will analyze the practical aspects of assessment concerns for English administrators at program, departmental, and district levels involving students, teachers, programs, and curriculum. Teacher leaders will investigate specific programs goals, implementation, curriculum, and assessment; how assessment methods influence implementation/instruction of program elements (and vice versa); and the strengths and weaknesses of common models of assessment. Teacher leaders will explore the different purposes of program assessment, including measures of student learning and professional evaluation of teachers; justification of budgetary decisions; and demonstration of learning in light of state and national mandates. Specific topics will include curriculum decision-making and design, reading and writing assessments, teacher needs and assessment, resource and budgeting issues, and public/community outreach and awareness.

## **ENED 9400 - Designing and Conducting Research in English/Language Arts Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ENED 8310 , ENED 8391, 6 hours graduate research courses and permission of the Ed.D. English Education advisor.

Teacher leaders (graduate students enrolled in the course) will read, analyze, and apply seminal and current research in the field of English/Language Arts Education, and design an applied research study related to English/Language Arts Education in P-12 and/or higher education settings. The project may be one that the teacher leader carries out in a workplace setting or may serve as a pilot study for the dissertation.

## **ENED 9900 - Dissertation**

### **3-9 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the Ed.D. program and 12 hours of graduate level research courses. Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

**Note** Course may be repeated as necessary.

# Finance

## **FIN 8020 - Business Finance**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA or MAcc program.

The study of financial management as it affects the value of the firm in a competitive business environment. The course focuses on capital investment strategies, cost of capital, rate of return, capital replacement, valuation, and risk taking. The emphasis is on how finance theory translates into practice.

## **FIN 8320 - Advanced Corporate Finance**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* FIN 8020 or equivalent.

An advanced treatment covering both theory and practice of the major financial issues facing non-financial corporations.

## **FIN 8330 - Investment Analysis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* FIN 8020 or equivalent.

An introduction to the investment characteristics of individual stocks, bonds, and other financial assets. Techniques for analyzing their expected returns and risk, and strategies and techniques for combining them efficiently into portfolios are also studied.

## **FIN 8340 - Fixed Income Securities**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* FIN 8020 or equivalent.

This course provides students with knowledge of fixed-income markets. The course covers the pricing and risk management of fixed-income securities, and an introduction to fixed-income derivatives. It also covers interest rate management, product fundamentals, and portfolio strategies. This course is a valuable preparation for students interested in taking the Chartered Financial Analysts (CFA) examination.

## **FIN 8350 - Financial Markets**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* FIN 8020 or equivalent.

An analysis of the role of financial intermediaries and financial markets in facilitating the efficient financing of economic activity.

## **FIN 8360 - Financial Management of Financial Institutions**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* FIN 8020 or equivalent.

This course considers the financial decision-making framework related to issues of capital acquisition and allocation faced by major types of financial institutions.

## **FIN 8370 - Multinational Financial Management**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

An introduction to the concepts, institutions, and financial structure facing multinational firms and the consequent implications for financial decision making in a multi-currency environment.

## **FIN 8380 - Real Property: Analysis and Investment**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* FIN 8020 or equivalent.

An analysis of the risk-return configuration, tax implications, and investment characteristics and uses of real property.

## **FIN 8390 - Futures and Options**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* FIN 8020 or equivalent.

This course is an introduction to and exploration of futures and options markets. The development and operation of these markets, the description of relevant financial instruments and their pricing and applications are investigated.

## **FIN 8900 - Special Topics in Finance**

**3 Class Hours 0 Laboratory Hours 3 (Repeatable) Credit Hours**

*Prerequisite:* FIN 8020 or equivalent, permission of the instructor, and approval of the MBA program director.

Selected contemporary topics in finance of interest to faculty and students.

## **FIN 960I - Theory of the Firm and Capital Markets**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into the Coles DBA program and completion of DBA 900I and DBA 9003

This doctoral course focuses on (1) the basics of the theory of the firm, (2) the functioning, structure, and foundations of the theory of capital markets, (3) the theory of investor's choice, price formation, efficient markets, and asset pricing models such as Capital Asset Pricing Model

(CAPM), and (4) the implementation and limitations of empirical models of CAPM for students whose research concentration is in accounting or finance.

## **FIN 9602 - Empirical Research in Finance**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into the Coles DBA program and completion of DBA 9001 and DBA 9003

This course exposes students to research issues on contemporary financial reporting and research methodologies, to some extent, employed to examine the issues. The course will focus on capital market studies and the role of accounting information in the formation of capital market prices. The material to be covered is selected from leading journals and related literature.

## **FIN 9608 - Concentration Doctoral Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into the Coles DBA program, completion of FIN 9601 and FIN 9602, and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic in business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

**Note** This course is repeatable for up to 9 total credit hours.

## **FIN 9650 - Special Topics in Finance**

### **1-3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the Coles DBA program and permission of the program director. Selected contemporary topics in finance of mutual interest to doctoral faculty and doctoral students.

## **FIN 9901 - Research Methods & Dissertation Design I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into the Coles DBA program and completion of FIN 9601 and FIN 9602

This course serves as an introduction to writing the dissertation. In this course we focus on a variety of issues including how to pick your topic, developing a research design (including how data is to be collected and what methods are to be employed in analyzing the data), developing a research plan, the structure and design of the Coles DBA dissertation (including how practitioner papers differ from academic papers), writing an introduction, writing a literature review, writing up the methods and findings sections, and writing up a conclusion and

implications section. Each topic is introduced through selected papers and students come prepared to present and discuss their own dissertation ideas. The course is conducted in coordination with the course professor and student's research advisor.

## **FIN 9902 - Research Methods & Dissertation Design II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into the Coles DBA program and completion of FIN 9901

In this course students defend their dissertation proposal. In addition, a variety of topics are offered to help them complete their dissertations. Students in consultation with their major professor choose appropriate topics. They include experimental, survey, qualitative and secondary data collection methods, methods of data analysis including regression based statistics (including hierarchical regression), ANOVA and structural equation modeling. They also include writing topics such as writing an introduction, writing a literature review, how to write up the methods and findings sections, writing up a conclusion and implications section, and writing a practitioner paper. In prior consultation with their major professor, students choose among the offered topics as well as schedule a time to defend their proposal.

## **FIN 9904 - Dissertation Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into the Coles DBA program, completion of 12 hours of graduate level research courses, and permission of advisor.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. Course may be repeated as necessary.

## **First Year Studies**

### **FYS 5000 - Introduction to First-Year Studies**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSFYS program or permission of the FYTS Graduate Program Director.

This course provides the foundation for the practices, concepts, structures, themes, theories, and trends of first-year programs and experiences. Particular emphasis will be placed on the development of the discipline. It will also discuss current structures, such as the Foundations of Excellence® self-studies and benchmarking trends.

## **FYS 5100 - Methods and Assessment of First-Year Programs**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSFYS program or permission of the FYTS Graduate Program Director.

This course introduces students to the principles and procedures of the qualitative and quantitative methods utilized in interdisciplinary scholarly research and in both course and program assessment to improve the quality of learning in first-year initiatives. In addition, this course will address assessment as an essential tool to understand what first-year students are learning, to explore the extent to which faculty are meeting teaching goals, and to improve the quality of learning in First-Year Experience® initiatives.

## **FYS 5200 - History of First-Year Studies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSFYS program or permission of the FYTS Graduate Program Director.

This course begins with the development of the trivium, discusses the quadrivium in classical Greece and Rome, and progresses through John Dewey before focusing on recent changes in higher education to explain the development and growth of first-year programs. Topics include general history and trends regarding The First-Year Experience® and the development of first-year studies as a discipline.

## **FYS 5300 - Fundamentals of Designing First-Year Programs and Experiences**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* FYS 5000 and FYS 5100 or permission of the MSFYS Program Director.

In this course, students develop a program-level understanding of The First-Year Experience® (FYE) initiatives with an emphasis on curriculum development and course design. Students evaluate, critique, and discuss theoretical components of integrative learning, active learning, and experiential learning as applied in courses designed specifically for first-year students. Connections between courses and other elements of FYE initiatives are evaluated in terms of strategic purpose and organizational structure.

## **FYS 5400 - Cognitive Development of First-Year College Students**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* FYS 5000 or permission of the MSFYS Program Director.

This course provides a general developmental and psychological perspective of first-year college students and influences on their behavior by examining human behavior through the life cycle to explain the unique characteristics of first-year students. It describes the physical, cognitive, and

psycho-social aspects of human development while exploring individuals in social contexts, social roles, group processes and inter-group relations, conformity, attitudes, and motivation all specifically related to entering college students.

## **FYS 5500 - Development and Organization of First-Year Programs**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* FYS 5000 and FYS 5200, or permission of the MSFYS Program Director.

This course utilizes the case study method to examine the development, maintenance, and growth of first-year programs within distinct educational environments such as community colleges; private institutions; small, public universities; and large, research universities. The course reviews structural options, faculty/staff supervision, budgeting, and assessment practices related to programs specifically designed for first-year students.

## **FYS 5600 - First-Year Student Success: Theory and Practice**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* FYS 5000 and FYS 5100

This course investigates characteristics of campus environments while highlighting how institutions understand and design environments to help first-year students succeed in college. Policies, programs and practices that enhance first-year student achievement will be examined to show the benefits to first-year student learning and educational effectiveness that can be realized when these conditions are present.

## **FYS 5700 - Multiculturalism of First-Year Students**

### **30 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* FYS 5000

This course provides students with a broad examination of cultures and diverse populations represented in first-year students. Additionally, this course introduces theories, research, and practices related to multiculturalism while encouraging students to explore how these may be applied in the transition to college.

## **FYS 5900 - Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSFYS program or permission of the FYTS Graduate Program Director.

This course provides students an opportunity to explore a topic of interest at a more in-depth level than they would in a core or elective class, or to explore a topic not specifically addressed in a regular course offering. Students may take no more than six hours of Directed Studies.

## **FYS 6000 - Practicum: Teaching a First-Year Seminar**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* FYS 5300, successful completion of 18 hours of graduate credit in the MSFYS program, and permission of the Director of First-Year Seminars in the Department of First-Year and Transition Studies.

This course is designed to give students supervised, practical experience in the classroom application of their graduate studies by providing them the opportunity to teach a first-year seminar course.

## **FYS 6100 - Seminar on Current Topics in First-Year Studies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* FYS 5300

This elective course exposes students to a broad range of current topics in the area of first-year studies, introduces them to the most recent advancements in current practices in the discipline, and informs them of emerging trends. Seminar discussions also focus on the impact the advancements/trends have had on the discipline and in the first-year classroom. Topics vary and are updated to reflect new directions of the discipline.

## **FYS 6200 - Thesis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Successful completion of 18 hours of graduate credit and approval of topic by thesis advisor.

This course supports and guides master's candidates in the implementation of their research and the development and defense of their thesis. Students conceptualize, design, and conduct an original research project related to first-year programs and experiences. Students draw on knowledge acquired from their course work to create a research project as the basis of their thesis. This course provides individual time with the thesis advisor and committee members.

## **Foreign Language Education**

### **FLED 6650 - Yearlong Clinical Experience I**

#### **0 Class Hours 20 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Approval of the FLED Graduate Committee.

This course is the first semester of an intensive and extensive co-teaching yearlong clinical experience in foreign language education. Under the guidance of a collaborating teacher and university supervisor and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars. Proof of liability insurance is required.

## **FLED 6660 - Yearlong Clinical Experience II**

**0 Class Hours 25 Laboratory Hours 5 Credit Hours**

*Prerequisite:* FLED 6650

This field experience is designed to provide candidates with an intensive classroom experience that includes planning, implementing, assessing, and adjusting instruction appropriate to the needs, abilities, and learning styles of all learners. Candidates will be placed in appropriate school settings where they will have the opportunity to apply and reflect on concepts addressed in previous course work.

## **FLED 7703 - Language Pedagogy and Second Language Acquisition Research**

**3 Class Hours 1 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT in Foreign Languages.

This course examines theories of second language acquisition (SLA) and practical application of SLA theories to second language teaching and learning. The course is designed to address the theoretical and conceptual foundations of working with second language learners. It then focuses on the classroom applications of this theoretical base to interactions with language learners, curriculum, instruction, and assessment. Students are encouraged to interpret relevant SLA research that informs language teaching and to take ownership of SLA theories and research as a rationale for pedagogical decisions.

## **FLED 7708 - Curriculum and Assessment in Foreign Language Education**

**2 Class Hours 1 Laboratory Hours 2 Credit Hours**

*Prerequisite:* Admission to the MAT program (Foreign Languages).

This course focuses on research-supported, standards-based practices of foreign language education related to curriculum planning and performance-oriented, alternative assessment of student learning. FLED 7708 students apply principles of backward design to thematic planning for instruction and adhere to the tenets of ongoing and varied assessment. The course introduces edTPA.

**Note** Proof of professional liability insurance is required for field experience.

## **FLED 7710 - Current Trends in Foreign Language Pedagogy**

**2 Class Hours 1 Laboratory Hours 2 Credit Hours**

*Prerequisite:* Admission to the MAT in Foreign Languages

This course focuses on effective practices for teaching a foreign language to P-12 learners. FLED 7710 students apply principles of standards-based, communicative language teaching and methods for enacting a research-supported approach to P-12 foreign language instruction

through implementation in a P-12 classroom during clinical practice.

**Note** Proof of professional liability insurance is required for field experience.

## **FLED 7711 - Technology for the 21st Century Foreign Language Teacher**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course introduces teacher candidates to the use of instructional technology in foreign language education, otherwise known as Computer-Assisted Language Learning (CALL). Specifically, teacher candidates learn to evaluate, design, create, and implement a variety of technology-enhanced teaching and learning materials. A particular focus is placed on forming the essential connections between Second Language Acquisition theories, sound pedagogical approaches, and cutting edge technologies to ensure that teacher candidates are able to integrate technology meaningfully into P-12 curriculum planning and teaching practices.

## **FLED 7712 - Teaching Culture with Authentic Materials**

### **3 Class Hours 1 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT in Foreign Languages

This course focuses on effective practices for meaningful teaching of culture to P-12 learners of foreign language. FLED 7712 students apply a text-rich approach to curriculum design that cultivates learners' intercultural competence via research-supported, standards-based, communicative language teaching. The course integrates diversity assignments that are implemented in a P-12 classroom during clinical practice.

## **FLED 7720 - Foreign Language Education Practicum II**

### **0 Class Hours 20 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Approval of the FLED Graduate Committee.

This course is designed to prepare prospective foreign language teachers for development of instructional materials and implementation of effective teaching methods and management techniques. Candidates will choose two field placements among elementary, middle, and high school levels.

**Note** This course requires approximately 20 hours per week in the field. Verification of Liability Insurance is required.

## **FLED 7730 - Foreign Language Education Practicum III**

### **0 Class Hours 40 Laboratory Hours 6 Credit Hours**

*Prerequisite:* FLED 7720

This field experience is designed to provide candidates with an intensive classroom experience that includes planning, implementing, assessing, and adjusting instruction appropriate to the needs, abilities, and learning styles of all learners. Candidates will be placed in appropriate

school settings where they will have the opportunity to apply and reflect on concepts addressed in previous course work.

**Note** This course requires approximately 40 hours per week in the field. Verification of Liability Insurance is required.

## **Geography**

### **GEOG 7100 - Geographic Information Systems for Administrators**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

This course is designed for administrators (not GIS managers) who wish to integrate a geographic information system into the operations of their local agency. Students will be introduced to basic GIS technology, but course emphasis is placed on conceptualizing and understanding how GIS can aid daily operations in administrative capacity. Guest lectures and specific case studies, including, planning and zoning, transportation, utilities, emergency services, taxation, and waste management, will be examined in class. Students at a minimum should be comfortable working in a Windows environment, have some experience working with databases, and be accomplished Internet users (ftp, browsing, etc.). No previous exposure to GIS or mapping is necessary.

### **GEOG 7701 - Peoples of the World**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

Understanding diversity is the cornerstone of this course, which presents comparisons of human groups throughout the world in a geographic case study format, focusing on cultural, political, economic, and social themes. Students will develop culturally-focused and geographically-based lesson plan strategies and present their research in a seminar format. The use of international resources from academic and local communities adds to the advancement of disciplinary knowledge and cultural awareness.

### **GEOG 7900 - Special Topics**

**1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Special topics of interest to faculty and students.

## **GEOG 7950 - Directed Study**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

This course covers special topics external to regular course offerings.

## **Gerontology**

### **GERO 6100 - Sociocultural Aspects of Aging**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Focuses on the social and cultural aspects of aging. Topics covered: demographic variables and trends, culture and socialization, social structure (family, politics, religion, work and retirement, education), social problems associated with aging (living arrangements, transportation, crime, abuse, health status, income), diversity among the aged population, issues of conflict, the health care system, programs and services, and death and dying.

**Note** Any KSU graduate student may register for these classes. Decisions concerning substitution of one or more of these courses for specific graduate degree requirements are made by the Program Director of the degree program.

### **GERO 6200 - Health Care for Older Adults**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Designed to serve a variety of students who are interested in the health care of the aging adult. This course addresses the normal and psychopathological aspects of aging, treatment regimes, end of life issues, and health promotion strategies within the context of cultural perspectives.

**Note** Any KSU graduate student may register for these classes. Decisions concerning substitution of one or more of these courses for specific graduate degree requirements are made by the Program Director of the degree program.

### **GERO 6300 - Psychology of Aging**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Psychological perspectives in the field of gerontology are presented. This course covers current psychological theory and research in aging as well as the practical application of these materials. The major topical areas covered include biological, cognitive, and psychosocial aspects of aging.

**Note** Any KSU graduate student may register for these classes. Decisions concerning substitution of one or more of these courses for specific graduate degree requirements are made by the Program Director of the degree program.

# **Graduate Business Administration**

## **GBA 7010 - Institutional Excellence.**

**9 Class Hours 0 Laboratory Hours 9 Credit Hours**

*Prerequisite:* GBA 7005

This course examines topics that form the basis for determining institutional excellence. The Lotus Notes/Learning Space distance learning platform continues to be incorporated this semester. The use of this technology serves as an extension of in-class time by providing associates the ability to discuss, with fellow associates and faculty, readings and issues pertaining to each on-campus weekend.

**Note** Families in Business EMBA program only

## **GBA 7020 - Business Excellence.**

**11 Class Hours 0 Laboratory Hours 11 Credit Hours**

*Prerequisite:* GBA 7010

This course examines topics that form the basis for determining business excellence. The Lotus Notes/Learning Space distance learning platform continues to be incorporated this semester. The use of this technology serves as an extension of in-class time by providing associates the ability to discuss, with fellow associates and faculty, readings and issues pertaining to each on-campus weekend.

**Note** Families in Business EMBA program only

## **GBA 7030 - Product/Service Excellence**

**9 Class Hours 0 Laboratory Hours 9 Credit Hours**

*Prerequisite:* GBA 7020

This course examines topics that form the basis for determining product/service excellence. The Lotus Notes/Learning Space distance learning platform continues to be incorporated this semester. The use of this technology serves as an extension of in-class time by providing associates the ability to discuss, with fellow associates and faculty, readings and issues pertaining to each on-campus weekend.

**Note** Families in Business EMBA program only.

## **GBA 7211 - Business Acumen Foundations**

**3-6 Class Hours 0 Laboratory Hours 3-6 Credit Hours**

As the inaugural course for the Executive MBA program, this course covers certain business acumen foundations needed to support learning throughout the program, with a focus on developing basic knowledge and skills associated with identifying and using information that

serves as the basis for managerial planning and control. Students are introduced to the fundamentals of economics, finance, accounting, and statistics, as well as selected common techniques for financial analysis, planning, forecasting, and managing. The course is centered on critical skills and knowledge required of managers at all levels to effectively understand and employ basic analytical tools, while also learning how they support business strategy and leadership principles.

## **GBA 7212 - Principles of Leadership**

Today most experts agree that the degree to which organizations effectively compete—and in many cases, succeed or fail—is determined by how effectively they apply both business acumen and teamwork. A manager’s ability to work “smart” and interact effectively within a team setting will significantly determine her personal success in any career. In addition to its focus on leadership principles, it also introduces the student to the foundations of lifelong learning, the role and impact of personality on team dynamics, the principles of coaching, and the basic building blocks of high performance teams.

## **GBA 7221 - Business Strategy & Analysis for Executive Decision Making**

### **6-9 Class Hours 0 Laboratory Hours 6-9 Credit Hours**

The fundamental challenge self-imposed on any business is the development and implementation of a sound business model and strategy. Those that succeed are also characterized by in-depth competencies in financial and operational analysis to support other competencies inherent in their human capital assets. This course provides the foundational techniques and models for sound business strategy development and management, and introduces the student to several of the traditional tools, methodologies, and techniques employed in the areas of accounting, finance, marketing/sales, and operations for decision-making.

## **GBA 7222 - The Business of Teaming and Coaching**

### **3-6 Credit Hours**

This course sets the stage for understanding the unique dynamics of working collaboratively with people by understanding the differences in how people think, learn, and behave. It also covers teaming in a business environment, the effective use of oral and written communications, and interpersonal transactional analysis. Students are given several opportunities to apply the principles covered in the course in a simulated, interactive teaming environment, equipping them with the critical knowledge and skills required of any successful manager, at any level, to work effectively with others to assure that business results are achieved.

## **GBA 7231 - The Enterprise Value Chain**

### **2-4 Credit Hours**

All organizations operate as a complex system of integrated business processes, specific

activities dependent on the availability of sufficient financial and human capital. The degree to which an organization's performance incrementally improves is generally directly related to the degree to which its processes change in response to opportunities for improvement. This course provides an in-depth examination of the business processes commonly associated with an enterprise's value chain, as well as with general project management, and introduces the student to traditional business process improvement methodologies.

## **GBA 7232 - Managing Human Capital**

### **2-4 Credit Hours**

Human capital is the fuel that runs the engine of the business enterprise; without it, a business is nothing more than an idle collection of products and/or services. Attracting and retaining the best employees, and effectively managing employee performance and reward and recognition programs, are crucial to optimizing an enterprise's human capital business model. This course covers several of the critical skills, knowledge, and abilities required of managers at all levels to be able to effectively manage human capital assets, and explores in depth the strategic partnership role of the Human Resources function in an organization. A special section covers post-merger workforce integration.

## **GBA 7233 - Personal and Professional Development Planning**

### **2-4 Class Hours 0 Laboratory Hours 2-4 Credit Hours**

In today's business environment, self-reflection and continuous personal planning are important leadership skills. Naturally, managers who master these skills are more likely to achieve personal career goals, but they are also more likely to produce superior business outcomes for the organizations which employ them. This course includes the creation of a Personal Plan of Action and introduces the student to the practice of journaling as a method of critical reflection around career-related topics. The latter is integrated into personal coaching sessions to help the student deepen reflection and understanding of the unique and individual aspects of his/her personal and professional life. Most of the instructional activity for this course is delivered in a combination of a "virtual classroom" environment (using a technology unique to the Executive MBA program) and private in-person meetings with a member of the faculty who specializes in career coaching.

## **GBA 7241 - Experiencing Business in a Global Environment**

### **6-9 Class Hours 0 Laboratory Hours 6-9 Credit Hours**

Rapid and persistent advances in technology, along with constantly improving efficiencies in transportation and logistics, have created unprecedented opportunity for global market access amidst an ever-changing landscape of country-specific cultural, political, legal, and economic infrastructures. This course discusses the global-scale issues faced by today's multi-national corporations, with a special focus on developing the personal knowledge and skills needed to

compete effectively in this environment. Topics include the international aspects of accounting, finance, marketing, economics, and law.

A focal point of the course is an integrated co-learning experience with students from one of the largest Executive MBA-only educational institutions in Eastern Europe, known as ASEBUSS, which is located in Bucharest, Romania. Students and faculty travel to Romania and London to join students from ASEBUSS in the initiation of a team project focused on a wide range of international business practices. The project is ultimately concluded in the U.S. when the same ASEBUSS students travel to Atlanta seven months later. In the interim, the joint student teams work virtually using remote collaboration technologies.

## **GBA 7242 - International Leadership and Collaboration**

### **6-9 Class Hours 0 Laboratory Hours 6-9 Credit Hours**

Working effectively in multi-national business enterprises and, specifically, multi-cultural teams, requires an understanding of some unique dynamics associated with this environment.

This course is designed to allow students to learn and practice the skills needed to work collaboratively with people from multiple countries by understanding the differences in national and regional cultures and business practices norms. By integrating with the special joint activities in GBA7251 with students from ASEBUSS in Bucharest, Romania, U.S. students experience international virtual teaming, the role of emotional intelligence and interpersonal transactional analysis in inter-cultural collaboration, and the nuances of international leadership models.

## **GBA 7251 - Application of Business Acumen and Leadership**

### **6-9 Class Hours 0 Laboratory Hours 6-9 Credit Hours**

This course is the capstone course of the Executive MBA program, integrating the principles, methodologies, techniques, and skills covered in the overall program. As a comprehensive practicum, the course covers application of the business acumen, leadership, teaming, and coaching topics developed extensively in prior program courses. In addition, several closing topics in specialized areas such as executive compensation, business taxation, corporate governance, and other ever-changing contemporary issues facing managers today are included in the course curriculum.

## **GBA 7253 - Managing Your Career**

### **2-4 Class Hours 0 Laboratory Hours 2-4 Credit Hours**

Career management involves identifying, pursuing, and maintaining one's personal ideal work environment - the type of business in which one is engaged, the places where one performs their work, the work colleagues with whom one interacts, and one's specific work responsibilities and activities. Virtually nothing in the world of work is perfectly stable, so continuous monitoring of these factors is critical to personal career satisfaction. In conjunction with GBA7233, this course enables implementation of a student's Personal Plan of Action via a combination of a "virtual classroom" environment (using a technology platform unique to the

Executive MBA program) and private in-person meetings with a member of the faculty who specializes in career coaching.

## **GBA 7314 - Telecommunications Public Policy**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

The telecommunications industry works in a very political arena, both at federal and state level. This course gives the historical background to present telecommunication regulation, present day regulatory issues, the methods to affect political decisions (including lobbying), and future trends and forecasts.

**Note** AT&T EMBA Program only

## **GBA 7341 - Business in a Global Environment**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Rapid and persistent advances in technology, along with constantly improving efficiencies in transportation and logistics, have created unprecedented opportunity for global market access amidst an ever-changing landscape of country-specific cultural, political, legal, and economic infrastructures. This course discusses the global-scale issues faced by today's multi-national corporations, with a special focus on developing the personal knowledge and skills needed to compete effectively in this environment. Topics include the international aspects of accounting, finance, marketing, economics, and law.

## **GBA 7344 - Quality Management**

### **5 Class Hours 0 Laboratory Hours 5 Credit Hours**

Excellent execution is what separates great organizations from good organizations. This course teaches the basic principles of quality management, so that participants can ensure that processes at their organizations can achieve their organization's goals effectively and efficiently. After successful completion of the course, participants are awarded a Six Sigma Green Belt certificate.

**Note** AT&T EMBA Program only

## **GBA 8095 - International Internship**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Completion of at least 18 hours of 8000-level MBA courses; must be approved by the MBA program academic coordinator; no internship work can be completed in the student's country of legal residence or country of origin.

A supervised three-credit hour work experience of one academic semester with a previously approved business firm or governmental agency substitutes for one elective.

**Note** A research paper is required to receive credit. The course will be graded on a satisfactory or unsatisfactory (S/U) basis.

## **GBA 8950 - Special Projects in Business and Accounting**

**1-3 (Repeatable not to exceed 6 semester hours) Credit Hours**

*Corequisite: Must be approved by academic coordinator and selected instructor.*

Special projects for students who wish to pursue advanced work on a particular subject in a specialized area.

## **Healthcare Management and Informatics**

### **HMI 7510 - Introduction to Healthcare Management and Informatics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Full admission to the MS-HMI program or permission of the graduate program director.

This class will provide an overview of the current landscape of healthcare; introduce the role of information systems in healthcare; emphasize the use of clinically motivated use of information technology for quality, efficient, delivery and practice of healthcare; the management challenges in the current healthcare landscape; and the profound role and impact of informatics. An examination of how information is captured, converted, and stored in machine readable form and used in the various facets of the health care system; the impact of Electronic Medical Record (EMR); and personalized medicine will also be examined

### **HMI 7520 - Data Analytics via SAS**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

**Courses that may be taken concurrently:**

HMI 7510

The course is designed to give students core skills and competency in statistics and data analytics via SAS. This is a core degree requirement for the Masters in Healthcare Management and Informatics program.

### **HMI 7530 - Data Analytics via R**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

**Courses that may be taken concurrently:**

HMI 7510

The course in Data Analytics via R aims to provide relevant skills and competency in data analytics and statistics via R to the graduates with the goal to enable them to enhance patient safety and impact the quality, safety, and cost-effectiveness of healthcare delivery and practice.

## **HMI 7770 - Capstone in Healthcare Management and Informatics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* HMI 7510

This course offers students an opportunity to integrate knowledge gained in the classroom with real-world problems. Students work in teams and consult with a working professional to identify a real world problem related to healthcare management and informatics and apply the knowledge learnt in class to design a potential solution. Consists of engagement in practical work and research in a major area of health informatics. Potential areas of work include design or analysis of health informatics systems, programs, or applications; program planning; management; and policy development. Encourages community-based participatory projects. To the extent possible, capstone projects have as a goal a practical contribution to the health informatics field. Students initiate and design capstone projects in consultation with faculty members who provide guidance and mentoring.

## **High Performance Computing Clusters**

### **HPCC 6810 - Data Warehousing and Mining**

**3 Class Hours 2 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Graduate-level Admission

This course covers concepts, techniques, and applications of data warehousing and data mining. Topics discussed in this course include: dimensional modeling, extraction-transformation-loading (ETL), online analytical processing (OLAP), classification, clustering, association mining, and regression analysis. Some advanced topics in machine learning will be also be discussed in class, such as kernel machines and deep learning.

### **HPCC 6820 - Big Data Analytics I**

**3 Class Hours 3 Laboratory Hours 4 Credit Hours**

This course covers basics of big data analytics platform HPCC and basic program skills on HPCC. Topics include introduction to ECL programming, introduction to Thor, introduction to Roxie, and R programming for HPCC.

### **HPCC 6822 - HPCC Platform for Big Data Analytics II**

**3 Class Hours 2 Laboratory Hours 4 Credit Hours**

This course covers advanced topics of big data analytics on HPCC. Topics include advanced ECL programming, advanced Thor operations, and advanced Roxie operations. Lab exercises will be provided for each of these topics.

## **HPCC 6890 - HPCC Project Capstone**

**1 Class Hours 4 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CS 6020

This is the project/capstone course for the HPCC certificate program requiring students to work as a team on a group project assigned by the instructor. Students will analyze, design, implement, test, and demonstrate a successful implemented system, culminating in a presentation to the class and the submission of a short paper.

## **History**

### **HIST 7710 - Local History Research and Resources**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

Candidates will gain a working knowledge of local historical resources and will examine what history is and the processes used by historians in interpreting and uncovering the past. They will build individual skills in these processes through the researching and writing of a term paper on a local topic using primary materials. Candidates will also explore strategies to incorporate local history into their classrooms; to increase their own and their students' civic awareness and involvement; to teach critical thinking skills; to facilitate the learning of history by use of local examples; and, to use local history to illustrate or challenge major viewpoints about both Georgia and national history.

### **HIST 7720 - Continuity and Change in Selected Nation/State**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

An examination of the development of a particular nation/state including its relative place in the world. Themes will include economic and political systems, social structures, belief systems, population and migration, and environmental and geographic influences. Candidates will read selected works and consider teaching applications for engaging adolescents and young adults in responding to and interpreting a variety of sources.

### **HIST 7730 - Minorities in America**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

An examination of the roles minorities have played in the development of America. Special attention will be given to racial, ethnic, and political minorities. Included will be the ways family, economic, and political issues have affected peoples of different ethnic and racial groups and how to make ethnic diversity a source of unity rather than divisiveness in our civic culture. Emphasis is placed on the use of a variety of resources that speak from diverse perspectives.

Candidates will develop strategies for incorporating issues of diversity and social understanding in their classrooms.

## **HIST 7740 - Economy and Society**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course will examine major themes in the history of economic thought. Students will read selected works by and about the major theorists and their times and consider teaching applications for engaging adolescents and young adults in understanding and responding to economic theory and content.

## **HIST 7900 - Special Topics**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic.

## **HIST 7950 - Directed Study**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature.

**Note** The content will be determined jointly by the instructor and the student.

## **Inclusive Education**

### **INED 6410 - Foundations and Historical Perspectives in Special Education**

#### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Acceptance into the MAT Program

This course prepares candidates to work collaboratively with families and school personnel to have a positive impact on the educational, social and behavioral development of all students, including those with a full range of exceptionalities, in a diverse society. It focuses on knowledge of legislative mandates for serving exceptional students, characteristics of exceptionality, best practices in facilitating teaching and learning, and accountability through assessment of outcomes. This course, along with INED 6411 and INED 6412, fulfills Georgia HB 671 requirement. Pre-requisite: Admission to the MAT program. Part I introduces teacher candidates to the history and laws which govern the education of students with exceptionalities. Emphasis is placed on the origin of the law, the responsibility of the Local Education Agency to

abide by the law, the referral and identification process, and the support services offered to students and staff.

## **INED 6411 - A Strength-Based Perspective of Students with Exceptionalities**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* INED 6410

This course prepares candidates to work collaboratively with families and school personnel to have a positive impact on the educational, social and behavioral development of all students, including those with a full range of exceptionalities, in a diverse society. It focuses on knowledge of legislative mandates for serving exceptional students, characteristics of exceptionality, best practices in facilitating teaching and learning, and accountability through assessment of outcomes. Part 2 gives candidates a thorough understanding of the exceptionality areas recognized under the Individuals with Disabilities Education Act. The most common characteristics of each exceptionality area and students who are gifted will be explained and classroom strategies for each will be explored. Candidates will be able to recognize common characteristics and will be able to plan for educational access for each. This course, along with INED 6410 and INED 6412, fulfills Georgia HB 671 requirement. Pre-requisite: Admission to the MAT program.

## **INED 6412 - Effective Instruction for Students with Exceptionalities**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* INED 6410 and INED 6411

This course examines the demographic changes in America's schools that influence teaching and learning. Attention is given to assisting candidates in developing a socio-cultural consciousness and the disposition that all students, including those with exceptionalities, can learn complex content. Candidates engage in in-depth study of students with dexceptionalities and their educational needs as well as the creation of culturally responsive and inclusive classrooms that support all students. In Part 3, teacher candidates must demonstrate the ability to foster learning environments that are culturally responsive, inclusive, caring and accepting of all individuals. This course prepares prospective content area middle and secondary teachers with a greater understanding of diversity as well as the collaborative tools necessary to bringing all students, including those with exceptionalities, to high educational standards. Universal Design for Learning, differentiation, assistive technology will be the tools taught in this course. The concepts of assessment of and for learning will be emphasized. Pre-requisite: Admission to the MAT program. Successful completion of INED 6410 and INED 6411.

## **INED 6421 - Linguistically Diverse Students as Learners**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

In this course, middle and/or secondary content teachers are introduced to first and second language acquisition, linguistic elements, and linguistically responsive pedagogy. In addition,

students will begin to develop an understanding of these concepts as they relate to meeting the needs of English learners and recognizing the vast cultural resources that they bring to the content classroom in relation to the larger sociopolitical context.

## **INED 6422 - Instruction for Linguistically Diverse Learners**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* INED 6421

This course focuses on developing effective instruction for linguistically diverse students in middle and/or secondary content classrooms. Specifically, teacher candidates will begin to develop the skills necessary for the differentiation, scaffolding, and assessment of content for students that are learning English while also developing content proficiency. The course will introduce prospective teachers to language objectives and academic language as tools for developing content instruction that is comprehensible for English learners.

## **INED 6423 - Assessing Linguistically Diverse Learners**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* INED 6421 , and INED 6422

Teacher candidates will be exposed to formative and summative assessment strategies appropriate for linguistically diverse students. Students will be asked to create and use a variety of rubrics and other appropriate assessment instruments to assess content and developing English language proficiency through speaking, listening, writing, and reading. In addition, the prospective teacher will begin to make connections between instruction and assessment and how this relates to advocacy for English learners as a content teacher.

## **INED 6630 - Field Experience Seminar I**

**0 Class Hours 5 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the Special Education General Curriculum MAT Program

*Corequisite:* INED 7630; INED 7663

This introductory seminar course is designed to provide candidates a lens onto the real-world experiences of teaching and learning while providing them with a vehicle for (1) conducting conversations with colleagues and faculty focused on observations, reflections, and deliberations in the early stages of their preparation program, and (2) edTPA-aligned Program (EAP) and Signature Assessments. Candidates will complete this initial field experience in conjunction with bi-weekly Seminars focused on the Full Cycle of Teaching.

## **INED 6640 - Field Experience Seminar II**

**0 Class Hours 5 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the Special Education-General Curriculum MAT Program

*Corequisite:* INED 7620; INED 7680

This course is designed to provide candidates a lens onto the real-world experiences of

teaching and learning while providing them with a vehicle for conducting conversations with colleagues and faculty focused on their observations, reflections, and deliberations in the early stages of their preparation program. Candidates will be completing this initial field experience in conjunction with bi-weekly Seminars focused on the Full Cycle of Teaching.

## **INED 6650 - TESOL Yearlong Clinical Practice I**

### **0 Class Hours 18 Laboratory Hours 5 Credit Hours**

*Prerequisite:* Admission to TESOL MAT Program; successful completion of INED 7781 ,INED 7782 , INED 7783 , INED 7731 , INED 7750 ,INED 7778 , and INED 7787

This first semester of a TESOL yearlong clinical field experience requires 18 hours per week in classrooms with ELs. The primary field setting continues into the second semester as a full-time experience. Candidates will also visit other field settings to meet all four grade level clusters required for P-12 certification. This field experience embeds a bi-weekly seminar meeting as well as ongoing conferences with the course instructor and field supervisor to discuss candidate progress.

## **INED 6651 - Yearlong Clinical Experience I**

### **0 Class Hours 20 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Special Education - General Curriculum MAT Program

This course begins the yearlong clinical experience and is designed to prepare prospective special education teachers for planning and development of instructional materials and implementation of effective teaching methods, management techniques, and assessment practices. This course requires approximately 300 hours in the field over the course of 15 weeks. Verification of Liability Insurance is required. This course also requires a bi-weekly seminar and one or more edTPA signature assignments in preparation for the edTPA portfolio.

## **INED 6660 - TESOL Yearlong Clinical Practice II**

### **0 Class Hours 24 Laboratory Hours 6 Credit Hours**

*Prerequisite:* Admission to MAT TESOL program. Successful completion of all other courses on program of study prior to final semester of program or with approval of program coordinator.

This course is the second semester of the TESOL yearlong clinical field experience and is a full-time supervised teaching experience for candidates. Employed candidates may conduct the internship in their classrooms if they have ELs as students. Otherwise, the internship site will be organized through the Center for Education Placements and Partnerships (CEPP). Periodic meetings will be embedded within the field experience. Successful completion is required for graduation and licensure.

## **INED 6661 - Yearlong Clinical Experience II**

### **0 Class Hours 25 Laboratory Hours 5 Credit Hours**

*Prerequisite:* Admission to the Special Education - General Curriculum MAT Program

*Corequisite:* INED 6650

This course is designed to provide prospective special education teachers the opportunity to increasingly assume instruction over time and responsibility for all class or caseload instruction for a minimum period of 10 consecutive school days. In this clinical experience, candidates spend 35-40 hours per week in the classroom across the semester. Verification of Liability Insurance is required. This course requires a bi-weekly seminar where candidates build on their teaching experiences preparing for the edTPA portfolio.

## **INED 7610 - Characteristics of Diverse Learners**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Graduate Program

This course focuses on understanding laws at the national and state levels, policies and procedures, as well as current legal trends and issues that impact students with disabilities. Emphasis is placed on eligibility procedures including providing services and developing and implementing the Individualized Education Program. In addition, information regarding disability categories, characteristics and how they manifest in the classroom, as well as approaching disability from a culturally responsive, asset-based perspective will be addressed.

## **INED 7620 - Positive Behavior Management Strategies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to KSU graduate program.

This course focuses on developing candidates' skills in implementing proactive strategies for positive behavior and academic supports. Basic application of culturally responsive, school-wide positive behavior support strategies, individualized behavioral supports, and positive classroom support strategies are emphasized. Candidates will apply research-based principles and strategies through an application project while working with a student with challenging behaviors. This course requires a field experience.

## **INED 7630 - Assessment for Diverse Learners**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Graduate Program

This course is designed to provide knowledge and skills regarding assessment procedures, process (including pre-referral and Response to Intervention), and protocols utilized in making eligibility and instructional decisions regarding individualized education programs and placements. In addition, candidates develop an understanding of assessment terminology, accommodations, and fidelity of implementation, as well as culturally appropriate assessments, and gain expertise in communicating assessment results to key stakeholders including student and families. Field experience is required.

## **INED 7663 - Instructional Principles**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Instructional Principles prepares candidates to plan for delivery and assessment of evidenced-based instructional practices that promote positive academic and behavioral outcomes. Candidates will use knowledge of Common Core Curriculum standards, the learner and learning context, the instructional cycle, as well as culturally responsive strategies that focus on academic language to individualize learning and instruction. This course is linked with the first INED Field Experience seminar, INED 6630.

## **INED 7680 - Collaborative Practices**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Graduate Program

This course is designed to assist candidates in developing an understanding of various collaboration models including culturally responsive collaborative, communicative, and consultative skills with key stakeholders. Emphasis is placed on developing effective partnerships with families of students with disabilities as well as support strategies for facilitating effective transitions throughout the P-12 continuum. Field experience is required.

## **INED 7705 - Legal and Educational Foundations for Diverse Learners**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT SPED or M.Ed. program in Inclusive Education or graduate inclusive education add-on program.

This hybrid course focuses on understanding laws, policies and procedures, as well as current legal trends and issues that impact both students with disabilities and those from culturally and linguistically diverse backgrounds. Emphasis is placed on eligibility procedures, providing services, and the Individualized Education Plan (IEP). Professional ethics as it relates to diverse students are addressed. Candidates will also develop basic understanding of educational research paradigms.

## **INED 7710 - Foundations in Special Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to KSU graduate program.

This course focuses on understanding laws at the national and state levels, policies and procedures, as well as current legal trends and issues that impact students with disabilities. Emphasis is placed on eligibility procedures including providing services and developing and implementing the Individualized Education Program. In addition, information regarding disability categories, characteristics and how they manifest in the classroom, as well as approaching disability from a culturally responsive asset-based perspective will be addressed.

## **INED 7720 - Positive Behavior Intervention Supports**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course focuses on developing skills in implementing proactive strategies for positive behavior and academic supports. Basic application of culturally responsive school-wide positive behavior support strategies, individualized behavioral supports, and positive classroom support strategies are emphasized. Candidates will apply research-based principles and strategies through an application project while working in the field with a student with challenging behaviors.

## **INED 7725 - Education of Students with Severe Disabilities**

### **2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program. INED 7715 and INED 7740.

This course focuses on a systematic analysis of the physical, affective, behavioral and educational problems of individuals with severe disabilities (intellectual and behavioral). There is an emphasis on etiological, perceptual motor, language and functional academic aspects of the problems with consideration for parental involvement in the educational process. It addresses age-appropriate curriculum, community-based instruction and adaptive and assistive technology.

**Note** Proof of professional liability insurance is required prior to field experience placement.

## **INED 7730 - Assessment of Diverse Learners**

### **3 Class Hours 1 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate program.

This course is designed to provide knowledge and skills regarding assessment procedures, process (including pre-referral and Response to Intervention), and protocols utilized in making eligibility and instructional decisions regarding individualized education programs and placements. In addition, candidates develop an understanding of assessment terminology, accommodations, and fidelity of implementation, as well as culturally appropriate assessments, and gain expertise in communicating assessment results to key stakeholders including student and families.

**Note** Field experience required.

## **INED 7731 - Assessment of English Language Learners**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to MEd TESOL or MAT TESOL program; INED 7781 and INED 7782

In this course candidates learn practical application of assessment theory to advance learning for English learners in P-12 classrooms. The focus is on performance-based formative and summative assessment of both language development and content learning. Candidates develop

and utilize assessment tools (e.g., rubrics, checklists, peer-assessment) to support learning and provide equity. Candidates study issues of testing for identification, placement, and reclassification of English learners. Policy and educational issues of standardized testing will also be considered.

## **INED 7735 - The Law and It's Impact on Programs for Diverse Learners**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. program in Special Education. EDUC 7700

This course focuses on the laws protecting the students with disabilities and English language learners as well as their families. Particular emphasis will be placed upon how the law translates to daily practices for teachers and school leaders. As part of the study, candidates will analysis of research data, federal and state law, rules of the Georgia State School Board, summaries of legal decisions, etc.

## **INED 7740 - Advanced Behavior Strategies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program. INED 7720.

This course focuses on the advanced application of the principles of applied behavior analysis, functional analysis, classroom ecology, and positive behavior support for the challenging behaviors of students with more significant disabilities and/or severe emotional or psychiatric disorders. This course will also focus on the use of single subject research methodology in designing and evaluating behavior interventions. Students will apply these principles through the development of an action research project using a single subject design.

## **INED 7741 - Teacher Inquiry and Research in TESOL**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to KSU graduate program.

Candidates explore and gain understanding of educational research processes, including the epistemological and theoretical frameworks that undergird diverse research paradigms used to study English learners and their needs. Candidates gain expertise in reading, analyzing, critiquing, comparing, and synthesizing research to become critical consumers of research. Candidates design and conduct research focused on the academic achievement of English learners in their own classrooms/schools. Major topics include epistemology, theoretical foundations, validity/trustworthiness, methodology, reflexivity, data collection, analysis, and ethics.

## **INED 7742 - Data-based Inquiry**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to KSU graduate degree program.

Candidates develop a basic understanding of educational research paradigms including

qualitative, quantitative and action research designs. Candidates will develop expertise as consumers and producers of research, critically examining the use of data in policy aimed at improving student outcomes. Major topics include use of district-state wide assessment data to inform instruction, the ethical use of data, and teacher evaluation.

## **INED 7745 - Social Skills Strategies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program. INED 7720 and INED 7740

This course focuses on means of reducing inappropriate behaviors through a multifaceted pro-social skills curricula.

## **INED 7746 - Models of Development and Procedures for Assessment**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Preschool/Inclusive Education Add-on Program.

This course focuses on the physical, sensory, affective, behavioral, language and cognitive development of infants and children. There is an emphasis on the etiological, sociological, medical and intervention effects on both typical and atypical development. Issues concerning procedures for formal and informal assessment are stressed. The importance of collaborating with families as partners through a family-centered approach is also emphasized. Clinical applications in a field site are included.

**Note** Proof of professional liability insurance is required for placement.

## **INED 7747 - Developmentally Appropriate Practices for Curricular Design and Methods of Intervention**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Preschool/Inclusive Education Add-on Program.

This course focuses on developmentally appropriate and developmentally different practices for infants and preschool children with disabilities. Accommodations for appropriate settings, parental and/or family involvement and collaboration with other professionals are emphasized.

**Note** Proof of professional liability insurance is required prior to field experience placement.

## **INED 7748 - Language Learning & Emergent Literacy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Preschool/Inclusive Education Add-on Program.

The development and interaction of oral, written and social language are presented. Students will learn ways to access and enhance oral and social language development in infants and

preschool children with disabilities. The effect of cultural context and different language backgrounds will be addressed.

## **INED 7750 - Language, Power, and Pedagogy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to KSU graduate program; successful completion of INED 7781 , INED 7782 and INED 7783

This course is designed to engage students in an investigation of critical pedagogy, theory, and philosophy as these concepts relate to their emerging roles as ESOL teachers and teacher leaders. Students will examine historical and current language policy, theoretical concepts related to language and power, the impact of theory on pedagogical decisions of ESOL teachers, develop an educational philosophy for the ESOL classroom, and hone their knowledge concerning advocacy for culturally and linguistically diverse students.

## **INED 7752 - Explicit Approaches to Literacy Instruction for P-12 Students with Disabilities**

### **3 Class Hours 1 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the KSU graduate degree program.

This course focuses on the design, implementation, and evaluation of literacy instruction for P-12 students with disabilities. The teaching methodology emphasized is explicit, systematic, intensive, and developmental. Course topics include: (1) Manifestations of reading disabilities, (2) Trends and issues, such as Response to Intervention, including assessments to determine instructional decision-making, (3) Features of effective instruction, (4) Explicit evidence-based phonological awareness, word study, fluency, vocabulary, comprehension, and writing strategies, and (5) Collaboration. Field experience required.

## **INED 7760 - Curriculum Development for Diverse Learners**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate studies.

Curriculum Development for Diverse Learners prepares teachers to develop curriculum and instruction that is universal in design and based on best practices research in General Education, Special Education, and Teaching Speakers of Other Languages. The proposed curriculum model follows the precepts of Universal Design for Learning and provides built-in adaptations to lessons that reduce the amount of time needed to create individual accommodations and modifications for diverse students (i.e., students with exceptionalities and those who are culturally and linguistically diverse). Key concepts addressed in this course include Curriculum Mapping, Backwards Design, Sheltered Instruction Observation Protocol (SIOP), Universal Design for Learning (UDL), and Interdisciplinary Unit Development. Additional attention will be paid to the Core Curriculum and other Georgia Performance Standards as they continue to unfold from the Georgia Department of Education.

## **INED 7761 - Instructional Approaches I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to KSU graduate program.

This course prepares candidates to provide safe, inclusive, culturally responsive learning environments for students with disabilities. Candidates will develop knowledge, skills, and dispositions to deliver evidenced-based instruction that promotes positive academic and behavioral outcomes. Candidates will use knowledge of Common Core Curriculum standards to individualize learning and instruction. In addition, an emphasis is placed on encouraging student self-determination and successful transitions.

## **INED 7762 - Instructional Approaches II**

### **3 Class Hours 1 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to KSU graduate program and INED 7761

Candidates completing this course will continue to expand their professional knowledge base of individualized learning and the context of schools, families, and communities. They will identify, select, and implement a repertoire of evidence-based intervention strategies for students with disabilities to include assistive technology and information literacy. Candidates will use current research in teaching as a rationale for strategy selection. Field experience required.

## **INED 7763 - Curriculum Development for Culturally and Linguistically Diverse Learners**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to KSU TESOL graduate program; INED 7781 , INED 7782 , INED 7783 , INED 7787 , INED 7778

*Corequisite:* None

This course prepares candidates with the historical, theoretical and research-based knowledge to evaluate English language programs, and develop curricula for culturally/linguistically diverse P-12 students. Candidates critically examine curricula for promotion of critical thinking, language development, content area learning, and learner engagement. Candidates develop an interdisciplinary, learner-centered, culturally relevant unit that applies Universal Design, Sheltered Instruction, project-based learning/assessment, arts-based learning, and 21st Century technologies to enhance the engagement and academic achievement of English learners.

## **INED 7770 - Psychoneurological and Medical Issues in Inclusive Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program. INED 7715 and INED 7730.

This course focuses on the psychological, neurological, and medical bases of learning and behavioral differences exhibited by exceptional students. The link between psychological,

neurological, and medical differences and performance in school will be explored to identify differential programming needs for these students. Multi-disciplinary collaboration, service coordination and preparation for addressing medical needs within the classroom setting will be emphasized.

## **INED 7775 - Nature of Autism: Theory and Practice**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course is designed to familiarize the learner with an overview of characteristics, etiology, empirical-based treatments, and prevalence of Autism Spectrum Disorder (ASD). Additionally, this course aims to inform participants with the knowledge and skill to effectively facilitate a learning environment in which individuals with ASD are successful. Effective teaching strategies, classroom organization, and collaborating with professionals and families will be introduced, evaluated, and discussed.

## **INED 7776 - Assessment and Diagnosis of Individuals with Autism**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course is designed to provide the learner with the knowledge and skills necessary to analyze the process of assessing and diagnosing individuals with autism. Participants will be introduced to strategies and skills that are needed for conducting on-going classroom-based assessments. By the end of the course participants will be able to interpret assessment data and translate it into meaningful educational interventions and progress monitoring. This course contains a field component.

## **INED 7778 - Language Development and Literacy for English Learners**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Corequisite: INED 7781 and INED 7782 or approval of TESOL Program Coordinator*

This course expands upon current theories, research and practice in second language acquisition, applied linguistics, and literacy. Candidates examine theories of literacy development, investigate how literacy and grammar development for English learners is different from that of native English speakers, explore how culture influences literacy development, and inquire into pedagogical implications of reading and writing instruction for English learners in P-12 classrooms including the use of digital technologies to scaffold language and literacy skill development.

## **INED 7779 - Collaborative Practices with Families, Schools, and Communities**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite: Admission to KSU TESOL graduate program; INED 7781 , INED 7782 , INED*

7783 , and INED 7750

This course focuses on the development of the collaborative skills, knowledge and attitudes necessary to be successful with diverse partners in the creation of and advocacy for inclusive classroom communities. Taking an asset-based view of families and communities, this course aims to bridge theory to practice in the development of the pedagogical acumen necessary to support successful, equitable outcomes for all learners in diverse communities.

## **INED 7780 - Collaborative Practices**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate program.

This course is designed to assist candidates in developing an understanding of various collaboration models including culturally responsive collaborative, communicative, and consultative skills with key stakeholders. Emphasis is placed on developing effective partnerships with families of students with disabilities as well as support strategies for facilitating effective transitions throughout the P-12 continuum. Field experience required.

## **INED 7781 - Cultural Issues for ESOL Teachers**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed., MAT, or ESOL endorsement program.

This course develops a knowledge base about culture, its influence on learning and teaching, and its role in intercultural classroom settings. Prospective ESOL teachers examine major theories related to educating immigrant students and culturally diverse student body; critically analyze education policy and practice at the institutional level; analyze the sociopolitical context of teaching, and develop new strategies and tools to prepare candidates to resist oppression through advocacy, community engagement, and collaboration within the school context.

## **INED 7782 - Applied Linguistics for ESOL Teachers**

**3 Class Hours 1 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. TESOL, MAT TESOL, or ESOL endorsement program.

*Corequisite:* None

This course focuses on the major theories of first and second language acquisition, principles of linguistic systems (e.g. phonology, phonetics, and morphology), and examines these topics drawing on a student-centered approach. Specifically, course content will explore these topics as they relate to classroom-based language learning and implications for schools. In addition, the course material is framed within the current conversations related to literacy, assessment, WIDA English language development standards, and dual-served students.

## **INED 7783 - Methods and Materials for Teaching ESOL**

**2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to M.Ed. TESOL, MAT TESOL, or ESOL endorsement program; INED 7781 and INED 7782

The purpose of this course is to acquaint candidates with instructional strategies and materials that will help them be effective ESOL teachers. Candidates will work closely with the instructor to conduct directed activities in their own classrooms. If candidates are not teaching in classrooms that include English language learners, the Bagwell College's Office of Field Experiences will find suitable placements. Methods of lesson planning and implementation of sheltered instruction using the SIOP Method, in conjunction with the concepts of Understanding by Design, and WIDA language assessment, will be studied and implemented in this course. Candidates will spend approximately 40 hours in the field.

## **INED 7785 - Curriculum and Instruction for Teacher Leaders**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Candidates who complete this course are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards. This course provides models for (1) relating to school board policy; (2) collecting and using demographic data to create a plan for improved student performance; (3) designing and managing curriculum and; (4) constructing effective professional development. Additional attention is paid to the Georgia Performance Standards/Common Core alignment as it continues to unfold from the Georgia Department of Education.

## **INED 7787 - Content Area Reading and Writing for English Learners**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INED 7781 and INED 7782

This courses focuses on research-based instruction and assessment of literacy for English learners in P-12 classrooms. Candidates develop knowledge and skills to effectively organize and implement instruction at all language development levels. Emphasis is on understanding similarities and differences between literacy development of English learners and native English speakers. Candidates are introduced to issues of collaboration with grade-level teachers and literacy personnel and the socio-cultural and socio-political dimensions of teaching academic literacy in urban and rural environments.

## **INED 7790 - Critical Inquiry in TESOL**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to KSU graduate program

In this class candidates will implement inquiry-based projects they developed in INED 7741: Teacher Inquiry & Research in TESOL to critically examine issues related to the instruction of ESOL students. Through methods such as auto-ethnography, case study, self-study, action research, analysis of literature, etc. candidates will examine a variety of topics related to TESOL. Candidates will present their research to colleagues in the programs, institutional collaborators, and faculty in Inclusive Education.

**Note** May be repeated. Proof of professional liability insurance is required prior to field experience placement.

## **INED 7800 - Curriculum Theory, Development, and Practice for Diverse Learners**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Inclusive Education Ed.S. program.

In this course, candidates will explore curriculum ideologies to help them better understand how curriculum models can be developed and utilized for diverse learners. The goal is to prepare practitioners to promote access to the general curriculum for all students through participation in standards-based reform (e.g., state standards), and Universal Design for Learning. As a result, candidates will demonstrate advanced ability to design, implement, and evaluate curricula for all students.

## **INED 7900 - Capstone in Special Education**

### **1 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the KSU graduate program and permission of the program coordinator.

The course fulfills the teacher certification requirement for a full-time internship in a K-12 accredited school in a classroom of the intern's area of certification. It provides a synthesis of the candidates' program of study and provides an opportunity to connect personal experiences, university coursework, and applied experiences in order to develop a broader understanding of the context of schooling in the United States. Field experience required.

## **INED 7950 - Directed Study**

### **1-3 Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, and department chair.

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

## **INED 7955 - Capstone in Special Education**

### **1 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to KSU Graduate Program and permission from Program Coordinator.

The course fulfills the teacher certification requirement for a full-time internship in a K-12 accredited school in a classroom of the intern's area of certification. It provides a synthesis of the candidates' program of study and provides an opportunity to connect personal experiences, university coursework, and applied experiences in order to develop a broader understanding of the context of schooling in the United States. Field experience required.

## **INED 7970 - Special Education Practicum III**

### **2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT or M.Ed. program in Inclusive Education or graduate inclusive education add-on program. Completion of all other requirements in the Inclusive Education Program. Approval of the department chair. For M.Ed.-Contracted employment teaching individuals with mild disabilities.

This supervised clinical experience is designed to provide candidates with a full-time classroom experience. Candidates will be placed in an appropriate school setting where they will have the opportunity to apply and practice concepts addressed in previous courses. Candidates must pass this course in order to graduate. This course requires approximately 35 hours per week in the field, verification of liability insurance, and bi-weekly seminars to reflect upon teaching, action research, and present their professional portfolio.

**Note** This course may be repeated, if competencies are not met. Proof of professional liability insurance is required prior to beginning this course.

## **INED 7980 - MAT TESOL Practicum**

### **0 Class Hours 3 Laboratory Hours 3 (Regular Grades) Credit Hours**

*Prerequisite:* Admission to M.Ed., MAT, or ESOL Endorsement Program and INED 7783

This field experience is designed to provide the candidate with the opportunity to apply and reflect on concepts addressed in INED 7783, INED 7760 and INED 7780. Candidates are placed in appropriate school settings where they carry out directed activities. Candidates spend approximately eighteen hours per week in classrooms with ELLs. Proof of liability insurance is required. Includes seminar or conference discussion of problems encountered and presentation of an approved study conducted during the experience.

## **INED 7981 - TESOL Internship**

### **0 Class Hours 3 Laboratory Hours 3(S/Upgrades) Credit Hours**

*Prerequisite:* Admission to M.Ed. or MAT TESOL programs. Completion of all other program requirements or with approval of department chair.

This course constitutes a full-time supervised teaching experience for candidates seeking an M.Ed. or MAT in TESOL. If the candidate is employed, the internship may be conducted on-the-job. If not, the internship site must be organized through the Office of Field Experiences in the BCOE. This course may be repeated one time, if competencies are not met. Candidates must pass this course in order to graduate.

**Note** Proof of professional liability insurance is required.

## **INED 8305 - Critical Issues in Administering Special Education Programs**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course prepares special education administrators for organizational leadership by building their capacity to develop relationship with families and community agencies, improve student performance on the GPS, improve special education processes and procedures, build a professional learning community, make data-based decisions and effectively manage the operations. Candidates will be required to access Galileo, multiple websites and selected readings from the research. (For those who are otherwise qualified, successful completion of this course may lead to an endorsement as special education administrator.)

## **INED 8306 - Critical Issues in Special Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S./Ed.D. program or approval of the instructor and program coordinator.

This course engages education leaders in an in-depth analysis of controversial issues in special and general education. It encourages active debate in three broad areas: 1) special education and society, social policy, and practice; 2) inclusion, philosophies, and epistemologies; and 3) issues about exceptionality and critical considerations about specific issues in the field.

## **INED 8310 - Education Policies: Impact on Special Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S./Ed.D. program or approval of the instructor and program coordinator.

The focus of this course is inquiry of educational policies at the local, state, national, and international level from multiple analytic perspectives. Analysis of the process of policy development and implementation will include both the benefits and unintended consequences of these policies. Impact of these policies on the education of students with disabilities will include attention to how educators can serve as advocates to correct and/or support policies.

## **INED 8315 - Critical Analysis of Collaboration in Schools**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Inclusive Education Ed.S./Ed.D. program or approval of the instructor and program coordinator.

In this course candidates will apply a critical lens to collaboration among key stakeholders to promote equitable practices within culturally responsive and sustaining educational contexts, leading to improved outcomes for all learners. This course extends historical discourse on collaboration by requiring candidates to critically examine the dilemmas, tensions, challenges, and questions relative to collaboration within their own work settings and to apply rational and

logical thought to actualizing change when critically analyzing their own practice.

**Note** Offered as an online course.

## **INED 8320 - Special Education Administrative Internship**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into the Inclusive Education/ESOL Ed.D. Program.

This class provides practical experience in the application of distributive school leadership (DSL) in an on-the-job setting. Depending upon the type of internship, candidates will be expected to successfully demonstrate all types of DSL in varying degrees. Candidates will effectively conduct administrative processes and procedures; develop their staff; demonstrate an understanding of reform in curriculum, assessment and instruction; act as a data-based change agent on critical issues and develop positive relationships among members of the staff, colleagues and families and other community members. Implementation of a school improvement project related to the education of students with disabilities is required. (For those who are otherwise qualified, successful completion of this course may lead to an endorsement as special education administrator.)

## **INED 8325 - Creating Culturally Responsive Schools**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into the Inclusive Education/ESOL Ed.D. Program.

School practices that have significantly impacted the academic achievement of all students and issues such as equitable access to academic opportunities will also be explored. The course focuses on theories and research-based, culturally responsive education practices essential for creating school environments that promote success for all students in an increasingly diverse school environment. Ultimately, candidates will be engaged in a distributive leadership focus, allowing their leadership potential to be developed and recognized as they effect change in curriculum, assessment and instruction as well as the relationship dynamics within the school.

## **INED 8330 - Creating Culturally Responsive Classrooms**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into the Inclusive Education/ESOL Ed.D. program.

Candidates will gain a clear understanding of how to plan and deliver culturally responsive instruction that closes the achievement gap for students with disabilities, as well as those who are culturally and linguistically diverse. The course focuses on the culture of the classroom and addresses discourse structure, applied behavior analysis, classroom ecologies, research-based applications, and action research. Candidates will participate in distributed school leadership that will allow leadership potential to be developed and recognized. In that regard, candidates will demonstrate the ability to reform classroom organization and structures to improve the performance of their students.

## **INED 8335 - Special Education from a Historical Perspective**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Inclusive Education Ed.S./Ed.D. program or approval of the instructor and program coordinator.

This course addresses the historical evolution of educational services for individuals with disabilities within an ethic of justice framework. Critical analysis of the impact of events related to human rights and cross-cultural views of education and disability are emphasized. Candidates will examine ethical dilemmas from legal, theoretical, contextual, and practical perspectives to expand their view of education as it applies to all students in diverse P-12 classrooms.

## **INED 8340 - Planning, Implementing & Assessing Instruction for Diverse Learners**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Inclusive Education/ESOL Ed.D. Program.

This course focuses on providing opportunities for candidates to plan, implement, and assess instructional activities in diverse settings. Candidates will examine the foundations of education and diversity of special pupil populations with an emphasis on the value and structure of the integrated general classroom as it relates to the identification of learning needs of students with emotional, cognitive, physical, sensory and multiple disabilities. Case Study Analysis will be employed. Distributed School Leadership (DSL) roles will be embedded in the course to give candidates an opportunity to recognize their potential to improve the learning and performance of students and teachers.

## **INED 8350 - Increasing Achievement of Diverse Learners Through Practical Application**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Inclusive Education/ESOL Ed.D. program and INED 8340

The goal of the course is threefold: (1) to examine the professional research and theory on instructional design for inclusive classrooms; (2) to demonstrate the ability to design curriculum; and instruction for such settings; and (3) and to apply this body of knowledge and skills in a P-12 setting. Distributed School Leadership (DSL) roles will be embedded in the course to give candidates an opportunity to recognize their potential for leadership by engaging in reform of curriculum, assessment and instruction.

## **INED 8360 - Equitable Education for Diverse Learners**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Inclusive Education Ed.S./Ed.D. program or approval of the instructor.

This course is designed to examine the academic and behavioral outcomes for diverse learners

including students with disabilities. A particular emphasis will be on exploring high performing high poverty schools, alternative programs in schools, charter schools, and non-schooling contexts. Candidates will critically investigate how alternative institutions, theories, and practices are created to equitably educate diverse learners with an emphasis on the following domains: historical context, teachers, leadership, families and community, student support personnel, and curriculum.

## **INED 8760 - Curriculum Development for English Learners and Students with Exceptionalities**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in Education.

This course prepares professional educators to examine the relationship between the research base and applied practice especially as they relate to diverse learners (academically and/or culturally and linguistically). Candidates will examine the characteristics and needs of English language learners and students with exceptionalities, explore evidence-based practices for specific populations, employ a curriculum decision-making process that aligns with the Georgia Performance Standards and the Common Core, and translates to improved pedagogy and student achievement, and critically analyze existing curriculum guidelines as they relate to traditionally marginalized learners.

## **INED 8800 - Data in Educational Research and Practice**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Inclusive Education Ed.S./Ed.D. program or approval of the instructor.

This course will further candidates' understandings of national, state, and local data systems. As a result of this course students will: 1) access, analyze, and critique data patterns at multiple levels including student outcome data; 2) design appropriate program evaluation; 3) analyze and critique issues of diversity within inclusive education data sets; and 4) develop a personal sense of individual research interests and commitment to pursuing relevant and meaningful research in inclusive education.

## **INED 8900 - Epistemological Stance and Theoretical Frameworks in Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Inclusive Education Ed.S./Ed.D. program or approval of the instructor and program coordinator.

This course will introduce candidates to theoretical and conceptual frameworks in education research and practice. Candidates will engage with concepts such as history in person, figured worlds, and apply theoretical frameworks in critical theory, critical curriculum studies and disability studies to their analysis of topics in special education. They will also apply these theories to practice, and develop alternative critical pedagogies to meet the challenge of providing socially just and equitable schooling for all students.

## **INED 9300 - Critical Issues for Student Learning: (Topic)**

### **3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to Ed.S./Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning as they apply to students with disabilities and/or those who are culturally and/or linguistically diverse.

## **INED 9350 - Doctoral Directed Study**

### **1-9 (Repeatable) Credit Hours**

*Prerequisite:* Admission to Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning, particularly as they apply to students with disabilities and/or those who are culturally and/or linguistically diverse. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

## **INED 9900 - Dissertation**

### **3-9 (Repeatable) Credit Hours**

*Prerequisite:* 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

**Note** Course may be repeated as necessary.

## **Information and Instructional Design**

### **IID 6001 - Foundations of Instructional Technology**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Successful completion of IID program core courses

Course provides students a detailed introduction to and overview of the field of instructional design-technology. Emphasis on historical origins and principles, seminal literature, important theorists, current and best practices, emerging technologies, and future directions. Provides students with the "big picture" of instructional technology and gives them a context for future courses.

## **IID 6010 - Technology Applications in Teaching and Learning**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to MSIID Program

Course provides a comprehensive overview of technology applied to teaching and learning needs from historical to contemporary applications to emerging technologies.Ê Emphasis on theory and literature underlying judicious technology integration, myths and realities, challenges and affordances.

## **IID 6020 - Corporate Applications of Industrial Technology**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to MSIID program and completion of half of core courses

Course provides opportunities to directly explore exemplary education, training, and performance support centers in the Metro Atlanta corporate sector.Ê Special attention to emerging technologies and challenges to quality and success.Ê Extensive literature review and reflective field experience reports provide opportunities to examine the opportunities, and latest tools, techniques, and solutions.

## **IID 6050 - Instructional Applications of Multimedia Design**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Course introduces and applies theories, tools and techniques of professional multimedia use in instructional design settings.

## **IID 6140 - Instructional Systems Design**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IDC 6001

Course introduces and applies the literature, tools, and techniques of systematic instructional design. Includes substantial online course elements. Students will study major models of instructional design and apply them to develop and refine a unit of instruction. The course addresses the literature and theory underlying formal instructional development particularly cognitive psychology -- and provides practice in goal analysis, team instructional development, formative evaluation, and evaluation.

## **IID 6141 - Advanced Instructional Systems Design**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Project-based course proceeds from foundations course in instructional design to apply design principles and adult learning theory to accomplish real world instructional goals.

## **IID 6145 - Human Performance Technology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Course applies tools, and techniques of human performance technology, the parent field of instructional design. The performance technologist analyzes and solves workplace human productivity issues.

## **IID 6155 - Online Instructional Development**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Course explores online instructional development and deployment in higher education and corporate arenas, addressing issues of pedagogy, current and emerging technologies, marketing, design, and evaluation. Students will create, deploy and evaluate online instructional modules in a variety of online technologies.

## **Information Design and Communication**

### **IDC 5001 - Writing in the Professions**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Introduction to the conventions of professional written discourse for graduate-level work. Course reviews grammar, style and writing for students who demonstrate weak writing skills or for students without writing-intensive undergrad degrees. Also introduces writing for areas of information design, content development, visual thinking and instructional design. Taken the first semester of enrollment in the MSIDC, MSIID and certificate in Technical Communication programs.

### **IDC 5002 - Graphics in the Profession**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

For students without page layout or graphic backgrounds: introduction to the conventions of professional graphics and document layout for graduate-level work. Course reviews industry standard page layout and graphic application skills such as initial setting up of documents, creating styles, adding graphics and graphic elements; creating and manipulating elementary digital graphics in both raster and vector formats, including changing color modes, resolving resolution issues, and choosing correct file formats; understanding different types of graphs and how to create them and when to use them; and identifying copyright issues.

### **IDC 6001 - Professional Practices of Communication**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Overview of technical writing and editing. Emphasis on drafting and editing many documents that reflect the variety of writing done in the field of professional communication. Both experienced and inexperienced writers will benefit from this course, which must be taken the first semester of enrollment in the master's program.

## **IDC 6002 - Information Design**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Study of the main design elements in information products with an emphasis on rhetorical and theoretical underpinnings for design decisions. Students work on designing and redesigning products in various media. Requirements include a report on document design that demonstrates solid application of theoretical principles. Should be taken as soon as possible after admission.

## **IDC 6004 - Research Methods**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Introduction to how to make practical use of research to inform information design and communication decisions. Students learn to create and to be critical consumers of research reports by getting hands-on exposure to quantitative and qualitative methods, including interviewing, survey design, and analysis. The course teaches how to use standard software products such as MS Word and MS Excel to perform basic qualitative and quantitative analyses. Although students learn important statistical concepts, formulas and calculations are de-emphasized.

## **IDC 6005 - Visual Thinking**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Course examines principles of effective visual communication. Students analyze visual artifacts, select visual representations for key concepts, and identify appropriate visual forms for different information structures.

## **IDC 6030 - Visual Design Strategy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IDC 6001 or departmental approval

Application of fundamental elements and principles of graphic design to professional communication.

## **IDC 6035 - Information Graphics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Process and product of visual representation and display of information utilizing advanced techniques to produce infographics. Research and production of data infographics, visual instructions and comics as infographics, dashboards, and news infographics. Must have working knowledge of Photoshop and Illustrator or comparable raster-based and vector-based image applications.

## **IDC 6090 - Medical Communication**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IDC 6001

Course examines the scope of medical communication, with emphasis on opportunities for technical communication professionals. Students will analyze, edit, and revise various medical document types, such as medical research abstracts, patient education materials, professional medical training documents, medical advertisements, and pharmaceutical package inserts. Students will independently study medical terminology and develop a portfolio of medical writing samples.

## **IDC 7601 - Internship**

### **1 to 3 Credit Hours**

*Prerequisite:* Completion of 27 hours of IDC coursework or consent of the program coordinator, confirmation of approved internship

Course provides student with hands-on experience in information design and technical communication in a professional environment. Work should be typical of information designers and technical communicators. Work may be either an extended project or a variety of shorter assignments. (Total of 6 hours of Masters Internship required.)

## **IDC 7602 - Internship**

### **1 to 3 Credit Hours**

*Prerequisite:* Completion of 27 hours of IDC coursework or consent of the program coordinator, confirmation of approved internship

Course provides student with hands-on experience in information design and technical communication in a professional environment. Work should be typical of information designers and technical communicators. Work may be either an extended project or a variety of shorter assignments. (Total of 6 hours of Masters Internship required.)

## **IDC 7603 - Internship**

### **1 to 3 Credit Hours**

*Prerequisite:* Completion of 27 hours of IDC coursework or consent of the program coordinator, confirmation of approved internship

Course provides student with hands-on experience in information design and technical communication in a professional environment. Work should be typical of information designers and technical communicators. Work may be either an extended project or a variety of shorter assignments. (Total of 6 hours of Masters Internship required.)

## **IDC 7801 - Thesis**

### **1 to 3 Credit Hours**

*Prerequisite:* Completion of 30 hours of IDC coursework or consent of the program

coordinator, approval of thesis proposal

Intensive research project that results in a formal written thesis. Usually flows from an area of interest discovered by the student in early stages of the Information Design and Communication program or through work experience. Thesis work will be closely supervised by the student's advisor. Students may enroll for a maximum of 3 hours per term for thesis credit, with exceptions at the discretion of the department chair. (Total of 6 hours of Thesis required.)

## **IDC 7802 - Thesis**

### **1 to 3 Credit Hours**

*Prerequisite:* Completion of 30 hours of IDC coursework or consent of the program coordinator, approval of thesis proposal

Intensive research project that results in a formal written thesis. Usually flows from an area of interest discovered by the student in early stages of the Information Design and Communication program or through work experience. Thesis work will be closely supervised by the student's advisor. Students may enroll for a maximum of 3 hours per term for thesis credit, with exceptions at the discretion of the department chair. (Total of 6 hours of Thesis required.)

## **IDC 7803 - Thesis**

### **1 to 3 Credit Hours**

*Prerequisite:* Completion of 30 hours of IDC coursework or consent of the program coordinator, approval of thesis proposal

Intensive research project that results in a formal written thesis. Usually flows from an area of interest discovered by the student in early stages of the Information Design and Communication program or through work experience. Thesis work will be closely supervised by the student's advisor. Students may enroll for a maximum of 3 hours per term for thesis credit, with exceptions at the discretion of the department chair. (Total of 6 hours of Thesis required.)

# **Information Systems**

## **IS 8005 - Informatics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Full admission to the MSIS program or permission of the program director.

This course will provide students with a study of the application of computer and statistical techniques to the management of information, and the science and art of turning data into information. This course requires the student to further refine technical research and authoring skills, report writing and presentations, computer-based statistical analyses and information organization and presentation.

**Note** This course is required of all MSIS students in their first semester.

## **IS 8060 - Information Systems Development Methods and Technologies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IS 8005

This course examines the Systems Development Life Cycle and the technologies used to implement high-quality information systems. A variety of modeling techniques will be used by students to articulate client requirements and convert them into implementable specifications. Prototyping and methodology engineering will be covered.

## **IS 8080 - Database Application Design and Implementation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Full admission to the MSIS program or permission of the graduate program director.

This course examines contemporary strategies for the design and implementation of applications supported by back-end database systems. Topics include data administration, data mining, user-interface design, reporting, data integrity issues, and distributed databases. Relational and object-oriented technologies are covered.

## **IS 8090 - Leveraging Information Systems in Business**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Full admission to the MBA program or permission of the program director.

In this introduction course, students learn the principles, applications and management of computer information systems. Criteria to assess the value, risks, and costs associated with computer information systems and how these technologies bring measurable strategic and tactical advantages are analyzed. Issues relating to successful organizational adoption as well as ethical, moral, social, and legal aspects of computer information systems in business processes are discussed. Business cases bolster the theories from text and provide real-world contexts for exploration, understanding and analysis of strategic objectives including those relating to successful implementation of computer information systems in ERP, Supply Chain, CRM, and E-business.

## **IS 8100 - Advanced IT Project Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSIS program or permission of the program director.

Implementation and reflection of project management principles for Information Systems projects. Students will analyze case studies and readings that address project risk management, project portfolio management, project management for global teams, integrated project teams, and virtual project teams. Project management software will be used to facilitate team projects and project reporting.

## **IS 8200 - Legal and Ethical Issues in Information Systems**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSIS program or permission of the program director.

This course is a case based survey of contemporary legal and ethical issues faced by IS professionals. Topics include a review of applicable statutes and regulations that impact the IS organization. Students will conduct on-line research and explore ethical issues at the leading edge of the organization's technology frontiers.

## **IS 8305 - Foundations of Information Security**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Full admission to the MSIS program or permission of the graduate program director.

Examination of current Standards of Due Care and Best Business Practices in Information Security. Includes examination of security technologies, methodologies, and practices. Focus is on evaluation and selection of optimal security posture. Topics include evaluation of security models, risk assessment, threat analysis, organizational technology evaluation, security implementation, disaster recovery planning and security policy formulation and implementation.

## **IS 8310 - Governance, Risk Management, and Compliance**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Full admission to the MSIS program or permission of the graduate program director.

This course includes detailed examinations of critical information security and information systems requirements for governance, risk management, and compliance planning. It includes an examination of policies, procedures, and staffing functions necessary to organize and administrate ongoing security functions in the organization to support secure business and information system operations. Subjects to be covered include IT/InfoSec Governance, security planning and practices, legal and regulatory compliance, continuity planning, and disaster recovery planning.

## **IS 8320 - Information Security Technologies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Full admission to the MSIS program or permission of the graduate program director.

Detailed examinations of the application of technical controls to protect the confidentiality, integrity and availability of information and information assets. Includes tools, techniques and technologies in the protection of information from internal and external threats. Topics covered include: firewall configurations, hardening operating systems, intrusion detection systems and virtual private networks.

## **IS 8330 - Disaster Recovery/Business Continuity Planning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSIS program or permission of the program director.

A detailed study of strategic and tactical planning for non-standard operations resulting from events beyond the organization's control. Disaster Recovery and Business Continuity Planning prepares the student to develop and execute plans to enable the organization to recover operations and continue critical business functions in the event of a disaster. This course includes an overview of incident response planning as a possible precursor to Disaster Recovery and Business Continuity and also examines Crisis Management planning.

## **IS 8400 - Enterprise Process Models**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSIS program or permission of the program director.

Modern information systems contain many vendor-supplied components that must be selected, integrated, tested, and installed. This course analyzed current practices in systems integration, including enterprise resource planning (ERP), supply chain management (SCM), customer relationship management (CRM), and data integration. Further, this course explores the impact of enterprise models on work practices and the role of systems in transforming global organizations and markets.

## **IS 8500 - Emerging Technologies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IS 8005 or permission of the program director.

This course addresses emerging technologies, how they evolve, how to identify them, and the effect of international, political, social, economic, and cultural factors on them. This course describes the business impacts of disruptive technologies, international perspectives on emerging technologies, and forecasting methodologies, such as monitoring, expert opinion, trend analysis, and scenario construction.

## **IS 8600 - Global IS Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IS 8005 or permission of the program director.

This course examines the concepts and issues inherent in global/international IT. The global IS economy is characterized by an environment where customer and supplier organizations can buy or sell IS products and services from/to anywhere on the globe. This new environment is largely fostered by the spread of the Internet, global software development standards, global software packages, and fewer trade restrictions, U.S. organizations now regularly source software development, software maintenance, systems upgrades, platform transitions, help desks, and other IS-related work globally. In this course, students will use case studies and

readings to analyze, interpret, and discuss companies that compete in the global IT environment.

## **IS 8700 - Information Systems Policy and Strategy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IS 8005

A capstone course, which integrates the program's coursework into comprehensive, IS policies and procedures, which support the organization's mission. Students will review and evaluate actual corporate IS strategies in a case-study format.

## **IS 8722 - e-Business Systems Strategy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Full admission to the MSIS program or permission of the graduate program director.

This course focuses on business process redesign and change management in the context of e-business. Topics include impact of e-business on business models, channel relationships and the value chain, integration of emerging technologies with legacy systems, functional and inter-organizational integration, and transaction cost issues. Applications include supply and selling chain management, customer relation management, enterprise resource planning, e-procurement, and knowledge tone applications.

## **IS 8724 - e-Business Technologies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Full admission to the MSIS program or permission of the graduate program director.

This course focuses on core e-business technologies. Topics include risk management, Internet protocols and security standards, cryptography and authentication, firewalls, electronic payment systems and intelligent agents. Students will conduct an analysis of infrastructure components from functional and management perspectives.

## **IS 8726 - e-Business Systems Solution**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Full admission to the MSIS program or permission of the graduate program director.

This course focuses on analysis, design, development and deployment of e-business solutions by investigating business problems and examining emerging technologies and evolving e-business system solutions including composite applications, knowledge management systems, portals, decision support systems and business intelligence. Case study analysis will be heavily employed.

## **IS 8800 - IT Leadership**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IS 8005 or permission of the program director.

This course focuses on the IT leadership of an overall organizational system consisting of the enterprise itself, the IS function and its role in using IT and information assets to support the organization, and the information technology architecture. Basic concepts of the leader, follower, and situation that influence IT decision-making are discussed. The role of the CIO within the organization is also discussed.

## **IS 8900 - Special Topics in Information Systems**

### **1-3 Credit Hours**

*Prerequisite:* Must be approved by graduate program director.

Exploration of selected contemporary topics of interest to the student and sponsoring faculty.

**Note** Can be repeated for credit.

## **IS 8910 - Special Projects in Information Systems**

### **1-3 Credit Hours**

*Prerequisite:* Must be approved by graduate program director.

Special projects and/or thesis option for students who wish to pursue advanced work on a particular subject in a specialized area.

**Note** Can be repeated for credit.

## **IS 8916 - Cooperative Education**

### **1-3 Credit Hours**

*Prerequisite:* Must be approved by graduate program director.

## **IS 8918 - Internship**

### **1-3 Credit Hours**

*Prerequisite:* Must be approved by graduate program director.

## **IS 8920 - IT Customer Relationship Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSIS program or permission of the program director.

In this course, applications such as customer relationship management, enterprise resource planning, and supply chain management in the context of e-business are explored. Business cases are an integral part of this coursework, and provide real-world contexts for the

exploration and understandings of the strategic objectives, sources of revenue, core competencies, market competitiveness, critical success factors, and IT infrastructures required for successful implementation of e-business initiatives.

## **IS 8935 - Business Intelligence - Traditional and Big Data Analytics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Corequisite: IS 8005*

Business Intelligence centers on collecting, analyzing and understanding attributes and descriptors of events, and actions of stakeholders of an organization and use the insights to strategize actions such as responding to customer complaints etc. Students learn BI analytics including big data analytics in the way they provide value to an organization. Contemporary BI and Big Data technologies are discussed and explained.

## **IS 8990 - Thesis**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite: IS 8005 , IS 8060 , IS 8080 , IS 8100 , IS 8200 , and IS 8935*

This course provides a student an independent academic and/or applied research opportunity in the information systems area under the guidance of a faculty supervisor. The topic of research and method/s of scholastic inquiry are jointly agreed by the faculty supervisor and the graduate student.

## **IS 9001 - Introduction to Research in Information Systems**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite: Admission into Coles College doctoral program.*

This is the first course of a multi-course sequence preparing students for conducting research in a discipline of business. Students are introduced to the major philosophical orientations that drive academic inquiry and the related research designs and methods aligned with these different orientations. Each aspect of the research process is introduced to develop students' skills at reviewing academic research, identifying appropriate research questions, using or developing theory to address research questions, and choosing the appropriate research design to address the relevant research questions. Special emphasis is placed on developing student academic writing skills and identifying ethical issues confronted by researchers. Differences in research approaches and practices in the various business disciplines are discussed.

## **IS 9002 - Seminar in Information Systems Research**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite: Admission into Coles College doctoral program*

This course introduces students to the major research areas in their respective fields. For each research area considered, students will review both seminal and contemporary research articles drawn from major research journals. These articles will be chosen by the professor and augmented by the student. Each seminar will provide a major review of the research questions, theories, research designs and methods relevant to the area of inquiry. Seminars will be guided by a Kennesaw or global scholar with expertise in the research area and will require extensive preparation and engagement by students. Course evaluation will include student preparation of a written research proposal pursuing an area of inquiry relevant to the content presented in the course.

## **IS 9003 - Seminar in Behavioral and Design Science Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program and IS 9001 and BRM 9101

This course examines topics and research in business information systems (IS) focusing particularly on the major theories associated with relevant individual and organizational constructs and themes. It provides an overview of the field of IS and appreciation for its diversity of research. Theories about technology acceptance and IS success will be explored. Students are introduced to major fields of research ranging from IT security to health IS. Each topic is introduced through research paper treatments of seminal theories and models. The theories and models are then reinforced with current research that applies and/or tests them.

## **IS 9004 - Seminar in Management of Information Systems Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program and IS 9001 and BRM 9101

This course examines topics and research in the management of Information Systems (IS) focusing particularly on the major theories associated with relevant individual and organizational constructs and themes. It provides an overview of the field of IS and appreciation for its diversity of research. Topics include theories about Knowledge Management, IS Strategy, Enterprise Systems and IT in Education. Each topic is introduced through research paper treatments of seminal theories and models. The theories and models are then reinforced with current research that applies and/or tests them.

## **IS 9601 - Seminar in Information Systems Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles DBA program and completion of DBA 9001 and DBA 9003

This course examines topics and research in business information systems (IS) focusing particularly on the major theories associated with relevant individual and organizational constructs and themes. Topics include theories about technology acceptance and IS success.

Students are introduced to major fields of research ranging from IT security to strategy and project management tailored particularly to IS. Each topic is introduced through research paper treatments of seminal theories and models. The theories and models are then reinforced with current research that applied and/or tests them.

## **IS 9608 - Concentration Doctoral Directed Study**

### **3-9 (repeatable) Credit Hours**

*Prerequisite:* Admission to the Coles DBA program, and completion of DBA 9001 and DBA 9003

Individualized and independent scholarly investigation and research of an important topic in business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

## **IS 9650 - Special Topics in Information Systems**

### **1-3 (repeatable) Credit Hours**

*Prerequisite:* Admission to the Coles DBA program and permission of the director of the DBA program.

Selected contemporary topics in information systems of mutual interest to doctoral faculty and doctoral students.

## **IS 9901 - Research Methods and Dissertation Design I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program and IS 9003 and IS 9004

Dissertation Design I is designed to provide a flexible learning experience to prepare students for the dissertation process. In this course, we focus on a variety of issues including an introduction to the dissertation process, dissertation committee selection and approval, dissertation structure and design, and identification and evaluation of potential topics. We will also discuss the preparation and writing of the proposal introduction, literature review, and hypotheses. At the end of the semester, we will also introduce issues of research design (including how data can be collected and what methods should be employed in analyzing the data). Research design and data analysis will be further explored in Dissertation Design II. Each topic is introduced

## **IS 9902 - Research Methods and Dissertation Design II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program and IS 9901

The purpose of this course is to provide content to support students during the dissertation design and proposal stage. The focus is on preparing an effective research design and methods

section to support student dissertations. Topics are introduced through scholarly discussions and course readings.

## **IS 9903 - Doctoral Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program and IS 9003 and IS 9004 and permission of advisor.

This course is an individualized and independent scholarly investigation and research of an important topic in business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

## **IS 9904 - Dissertation Research**

### **1-9 (repeatable) Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; Completion of 12 hours Graduate level research courses, and permission of the advisor.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. This course may be repeated as necessary.

## **Information Technology**

### **IT 5413 - Software Design and Development**

#### **2 Class Hours 2 Laboratory Hours 3 Credit Hours**

In this course, students analyze and formulate software solutions appropriate for an IT organization. Foundational program constructs, software design & development are covered.

### **IT 5423 - Computer Architecture, Operating Systems, and Networks**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course will cover the most important aspects of computer systems: software, hardware, computer architecture, operating system, networking, etc. Typical computer architectures and operating systems will be introduced. Protocols in different layers of TCP/IP will be discussed. After taking this course, students should have a deep understanding of computer systems and networking and be prepared for higher level CS/IT courses.

## **IT 5433 - Databases: Design and Applications**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course will provide a practical foundation of database systems with emphasis on relational database design, implementation, and management. Topics include normalization, ERD, logical and physical design, SQL query, database applications, usage of XML in database, and data warehouse.

## **IT 5443 - Web Technologies and Application Development**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5413

This course introduces World Wide Web as a fundamental application platform for today's information systems. Students will examine core aspects of web technologies and web applications, and will develop secure web applications.

## **IT 6103 - IT Policy and Law**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 6413 or IT 6423 - both can be concurrent

This elective course will examine aspects of how the law affects an IT operation. Topics such as contract law, internet law, privacy and security will be discussed. Graduates of the MSIT need to know how the law affects IT and understand the basic laws particularly geared toward an IT operation.

## **IT 6203 - IT Design Studio**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5433 and IT 5443

This core course covers technologies and methods of designing and prototyping an IT application from multiple sub-system components. Major projects included, where students will design and prototype two significant IT applications involving n-tiers of sub-system components, where n is greater than 2. The course will require foundational proficiency in all major technical areas of IT including: data management; information assurance and security; networks and communication; servers and platforms; and software and web development.

## **IT 6413 - IT Service Delivery**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5423 or concurrent

This class aims to prepare students for such responsibilities. First, it will cover the basics of IT service delivery. Throughout, it will place emphasis on existing and emerging standards for IT service delivery, in particular ITIL. Second, it will cover the basics of finance. The reason is that

the senior IT manager will have to be able to justify any projects he or she wishes to undertake in order to improve the IT service his or her organization delivers, and no project justification is complete without a detailed financial analysis of the project.

## **IT 6423 - IT System Acquisition & Integration**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5413 or IT 5433

This core course covers methods and best practices of assessing business needs, functional requirements and value for IT system acquisition (including decisions about appropriate sourcing strategies) and integrating the acquired IT components or services into the existing IT infrastructure. Major project included.

## **IT 6473 - Multimedia Applications**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5433

This course introduces students to current practices, technologies, methodologies, and authoring systems in the design and implementation of systems that incorporate text, audio, images, animation and full-motion video. Students will complete multimedia projects using state-of-the-art tools.

## **IT 6503 - Foundations of Health Information Technology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course provides an overview of the importance of information technology and information systems in the health care industry. It provides an overview of the healthcare IT industry in the U.S. and clinical terminologies, a review of fundamental characteristics of clinical information, health information exchange standards (HL7); healthcare payment and reimbursement systems, the challenges of IT implementation, and a detailed discussion of the primary clinical and managerial applications of information (including electronic health records - EHR). Group and individual research will be required.

## **IT 6513 - Electronic Health Record Systems**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 6503

This course provides an overview of the importance of key technical aspects of electronic health records, the overall architecture, features and functions of major EHR systems. Hands-on exercises with EHR systems allow students to learn by doing. The design consideration of EHR system and strategies of EHR adoption will also be covered. Group and individual research will be required.

## **IT 6523 - Clinical Processes & Workflows: Analysis and Redesign**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 6503 or concurrent

This course introduces the healthcare workflow and process analysis and redesign and addresses the impact of processes and workflows on organizational efficiency and productivity. Students will become familiar with the concepts of processes, process analysis and redesign in the healthcare settings. Workflow and process mapping in healthcare improvement including detailed guidance, helpful tools, and case studies are introduced. Quality improvement methods, process validation and change management are also covered.

## **IT 6533 - Health Information Security and Privacy**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 6503

Health information security and privacy are of utmost importance in today's healthcare environment. This course introduces the concepts, practices and concerns of information security unique to the healthcare settings. The course provides the student with a thorough understanding of the HIPAA security and privacy rules, meaningful use security requirements, security risk assessment and how to integrate privacy and security into medical practices. Privacy and security resources will also be provided.

## **IT 6583 - Business Continuity Planning and implementation**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course covers current practices, technologies, methodologies and tools in the design, exercising and implementation of business continuity plans for IT environment. Project and individual research required.

## **IT 6643 - Issues in Information Management**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course addresses current issues relating to computers, ethics, and social values. Topics include computer ethics, computer crime, abuse, social responsibility, risk analysis, computer law and cultural impact. Library and internet research components are included, and a major research paper is required.

## **IT 6663 - Data Center Management**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5423

Issues in setting up and running a multi-user computer or data system. Includes RFP generation,

vendor selection, project planning and control methods, backup and disaster recovery plans, site preparation, managing help desks, end user training, IT professional development, contract negotiation, outsourcing relationships and job scheduling

## **IT 6683 - Management of Information Technology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course provides a study of the information needs in a formal organization and the information systems required to meet those needs within the planning, control, operating and decision-making processes.

## **IT 6713 - Business Intelligence**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 6733

This class introduces the concepts, practices, systems and technologies of business intelligence, which supports enterprise level data management, analysis, reporting, and decision making.

## **IT 6723 - Managing & Operating Network Systems**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5423

This course covers the installation and management of operating systems and telecommunications networks, including cost-benefit analysis, and evaluation of connectivity options. Students learn to evaluate, select and implement different operating and communications options to support an organization.

## **IT 6733 - Database Administration**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5433

This course covers data administration and management, backup/recovery, security, access control, performance monitoring and tuning, data warehousing, data mining, online analytical processing, centralized versus distributed environments, client server and world-wide-web database integration.

## **IT 6753 - Advanced Web Development**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5433 and IT 5443

This course covers web services and content management for advanced web applications. Students will gain familiarity with: advanced business concepts for the web; best practices and development processes for web applications; and a variety of appropriate web tools both in the proprietary and open-source domains.

## **IT 6763 - Electronic Commerce**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5433 and IT 5443

This course covers tools, skills, business concepts, and social issues that surround the emergence of electronic commerce. The student will develop an understanding of the current practices and opportunities in EDI, electronic publishing, electronic shopping, electronic distribution, electronic collaboration and database issues. Other issues include standards, security, authentication, privacy, intellectual property, acceptable use, legal liability, and economic analysis.

## **IT 6823 - Information Security Concepts & Administration**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5423

This course covers the fundamentals of computing security, access control technology, cryptographic algorithms, implementations, tools and their applications in communications and computing systems security. Topics include public key infrastructure, operating system security, database security, network security, web security, firewalls, security architecture and models, and ethical and legal issues in information security.

## **IT 6833 - Wireless Security**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 6823

This course covers methods and techniques to secure wireless networks against threats and attacks. Topics include: • Security and Cryptography • Network Security Protocols • Security and Layered Architecture • Voice-Oriented Wireless Networks • Data-Oriented Wireless Networks • Security in Traditional Wireless Networks • Security in Wireless LAN • Security in Wireless Ad Hoc Network • Special Topic: Mobile Security

## **IT 6843 - Ethical Hacking: Network Security and Penetration Testing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5423

This course covers the major issues surrounding the use of penetration testing to secure network security and important skills of a professional hacker and common security challenges that an information security officer will face in his/her work. Topics include the ethics of ethical hacking, laws and regulations, vulnerability discovery and risk analysis, internal and external attacks, how malicious hackers attack and exploit system vulnerabilities, penetration testing methods and tools, latest security countermeasures, and various types of penetration testing

and programming skills required to complete successful penetration tests and to secure real systems against real attacks.

## **IT 6853 - Computer Forensics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 6823

This course studies techniques and tools in computing investigation, digital evidence collection, recovery, and analysis. Topics include: Legal issues relating to digital evidence, recover deleted files and discover hidden information, reconstruct user activity from e-mail, temporary Internet files and cached data, assess the integrity of system memory and process architecture to reveal malicious code.

## **IT 6863 - Database Security & Auditing**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5433

This course provides students with an understanding of security concepts and practices in general and those specific to database security in a highly detailed implementation. Students will learn fundamental principles of database security and how to develop database applications embedding from simple to sophisticated security and auditing models using advanced database systems and software tools.

## **IT 6873 - Information Security Seminar**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 6823

This course is a student-managed and research-based seminar focused on practical applications of information security, particularly in the area of health information security. A topic area will be selected for a given session and articles from the related publications will be reviewed and discussed. A topic may be addressed over a series of sessions in order to provide background context given the complexity of some of these topic areas.

## **IT 6883 - Infrastructure Defense**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5423

This course provides an in depth examination of the infrastructure assessment and penetration testing process and the strategies for designing and maintaining a defensive infrastructure.

## **IT 6903 - Special Topics in Information Technology**

**1-3 variable Credit Hours**

Special topics selected by the Department Chair. Offered on a demand basis.

## **IT 7113 - Data Visualization**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 5433 and IT 5443

This course introduces data visualization theories, techniques, and tools particularly for analyzing business data and improving business decision making. Students will design, develop, and evaluate effective visualizations and dashboards at strategic, tactic, and operational levels.

## **IT 7833 - IT Strategy, Policy, and Governance**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* IT 6203 may be taken concurrent

This is a core course in which students complete a major project which integrates elements and best practices of the field. It should be completed after the other core courses have been completed or begun.

## **IT 7999 - Thesis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* permission of program director

The thesis is designed for students wanting a research focus to their degree. The student works independently under the supervision of a designated faculty member on a thesis of substance in information technology. The student will generate a formal written thesis and give a final defense of the thesis. The course may be repeated, but only 6 hours may be applied toward the degree.

## **Instructional Technology**

### **ITEC 6200 - Teaching and Learning in the Digital Age**

#### **3-0-3 Credit Hours**

Teacher candidates learn to use technologies to promote student achievement of required content and technology standards through higher-level thinking, collaboration, problem-solving, and relevant, meaningful learning in their classrooms. Students will also explore digital equity, acceptable use, Internet safety, online learning, and other issues/trends relevant to technology in schools.

### **ITEC 7305 - Data Analysis and School improvement**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

In this course, educators will learn to utilize data to identify school improvement needs and make informed decisions in effectuating change. The ultimate goal of this course is to produce educational leaders who effectively collect, analyze, and use data to improve schools through

successfully demonstrated change models. In this course, educators will learn to systemically collect and analyze multiple sources of data to identify improvement needs, determine an effective response, monitor and correct progress, and demonstrate success to stakeholders. Additionally, students will learn to drive and sustain change in a collegial environment, culminating in students' understanding of, and ability to use, a wide range of applicable leadership practices. Finally, students will learn a variety of technology tools to use for data analysis. They will also learn a variety of Web 2.0 tools to facilitate school communication.

**Note** Offered as an online course.

## **ITEC 7400 - 21st Century Teaching and Learning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Instructional Technology.

This course introduces candidates to the technologies most commonly purchased by school districts and explores technology-supported, research-based pedagogical strategies to maximize student learning in the candidate's certification field. Candidates will apply current research and instructional design principles to digital age learning experiences for students using interactive white boards, student response systems, instructional software and other frequently-purchased productivity tools.

**Note** Offered as an online course.

## **ITEC 7410 - Instructional Technology Leadership**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Instructional Technology.

This course is designed to develop instructional technology leaders who are knowledgeable and skilled in technology leadership practices that improve student learning and school operations in PreK-12 schools. It addresses skills and competencies necessary for the support and assessment of national technology standards for teachers and administrators; technology planning (national technology plan, state technology plan, district/school technology plan); assessment and evaluation of technology initiatives; the change process as it applies to technology leadership; securing grants and establishing business partnerships and meeting the requirements of NCLB. This course will thoroughly examine issues and trends relevant to the field of educational technology.

**Note** Offered as an online course.

## **ITEC 7420 - Productivity and Assessment Tools**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Instructional Technology.

This course prepares instructional technology leaders to utilize and apply advanced features of productivity and assessment tools to improve instructional practice and maximize student

learning. Candidates will use methods and strategies for teaching concepts and skills that support integration of technology productivity tools.

## **ITEC 7430 - Internet Tools in the Classroom**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Instructional Technology.

This course introduces candidates to pedagogical methods and strategies for using the Internet effectively in the classroom in the candidate's certification field. Students will experience a variety of Internet technologies and develop strategies for classroom implementation. The course includes guided tours of some of the best educational sites on the World Wide Web and explores ways to integrate use of the Internet into an educational setting. This course introduces students to systematic instructional methods and models for using the Internet effectively in the classroom. Candidates will create lessons that are current, highly motivating, and mentally engaging.

**Note** Offered as an online course.

## **ITEC 7440 - Multimedia in Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Instructional Technology.

This course explores introductory topics in multimedia and emerging technologies and their role in education. Course coverage will include both theoretical understanding of multimedia technologies and hands-on experience with software and hardware. Topics may include research related to multimedia and emerging technologies; classroom applications; design and development techniques; hardware and software requirements; digitizing and manipulating images, voice, and video materials; and copyright and ethics. Students will apply instructional design processes and principles to designing and developing multimedia content. There will be a special focus on Internet technologies, such as podcasting. This course will also examine emerging technologies having potential to positively impact student achievement.

## **ITEC 7445 - Multimedia and Web Design and Development in Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* admission to any graduate program in the PTEU or consent of the instructor.

This course is designed to provide candidates with technological pedagogical content knowledge (TPACK) and skills to design and develop multimedia and web-based projects to facilitate P-12 student learning. Topics include the design, development, and evaluation of multimedia and web-based learning environments; research related to multimedia and emerging technologies; classroom applications; design and development techniques; hardware and software requirements; digitizing and manipulating images, voice and video materials; universal design; and copyright and ethics. Candidates will apply instructional design processes and

principles to design and develop multimedia and web-based projects in the candidate's certification field.

## **ITEC 7450 - Web Design and Development**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Instructional Technology.

This course is designed to provide candidates with knowledge and skills to design and develop multimedia and web-based projects to facilitate student learning. Topics include media-based tools, distance learning systems, web-based authoring tools, telecommunications tools, and online curricular projects.

## **ITEC 7460 - Professional Learning and Technology Innovation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Instructional Technology.

This course prepares instructional technology leaders to design and facilitate high-quality professional learning experiences that help other educators apply technology to enhance their professional practice and increase their productivity. Candidates will be prepared to implement technology in ways that support the emergence and evolution of professional learning communities in schools. Candidates learn to apply change models and diffusion theory in order to implement technology innovations in classrooms and schools.

**Note** Offered as an online course.

## **ITEC 7470 - Educational Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Instructional Technology.

This course is designed to help candidates develop an understanding of qualitative and quantitative research methods and designs, focusing on interpretation and application relating to classroom practice.

**Note** Offered as an online course.

## **ITEC 7480 - Introduction to Online Learning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. in Instructional Technology, admission to the Online Teaching Certification/Endorsement program or approval of the Instructional Technology faculty.

This course explores principles for effective online learning and provides an introduction to key

terms, issues, policies, challenges, and emerging trends in the field. Topics include published standards for quality online teaching and course design, accessibility to online courses, online assessment principles, accommodations for students with disabilities, strategies for supporting cultural and linguistic diversity, internet safety, student privacy and copyright. Candidates learn pedagogical strategies for use in an online learning environment and apply them to their certification fields.

**Note** Offered as an online course.

## **ITEC 7481 - Designing and Developing Online Learning**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ITEC 7480

In this course, candidates develop a high-quality online learning experience for students using research-based elements and instructional design principles in online education. Candidates learn how to assess student learning needs, organize content into learning modules, create authentic and meaningful assessments, and engage learners in varied technologically-based activities to achieve learning outcomes. Candidates create this online course in a widely-used learning management system. As a practicum experience, candidates are enrolled in an online course currently being taught by an experienced online teacher. Candidates discuss how these experienced teachers apply principles discussed in class and how they organize, manage, and facilitate online teaching and learning.

## **ITEC 7482 - Facilitating Online Learning**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ITEC 7480 and ITEC 7481

This course addresses expectations, challenges, and issues specific to facilitating online learning. Topics include motivating students, creating a sense of community, monitoring progress, providing feedback, differentiating instruction, encouraging interactivity, collaboration and dialogue, and preventing plagiarism and other forms of cheating. Under the supervision of their professor, candidates complete and reflect upon an extended practicum experience as an online teacher.

## **ITEC 7490 - Educational Technology Support, Management, and Operations**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Instructional Technology.

This course examines the role of instructional technology leaders to support and manage technology in order to maximize student learning and increase the efficiency of school operations. It is designed to examine the technical aspects of building-related technologies including, but not limited to, desktop/laptop computers, wired and wireless networks, various instructional, administrative and technical software, and Internet technologies. This course will explore various models of technology support and present ideas on how to support technology

effectively through teams of teachers, students, parents, and school system personnel. In addition, the course will address emerging technologies and their potential uses in education.

## **ITEC 7495 - Legal, Social, and Ethical Issues in Instructional Technology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Instructional Technology.

This course emphasizes preventive strategies and knowledge technology leaders need to avoid costly, disruptive litigation as they attempt to successfully blend various technologies into the instructional and administrative work of schools. Course reflects recent legislation and court decisions. Topics include: Legal Systems and Structures; Instructional Technology and the Law: An Overview; Students, Technology, and the Law; Employees, Technology, and the Law; Data and Electronic Records (FERPA); The Off-Campus Electronic Presence; Technology in Instruction: Copyright and Fair Use; Unique Social and Ethical Issues in Technology; The Digital Divide: Ensuing Equitable Access in 21<sup>st</sup> Century Schools; Using Assistive and Adaptive Technologies in Schools (ADA, IDEA).

## **ITEC 7500 - Capstone Experience and Portfolio**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Instructional Technology.

This course represents the capstone experience for the Master of Education in Instructional Technology. The purpose of the portfolio is to document mastery of the ISTE technology facilitation standards as well as to serve as a systematic, reflection-in-action approach to problem-solving and decision-making. This process is designed to document the candidate's development of expertise as an Instructional Technology facilitator. A primary goal of the portfolio is to document the candidate's ability to provide technology facilitation at the building level. The portfolio provides a detailed authentic picture of the candidate's professional practice and reflective analysis of the integration of courses taken supported by theory. Changes in classroom practices as well as philosophy and vision will be included.

**Note** Offered as an online course.

## **ITEC 7555 - Special Topics in Instructional Technology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Instructional Technology.

This individually designed course will examine topics in Instructional Technology emphasizing the student's area of specialty.

## **ITEC 8400 - Instructional Design and Technology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program or permission of the instructor.

This course is designed to prepare candidates to apply theories, research and best practices to the facilitation of instructional programs that integrate 21st century skills and promote relevant, authentic, and meaningful learning for all students. This course prepares candidates to design, evaluate and promote appropriate learning opportunities that apply technology-enhanced instructional strategies to maximize student learning.

## **ITEC 8410 - Technology, Professional Learning, and Change**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program or permission of the instructor.

This course is designed to prepare instructional leaders who are knowledgeable in the design and implementation of professional learning programs within a school/district. This course is grounded in research and focused on effective practices that promote continuous learning and development to increase student achievement. Topics include assessing professional learning needs, designing effective reflection and learning experiences, facilitating and presenting skills, mentoring, and evaluation. This course will also examine the design and development of effective online professional learning programs.

## **ITEC 8420 - Evaluating K-12 Instructional Technologies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program or permission of the instructor.

This course addresses processes for evaluating the potential of existing and emerging K-12 technology products for recommended purchase. The course also addresses evaluating the implementation of technologies in K-12 classrooms and the impact of those implementations on learning.

## **ITEC 8430 - Technology and Student Assessment**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program or permission of the instructor.

This course emphasizes the use of technology in assessing student learning using a variety of assessment techniques in the classroom. Technology will be used to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. In addition, candidates will evaluate the appropriate use of technology for teaching and learning.

## **ITEC 8440 - Planning and Implementing Instructional Technology Programs**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program or permission of the instructor.

This course is designed to prepare candidates to facilitate the development of a shared vision

for the comprehensive integration of technology and focus on policies, procedures, and budgeting that will foster an environment and culture conducive to the realization of the vision. This course is also designed to assist candidates with the planning and facilitation of the technology infrastructure within a school.

## **ITEC 8500 - Issues, Trends, and Research in Instructional Technology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. program.

This course will provide candidates an overview of the field of instructional technology including history, research, and current trends and issues. Candidates will develop strategies for keeping abreast of instructional technology issues and trends, engage in the professional literature of the field and research a current trend or issue in the field. Additionally, candidates will develop a proposal for their Capstone Project for the program.

## **ITEC 8510 - Teaching, Learning, & Technology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Instructional Technology Ed.S./Ed.D. program or approval of the instructor.

This course introduces candidates to technology supported instructional models and strategies to maximize student learning. Candidates will develop digital-age learning experiences for students that incorporate research-based best practices, assessment, differentiation, diversity, and cultural understanding while advancing student technology literacy.

## **ITEC 8520 - Supporting Technology Infrastructure in Schools & Districts**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Instructional Technology Ed.S./Ed.D. program or approval of the instructor.

This course focuses on excellence in professional practice, systemic improvement, knowledge of certain technologies, and professional growth. Further, students will read, write, and collaborate about technology planning, implementation, operation, security, and disaster recovery specific to a school or district context. We'll make special effort to examine communications technologies that are part of a modern school and school district.

## **ITEC 8530 - Technology Leadership & Strategic Planning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Instructional Technology Ed.S./Ed.D. program or approval of the instructor.

This course prepares candidates to lead the development and implementation of a shared vision

and a strategic plan for comprehensive integration of technology into instruction and business practices in their school district, state, region, or nation.

## **ITEC 8540 - Business Management & Staffing for Technology Programs**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Instructional Technology Ed.S./Ed.D. program or approval of the instructor.

This course prepares aspiring technology leaders to manage large-scale budgets and address issues of recurring costs, ongoing maintenance, human resource management, and accountability pressures that are uniquely associated with managing district technology programs. Topics include (1) hiring, training, retaining, and evaluating technical staff; and (2) calculating total cost of ownership, value of investment, and return on investment models for technology purchases/programs.

## **ITEC 8550 - Designing & Evaluating Professional Learning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Instructional Technology Ed.S./Ed.D. program or approval of the instructor.

This course prepares candidates to implement best practices that support planning and implementation of effective professional learning for key stakeholders in the K12 environment. Candidates will apply knowledge of professional standards and current research in professional learning, assessment, and evaluation to support continuous improvement in the effective use of technology in K12 schools and districts.

## **ITEC 8560 - Digital Citizenship in Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Instructional Technology Ed.S./Ed.D. program or approval of instructor.

This course prepares technology leaders to create a culture of technology use marked by positive, ethical, and responsible digital citizenship in their school districts. Topics will include (1) fostering diversity, cultural understanding, and global awareness; (2) ensuring digital equity; and (3) promoting the safe, legal, healthy, and ethical uses of technology among all system members. The course will also address the high standards of integrity and professional conduct expected of technology leaders.

## **ITEC 8570 - Managing Data Systems in Schools & Districts**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Instructional Technology Ed.S./Ed.D. program or approval of the

instructor.

This course is designed to explore and elaborate on the various aspects of a modern K12 environment and the role data management plays. We will examine administrative and academic uses of data and how that data is gathered, filtered, stored, protected, interpreted, and made available to appropriate individuals. Particular emphasis will be given to data driven decision making at all levels of the school district.

## **ITEC 9300 - Critical Issues for Student Learning: (Topic)**

### **3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to Ed.S or Ed.D. program and permission of the advisor.

This doctoral seminar focuses on analysis and problem solving of a current topic of vital concern relevant to teaching, leading, and student learning in K-12 classrooms and schools with special emphasis on technological issues and contexts.

## **ITEC 9350 - Doctoral Directed Study**

### **1-9 (Repeatable) Credit Hours**

*Prerequisite:* Admission to Ed.D. program and permission of the advisor.

This course is an individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in K-12 classrooms and schools. The focus, content and expectations for this study will be formally established by the doctoral student and the supervising professor.

## **ITEC 9400 - Research and Theory in Instructional/Educational Technology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program or permission of the instructor.

Candidates will explore landmark research findings and theoretical perspectives that have shaped the instructional uses of technology for the last two decades. Candidates will also review current research and explore the questions that are influencing current inquiry in the instructional applications of technology.

## **ITEC 9410 - Instructional Leadership and Technology Facilitation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program or permission of the instructor.

This course will assist candidates in connecting their technology facilitation efforts to broader instructional issues such as academic achievement; best practices; national/state content/technology literacy standards; socio/economic issues; and private sector interests. The course will provide case studies of effective integration of technology into other high-profile

instructional initiatives. The need for teachers and other instructional leaders to become informed advocates of instructional technology initiatives will also be addressed.

## **ITEC 9420 - Evaluating Professional Learning and Instructional Initiatives**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to an Ed.D. program or permission of the instructor.

In this course, candidates will review the theoretical principles and practices that are best suited to high-quality evaluations of professional learning programs promoting the effective use of technology. As a culminating project, students will develop and implement an evaluation plan related to a specific K-12 professional learning or instructional program.

## **ITEC 9430 - Designing and Facilitating Online Learning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.D. program or permission of the instructor.

This course provides an overview of theories and research currently guiding most online learning programs and assists students in applying these principles to design and develop high-quality online learning experiences for educators and/or students. Unique challenges facing virtual learning, including assessment and facilitator support for distance learners, are also addressed.

## **ITEC 9900 - Dissertation**

### **3-9 (Repeatable) Credit Hours**

*Prerequisite:* Admission to Ed.D. program and 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

**Note** Course may be repeated as necessary.

## **International Conflict Management**

### **INCM 900 I - Theories and Analysis in International Conflict Management**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

This course focuses on the theories and research in the international arena through which to analyze conflicts. These include, but are not limited to, culture, gender, economics, ethnicity, race, history, geography, resources, and religion. Students examine the emergence of the

Conflict Management field, as well as the historical perspectives and current theories in the field of Conflict Management. This course provides an overview of the terminology of the field as well as various perspectives for studying the continuum of war and peace-making. Students will examine the paradigms and worldviews through which parties view conflict and consider the possible outcomes based on those paradigms and evaluate Conflict Management methodologies for conducting research based on various paradigms, worldviews, and conflict situations. Students will have the opportunity to select an area of particular interest and examine current research and practices in that realm.

## **INCM 9002 - International Relations: Theory, System, and Practice**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

This course examines the major concepts, theoretical approaches, and dilemmas inherent to the study of international relations. In particular the course seeks to provide the basis for better understanding globalization and its consequence within the context of various policy sub-areas such as trade, human rights, migration, cross-border issues, and security. It also examines evolving attitudes toward the role of the state and sovereignty within a rapidly globalizing environment. What role does the international system have in shaping the global economy and ensuing interactions among states, transnational actors, and civil society? This seminar will focus on power, strategic bargaining, security, and other influences on international conflict management in order to answer this question.

## **INCM 9004 - Faculty Research Colloquium**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

This course serves to better familiarize the program students with the research interests of the faculty available to them as major professors and faculty mentors. This is where affiliated faculty would share their backgrounds and research interests.

## **INCM 9005 - Economics of Conflict**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

This course examines the links between economics as a social science and the study of conflicts. Topics covered include: how real world conflicts have shaped economic paradigms, how real world economics has spurred or reduced conflict, and how economic methodology can help to understand conflict dynamics.

## **INCM 9006 - Intercultural Dynamics in International Conflict Management**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

This course examines the intercultural dynamics that influence the formation, implementation, and evaluation of international conflict management. This course focuses on cultural and identity formation; intercultural communication, negotiation, and dialogue; and the theories that inform this area of scholarship.

## **INCM 9101 - Fundamentals of Research Design**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

This course will focus on the fundamentals of scientific inquiry in areas of conflict including ethics of research, integrating cultural sensitivity in all stages of the research process, conceptualization and operationalization of research questions, data collection techniques, an introduction to qualitative and quantitative methods and measurement, a discussion of program evaluation research, and research proposal development.

## **INCM 9102 - Quantitative Methods**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9101

This course will focus on quantitative techniques including descriptive and inferential statistical analyses such as regression, correlation, hypothesis testing, analysis of variance, and sampling techniques. Students will apply these techniques using statistical software packages.

## **INCM 9103 - Qualitative Methods**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9101

This course will focus on qualitative techniques including case study, participant observation, discourse analysis, in-depth interview, and sampling techniques. Students will apply these techniques using statistical software packages.

## **INCM 9210 - Advanced Quantitative Methods**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9102

This course focuses on the development of applied quantitative research skills using statistical analysis software packages. Topics covered include: structural equation modeling, path analysis, dummy-dependent variable estimation, non-linear regression, time-series analysis, and panel data.

## **INCM 9230 - Advanced Qualitative Methods**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9103

This course will cover advanced topics beyond those covered in INCM 9103, such as phenomenology, grounded theory, and content analysis. The lab component will involve projects interpreting and applying these techniques using software for qualitative analysis (e.g., NVIVO) and/or practical field experience.

## **INCM 9250 - International Program and Management Evaluation**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9102 and INCM 9103

This course will focus on developing skills and knowledge for program analysis including causal effects of interventions and outcomes, instrument evaluation in international conflict management areas, cost effectiveness and cost-benefit analysis, quality control, risk assessment, and impact analysis.

## **INCM 9290 - Special Topics in Research Methods**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9102 and INCM 9103

This course covers topics in research methods that are of special interest to students, including survey design, geographic information system and spatial analysis, model building simulations, and interview design and implementation.

## **INCM 9320 - Essentials of International Negotiation: Theory and Practice**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9001 or INCM 9002

This course covers the theory and practice of international negotiation. It examines the practice of negotiation in actual international settings. Students will study historical negotiation processes through the use of archival material. The cross-cultural aspects of negotiation, the differences in worldview, and the ethical dimensions of the work are of particular importance to this body of knowledge. Active simulations where dialogue and deliberation can be practiced will be the hands-on part of the class work. The course contains a practicum in which a student can work on a practical project of her/his own choosing.

## **INCM 9330 - Foundations and Issues in International Political Economy**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9001 or INCM 9002

This seminar introduces students to the structure, institutions, and issues in international political economy. Particular attention is paid to global forces influencing trade and finance relations, distributive justice, and international agreements.

## **INCM 9340 - Transnational Civil Society and Conflict**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9001 or INCM 9002

This course familiarizes students with the theory and operation of transnational civil society (TCS). It introduces key theories of civil society campaign formation and influence, as well as questions about TCS legitimacy, representativeness, and agency. Students then apply these theories and address these questions by examining the impact of international civil society on national politics in fragile, conflict, and post-conflict states.

## **INCM 9350 - Peacebuilding, Peacekeeping, and Reconciliation**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9001 and INCM 9002

This course provides an opportunity for the student to choose a historical conflict of particular interest to him/her and examine the case in-depth, as well as develop the methodological tools to analyze the case. The policies and logistics related to the various models of peacebuilding and peacekeeping, both civil and military, are studied along with the examination of both internal and external forces that drove the conflict. Various case studies, among others, could be examined based on the interest of and experience by the student; Northern Ireland, Colombia, Sudan, South Africa, Nicaragua, or Rwanda. Models and historical examples of forms of reconciliation and harmony building are studied based on the historical perspective of each one. The students will conclude with an analysis of comparative goals, strategies, assumptions, and possible outcomes among the three approaches to peace.

## **INCM 9360 - Gender, Conflict, Peace**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9001 or INCM 9002

This course covers gender relations, long ignored as an important factor in conflict situations. The obvious connection between gender and conflict is that they both entail subtle and intricate workings of power relationships that underlie our everyday existence. They influence each other in culturally specific ways in association with race, ethnicity, nationality, citizenship, sexuality and class. Decoding such intersections between gender and societal aspects of identity

and power is crucial for understanding, comprehending and managing conflicts. Gender constructions guide the ways in which conflicts unfold and how peace is managed. Conflicts and related concerns also construct, confirm and change notions of gender. This interdisciplinary seminar will be an exciting platform to highlight state of the art debates, innovative methodologies and theoretical approaches in research on gender, security and peace-building.

## **INCM 9370 - International Project Management**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9001 or INCM 9002

This course provides an opportunity for the student to obtain the fundamental skills related to international project management. Included in this skill set are examinations of working in cross-cultural contexts, working with diverse groups, and conflicts within and among international organizations. A substantial amount of time in this class is spent on developing the skills of grant writing, fundraising, project identification, design, monitoring, implementation techniques and evaluation research. This practicum-like team experience allows the students to envision an international project, and write a grant that could support and provide for an evaluation of the project.

## **INCM 9380 - Sustainable Development**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9001 or INCM 9002

This interdisciplinary course introduces students to major philosophical debates and policy interventions in the field of development and sustainability. It raises the questions about the political and cultural assumptions undergirding conventional ways of thinking about development, production, distribution, consumption and conflict. Through case studies and policy critiques students also learn the pros and cons of particular methodologies of studying and practicing sustainable development in peace time and during conflict.

## **INCM 9410 - Comparative Conflict Management Policies of International Organizations**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9001, INCM 9002, and INCM 9003.

This course focuses on the role of international and intra-national organizations and the impact of their Conflict Management policies. The role of the United Nations will be studied along with various regional and transnational organizations. Conflict Resolution strategies and processes for analysis within international organizations are examined along with the coherence of and within those policies. Students will examine organizations that include, but are not limited to, the following: United Nations Development Program, United States Agency for International Development, United States Institute of Peace, North American Free Trade Agreement, the African Union, World Trade Organization, Canadian International Development Agency, World Bank, and the European Union. Particular emphasis is placed on the impact of the North/South divide.

## **INCM 9430 - Post-Agreement Reconstruction**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9001 or INCM 9002

This course provides an opportunity to examine emerging research on the impact of peace agreements on the conflict process. Of particular interest will be the role for development economics, including programs to alleviate poverty like micro-credit, as well as the corruption of prospects for sustaining the ceasefire and building peace. External and internal influences are studied, such as donor fatigue, media attention, civic education, and the reintegration of participants of the conflict into civil society. Students will compare conflict mitigation processes and assess their effectiveness for the context in which they were utilized.

## **INCM 9450 - Current Conflicts**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9101 and INCM 9102

A selection of Special Topics is offered on a rotating basis based on the interests of the students, the availability of program and visiting faculty, and current or emerging conflict issues. These topics might include, but are not limited to, the following: Disarmament, Reintegration and Demobilization; Health-related Conflict; Country Case Studies; Gender and Conflict Management; Identity and Conflict; Human Rights; Pre- and Post-conflict Processes of Democratization; Environmental Conflict; Internship with International Organization; Conflict Mitigation; Non-Governmental Organizations; International Non-Governmental Organizations; and Grassroots Organizing and Organizations.

## **INCM 945 I - Conflicts in Africa**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9001 or INCM 9002

This course investigates the origins, causes, resolution, and consequences of conflicts in contemporary Africa in light of their postcolonial contexts. Among others, it examines ethnic/clan, religious, political, and environmental conflict factors, demographic pressures on land and natural resources, discusses strategies for conflict resolution and post-conflict reconciliation and reconstruction, and evaluates the role of pan-continental and regional organizations, the United Nations and its agencies, Western powers and emerging Asian powers (especially China) in African conflicts.

## **INCM 9510 - Related Study of a Selected Regional Area**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9001 or INCM 9002

Each student is expected to have an overseas internship experience and will be writing on a dissertation topic on events in a certain part(s) of the world. We therefore require a Regional Course. The knowledge gained will help in the internship and dissertation writing experiences and will provide the student with a sense of identity within the program. The courses may be at

the master's level and would thus be cross-listed for the Ph.D. program. The regional course may be taught from any number of disciplines (anthropology, communication, economics, geography, history, literature, political science, etc.). The type and number of regional courses would vary, but the following are examples: North America, Middle America (including Caribbean), South America, Europe, Russian Realm, North Africa/Southwest Asia (Middle East), Sub-Saharan Africa, East Asia, South Asia, Southeast Asia, or Pacific Realm.

## **INCM 9530 - Related Study of a Selected Topical Area**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9001 or INCM 9002

The philosophy of this course is to assist the student in acquiring foundational ideas for their dissertation. Suggested topical courses may include the following (or a combination thereof), depending on the affiliated faculty interests: Economics, Environmental Studies, Gender, Global Communication, International Development, Peace Studies, Public Health, or Religion. These courses may also be team-taught.

## **INCM 9550 - Related Course Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* INCM 9001 or INCM 9002

Students are expected to take an additional three credit hours in related study coursework, choosing from a pool of courses (available electives, cross-listed courses, directed study, transfer courses) selected in agreement with the faculty advisor.

## **INCM 9600 - Dissertation Proposal Colloquium**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Approval of the advisor.

This course will culminate in the formulation of theoretically significant, methodologically sound and policy relevant research questions, development of the dissertation prospectus, peer review of research proposals, and preparation of articles for presentation at conferences and publication.

## **INCM 9601 - Case Writing and Case Teaching**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

In this course, students are introduced to the case study methodology and learn how to design and use case studies effectively in their professional environments. Students develop their own idea for a case study on a topic of particular interest to them. The study includes a target audience, a compelling story, one or more identifiable case/policy decision dilemmas, teaching notes, and some ideas about the policy implications of the dilemmas presented in their case.

## **INCM 9602 - Peacebuilding Assessment**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

In this course students apply conflict management skills to the analysis of complex emergencies and international conflict using examples from the field of peacebuilding and post-conflict reconstruction. Through classroom discussion, exercises and role play, students develop policy recommendations and design and plan strategies for conflict prevention and/or intervention.

## **INCM 9603 - Essentials of Mediation**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

This course emphasizes listening, facilitation, and collaborative problem-solving skills within a third-party process of conflict intervention. As a future-oriented process of dialogue and negotiation, mediation is appropriate for many, but not all, disputes; this course concludes with a focus on the ethical dimensions of mediation practice. The fundamental skills and processes of mediation are valuable to any professional who regularly works with organizational colleagues or international counterparts.

## **INCM 9604 - Nonviolent Resistance**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

This course provides an overview of the different approaches to nonviolent resistance found in the literature (pragmatic vs. principled) and the theoretical concepts underlying the strategies and tactics used by scholars and nonviolent activists. In addition to the theoretical component, the course provides some practical nonviolent skills, including sessions on nonviolent communication and other active learning exercises exploring the challenges of practicing nonviolence in conflict situations.

## **INCM 9605 - College and University Teaching**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

This course introduces students to effective pedagogical skills and is designed to prepare future faculty for teaching careers. Topics include understanding how students learn, creating active learning environments, using formative and summative assessments, grading, handling problematic student behavior, responding to student diversity, designing courses and syllabi, and creating teaching philosophies.

## **INCM 9606 - Security System Reform (SSR)**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* INCM 9001 or INCM 9002.

The success of post-conflict peace-building depends heavily upon reform of the security system (SSR), which includes security and civilian actors. This course addresses the fundamental issues in SSR, its effects, and its problems and covers a variety of topics ranging from the security system, the security-development nexus and effects of deficiencies of the security sector on underdevelopment and violence, principles and conceptual reference points in SSR, aspects of political implementation in SSR, and international donors.

## **INCM 9607 - Strategy Development**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

This course examines the central concepts of strategy, strategy development and formulation, and their potential applications in the field of International Conflict Management. The course explores the process of strategy development and especially the construction of a strategic plan, and then applies that process to cases of particular interest to students.

## **INCM 9608 - Elections & Electoral Systems Design**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the Ph.D. Program.

In this course students will be exposed to the variety of electoral systems, the process of electoral system design and the main statistical tools for evaluating the impact of electoral system design on society. The coursework will involve readings, seminar discussion, and lab assignments. Discussions will take place both in-class and online to maximize participation. Students will be prepared to participate in design, monitoring and evaluation of electoral processes.

## **INCM 9609 - Disarmament, Demobilization and Reintegration**

**1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

Most violent conflicts in the late 20th and early 21st century have been characterized by the participation of large numbers of regular, irregular and semi-regular troops. The termination of these conflicts – often in the form of a Comprehensive Peace Agreement – usually includes some provision for downsizing the armed forces of the participating sides, as it is recognized that the large numbers and low quality of these troops are often at the root of instability and potential future violence. To counter this, official or semi-official Disarmament, Demobilization, and Reintegration (DD&R) programs have been run by national and international bodies.

## **INCM 9610 - Culture, Ethics, & Leadership in International Conflict Management**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

This course will focus on the interrelated aspects of culture, ethics, and leadership in international conflict management. Culture generally refers to the learned beliefs, values, rules, symbols, and traditions common to a group of people, the shared qualities that make them distinct. Ethics, on the other hand, is universal, based on a usually inborn empathy and sense of fairness, and is concerned with enabling individuals to flourish, to fully realize their capabilities. Leadership in this context refers to practices of managing conflict in some mutually advantageous ("win-win") way and doing this in an exemplary way, modeling a way that two different groups can each flourish as a result of trusted leadership.

## **INCM 9611 - ICM Grant Writing and Evaluation**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program.

This course will focus on the research and writing skills needed to discover funding opportunities and prepare competitive proposals for them. Students will apply these techniques by developing a proposal that responds to an actual call for applications. Students will write a narrative portion that is ready for submission with a detailed outline of all other pieces that will be required, plus an implementation timetable to meet the sponsor's deadline. Depending on the deadline and the level of approval required from the University, the proposal may be submitted upon completion of the class with permission of the instructor.

## **INCM 9613 - Gaming, Conflict, and Decision-making**

### **1 Class Hours 0 Laboratory Hours 1 Credit Hours**

*Prerequisite:* Admission to the Ph.D. program or permission of the program director.

In this course students learn about decision-making games and how they can be used as tools for understanding, and managing, conflict. Reviewing the history of games used for conflict management and national security, this course examines how games shaped policy decisions about conflict and explores the theory of games and game design. Students participate in an international conflict management game and work on ideas for developing their own games.

## **INCM 9650 - Special Topics in International Conflict Management**

### **1-3 (repeatable) Credit Hours**

*Prerequisite:* Admission to the Ph.D. program or approval by program director and instructor. Special topics cover emerging issues or specialized skills related to international conflict management not represented in the main curriculum.

## **INCM 9700 - International Experience**

### **3-9, variable Credit Hours**

*Prerequisite:* Approval of the INCM International Experience Coordinator.

This course serves as a way to apply the theories and skills learned throughout the program and to gain valuable field experience in a "real world" laboratory. This requirement may be completed through an internship, directed study, study abroad, or a relevant previous experience in an international setting and may range from 3 to 9 credit hours, depending on the nature of the experience.

## **INCM 9900 - Ph.D. Dissertation Research**

### **1-9 (repeatable) Credit Hours**

*Prerequisite:* Approval of the advisor.

This course includes dissertation writing under the direction of the major professor (dissertation advisor). The course is taught using a non-traditional format of independent research and preparation of the doctoral dissertation.

## **International Policy Management**

### **IPM 7720 - World Politics and Governance**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSIPM program.

This course provides an advanced survey of the study of international relations. This course explores the influence that states, international organizations, non-governmental organizations, and other non-state actors have in shaping contemporary international political issues. The topics examined in this course include war and peace, global trade, economic development, international terrorism, human rights, poverty, disease, and the environment. Particular attention will be devoted to the emerging field of governance: the study of government performance in the areas of democracy, integrity, and sound economic policies.

### **IPM 7725 - Comparative Policy and Politics**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSIPM program.

This course examines the theory and method of comparative politics through the study of Western and non-Western political institutions and societies. The course provides students with an appreciation of the ways comparative political analysis enhances understanding of many contemporary policy-related issues throughout the world. It provides students with a familiarity of the comparative method of inquiry and basic skills in conducting comparative research, analysis.

## **IPM 7730 - International Conflict Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSIPM program.

This course examines the theory and practice of international conflict management which form an essential part of the methodology needed for international policy managers. The course will explore the causes of conflict, conflict management, conflict resolutions, and conflict transformation. Students will reflect upon various real-world examples facing policymakers and practitioners, and apply the tools and methods of conflict management to case studies and simulations.

## **IPM 7735 - International Development: Policy and Practice**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSIPM program.

With its focuses on policy applications related to developing countries, this course examines alternative theories and definitions of development as expressed in the major international institutions (governmental and non-governmental) concerned with the transfer of resources, with emphasis on the interaction of political and economic factors. It examines how institutions, politics and governance promote economic development from a comparative perspective. Students will also explore concepts of gender and their practical application to international development programs and policies; culture's impact on human interaction; strategies that address basic human needs, promote human rights, and strengthen civil society; and the trade-offs among social, political and environmental aspects of sustainable development.

## **IPM 7740 - Strategic Negotiation and Decision-Making**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSIPM program.

This course will encompass both theoretical and practical aspects of negotiations. Students will explore some of the major approaches scholars and practitioners apply to the subject. Central to this will be an exploration of contending frameworks for analyzing bargaining and negotiation. Students will consider the unique aspects of negotiations as found across a variety of environments, both public (e.g., diplomacy) and private (e.g., business negotiation). Particular attention will be placed on cross-cultural communication and the negotiation challenges to which this gives rise. A major objective of this course is to develop the skills necessary to make individuals efficient and effective negotiators.

## **IPM 7745 - International Political Economy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSIPM program.

This course examines the political influences which shape the global economic system. Particular attention will be devoted to the international organizations and global trade

accords which shape the behavior of states and multinational corporations. In addition to exploring the mechanics and politics of the global economy, this course also examines the social impacts of the global exchange of goods and financial assets. The concept of globalization will represent an organizing theme for this course, and contentious debates surrounding this phenomenon will be explored.

## **IPM 7750 - Global Trade: Policy and Practice**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSIPM program.

This course introduces students to the politics of global trade. Students will develop the analytical skills necessary to think broadly and critically about the conduct of cross-border trade. After examining some of the major analytical frameworks that inform our understanding of global trade relations, students will focus on several substantive trade-related topics. Topics to be examined include: the role of the World Trade Organization, the rise of regional trade, and the reciprocal and interactive relationship between international trade, exchange rates and global finance. A major objective of this course is to develop application-oriented policy-relevant skills which students can employ across a range of professional environments.

## **IPM 7755 - Political Risk Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSIPM program.

Political risk analysis has been used to identify key political trends and developments in emerging and transitional economies, and to assess their impacts on flow of trade or capital. This course will investigate sources of political risk to foreign direct and other investments in a world characterized by increasing economic and financial interdependence, consider ways political risk can be analyzed, evaluated, and managed, and provide students hands-on experiences in assessing political stability and managing risk. Students will gain a basic understanding of different concepts associated with political risk analysis and the various approaches used by multi-nationals to the determination of political risk.

## **IPM 7756 - Global Regulatory Policy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSIPM program (sequenced course requirement within cohort degree program).

This course examines the development of domestic and international regulatory climates and ensuing regulations made by governments and international institutions such as the European Union. Regulation covers a broad range of topics including labor, trade, production, health and safety, and environmental issues and has a significant impact on private sector interface with foreign governments and institutions. This course will also examine the impact of bilateral and multilateral treaties, such as the North American Free Trade Agreement (NAFTA), on the regulatory arena.

## **IPM 7760 - Global Experience**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Completion of first-year fall and spring semesters.

This course incorporates material acquired in first-year courses and applies it to a real world context through fieldwork, a study trip, or other equivalent means. Students are expected to link theory with practice through a series of public and private sector site visits. Students will explore how scholars and practitioners address the dilemmas of managing policy within an ever-changing global environment.

## **IPM 7765 - Capstone: Practicum or Thesis**

### **6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* Second-year status in the MSIPM program.

All students will select a capstone path that includes either (1) a practical work experience and final written report; or (2) a traditional Master's thesis. The work experience can take the form of an internship or experience in an appropriate work setting. During this final semester students should be able to demonstrate the ability to understand and articulate the policy management context of a problem. The Capstone course provides the opportunity for students to clarify and refine the global policy issues presented during their professional experience or thesis hypothesis generation stage. Students will develop a project work plan; identify appropriate methodologies for collecting and organizing relevant information, and make policy recommendations for successful management of the issues.

**Note** Offered as an online course.

## **IPM 7900 - Special Topics in International Policy Management**

### **1-3 Credit Hours**

*Prerequisite:* Admission to the MSIPM program.

This course provides students an opportunity to explore topics not specifically addressed in a regular course offering, and that are of interest to practitioners and students.

## **Leadership and Ethics**

### **ILEC 8800 - Foundations of Ethics**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course provides a foundational understanding of ethics, including a multicultural dimension, and applies ethical philosophies to real-world problems. Students will gain experience in thinking and writing critically about ethical issues in the areas of politics, technology, business, and cultural conflict.

**Note** Offered as an online course.

## **ILEC 8810 - Foundations of Leadership**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course will help students understand their leadership style relative to established and emerging leadership theory, and learn what they can do to enhance their leadership effectiveness. Emphasis will be on real-world application of leadership principles.

**Note** Offered as an online course.

## **ILEC 8850 - Ethical Leadership in a Global Context**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Permission of faculty

This course focuses on the challenges of effective ethical leadership in a global environment. Students will learn about their strengths and vulnerabilities as a leader through leadership assessment, the development of a personal leadership theory, and a leadership development plan with a global focus. Multiculturalism as well as situational leadership will be included.

## **ILEC 8900 - Special Topics in Leadership and Ethics**

**3 Class Hours 0 Laboratory Hours 3 (Repeatable) Credit Hours**

Selected current issues and topics in contemporary leadership and ethics practice.

## **ILEC 8910 - Technology and Ethics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course examines the ethical impact of technology on business and society by examining issues in medicine, research, information technology, and the environment. Case studies and real-time events are included. This course will require at least two on-campus meetings with the majority of course work being done online.

## **ILEC 8920 - Current Issues in Leadership and Ethics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Selected current issues and topics in contemporary leadership and ethics practice.

## **ILEC 8930 - Leadership and Ethics Abroad**

**3 Class Hours 0 Laboratory Hours 1-6 Credit Hours**

*Prerequisite:* ILEC 8800 and ILEC 8810, or permission of the instructor.

This study abroad course will expose students to the concepts and context of leadership and

ethics in another country. Students will have the opportunity to travel with the instructor to an international location. A program of study will be prepared depending on the destination and topical area for that year.

## **ILEC 8940 - Directed Study in Leadership and Ethics**

### **1-3 (Repeatable, for a maximum of 6 credit hours) Credit Hours**

*Prerequisite:* Permission of instructor and approval of program director

This course allows the student to work with a faculty member on an advanced study or special topic of their choice. The student and faculty member will work together to develop a syllabus and assignments for the class.

## **ILEC 8980 - Leading and Shaping an Ethical Culture**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course will focus on assessing and building an ethical culture within an organization or community. Instruction includes defining, developing, implementing, and managing tools for shaping an ethical culture, and the study of the related legal requirements.

## **Management**

## **MGT 8040 - Managing the Value Chain**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA or MAcc program.

The objective of this course is to learn how to maximize the overall value to the customer for the least cost possible. The value is the difference between what the final product (or service) is worth to the customer and the effort the system expends in filling the customer's request. Successful value chain management requires several decisions relating to the flow of information and products or services. Decisions fall into these three categories: (1) value chain strategy, (2) value chain planning, and (3) value chain operations. The topics include competitive scope and the value chain, the value chain and organizational structure, product/process design, capacity/inventory management, location/distribution management, quality, forecasting, shop control, cost evaluation, and their interrelationships.

## **MGT 8050 - Managing and Leading Work Behavior**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA or MAcc program.

This course explores some of the many ways in which human behavior affects how one manages and leads and ultimately how it affects individual, group, and organizational performance. The course will examine behavioral issues from both the macro and micro level with three principal areas of focus: Individual and organizational effectiveness. Organizational behavior what people think, feel, and do in organizations. Leading organizational change. A

conceptual understanding and knowledge of the applied consequences of these issues are requisite to understanding business matters as diverse as employee discipline policies, career development, marketing and promotion strategies, and the economics of the firm. The principal areas will be examined with a thorough grounding in theory yet with a focus on how the associated knowledge and skills may be applied to develop better managers, leaders, and global citizens.

## **MGT 8200 - International Supply Chain Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MGT 8040 or equivalent.

This course focuses upon the strategic importance of supply chain management. The purpose of the course is to design and manage business- to-business to retail supply chain purchasing and distribution systems, and to formulate an integrated supply chain strategy that is supportive of various corporate strategies. New purchasing and distribution opportunities for businesses and inter/intra company communications systems designed for creating a more efficient marketplace are explored.

## **MGT 8410 - Organizational Communication**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MGT 8050 or equivalent.

The study of interpersonal, organizational, and public communication processes as they relate to meshing individual and organizational goals, influence of communication processes on decision making, implementation of change, and adaptation of organizations to their environments.

## **MGT 8490 - Management Process Improvement**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MGT 8040 or equivalent.

This course introduces process improvement methodology to turn a business into a world class operation. The course begins with the process view for both service and manufacturing operations, and is broken into three phases. In the first phase, management of innovation and creativity problem solving (CPS) concepts are introduced. A thorough examination of CPS steps which consists of finding problem or opportunity, gathering information, generating solutions, and implementing solutions is performed. In the second phase, waste elimination techniques such as process mapping, kaizen event, manufacturing/office cells, mistake proofing, and quick changeover are introduced. In the third phase, in order to focus process improvement efforts, synchronous operations techniques such as bottleneck identification (weakest link) and management of bottleneck is presented.

## **MGT 8520 - Entrepreneurship, Innovation, and Creativity**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA program.

This course addresses the needs of the would-be entrepreneur as well as the manager of creative and entrepreneurial activity within established organizations. This class is designed around three primary themes: dreams, skills, and action. This class will help you to experience the world in terms of the creative possibilities to dream big DREAMS and to identify and differentiate between ideas and opportunities. It will also help you develop the SKILLS you need to make these opportunities real. In addition, the course serves as a framework and catalyst to stimulate entrepreneurial motivation and ACTION.

## **MGT 8530 - New Venture Creation and Growth**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA program.

This course is designed 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.

## **MGT 8535 - Developing Effective Business Plans**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MGT 8520 or MGT 8530

This course provides students an opportunity to develop world class business plans for venture opportunities that they would like to exploit.

## **MGT 8540 - Entrepreneurial & VC Financing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MGT 8530 and FIN 8020, or equivalent, or permission of instructor.

This course focuses on the financing and financial management of new ventures and other non-publicly traded business enterprises. Topics covered include sources of startup and growth equity capital, including Initial Public Offerings (IPOs), loans and grants available to startups and small businesses, financial strategies for new ventures and small businesses, the valuation of non-publicly traded firms over time, and strategies for avoiding and recovering from financial distress.

## **MGT 8545 - Launching New Ventures**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MGT 8520 and/or MGT 8530 + MGT 8535 or permission of the instructor.

This course provides student teams the opportunity to start-up proposed business ventures while still in school. Each team will identify the key tasks necessary to start their venture. The members of the startup team will then be assigned and responsible for the completion of these tasks during the course with the help of one or more mentors.

## **MGT 8550 - Consulting Services**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA program.

This course suggests a framework for delivering consulting services within the business community. Basic consulting functions addressed include skill/market identification; opportunity recognition and establishment of client base; interview problem/needs assessments; observation; data collection, analysis and documentation diagnosis; recommendation, implementation, follow-up, and control; legal, ethical, and confidentiality issues; managing change; expectations; and collaborative teams and projects.

## **MGT 8560 - Family Business**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA program.

Explore the unique challenges and opportunities involved in managing a family business. Topics include the decision to join the family firm, establishing credibility as a son or a daughter, the stages of family business growth and strategic planning and succession.

## **MGT 8600 - Managerial Coaching**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course will acquaint students with the foundations of coaching. They will learn the basic elements necessary to understand and use coaching as a method for career advancement. Students will learn a model that will allow them to understand the difference between three different types of managerial responsibilities: coaching, mentoring, and counseling. Students will gain experience in coaching others as well as receive coaching to demonstrate the effectiveness of this tool for career development. Finally, students will learn how coaching fits into the essential practices of effective leadership.

## **MGT 8800 - Human Resource Management and Development**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MGT 8050 or equivalent.

Provides a general understanding of the human resource management function in contemporary organizations. Intended for students who have not taken a basic human resource management course at the undergraduate level.

## **MGT 8810 - Managing Innovation and Technology Development**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA program.

This course examines the process of managing innovation and technology development, its commercialization, and its diffusion in the marketplace. It involves managing the innovation process through research and development activities, including managing the introduction and use of technology in products and services, in manufacturing processes, and in other corporate or support functions. It also involves the development of science into technology and its further integration into new products, services, and process designs that can be effectively and efficiently produced and/or delivered.

## **MGT 8820 - Advanced Topics in Human Resource Management**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MGT 8800

This course covers significant new developments in three human resource functional areas: staffing, compensation systems, and performance management systems. The focus is on pragmatic, innovative, and cost effective strategies enabling the creation of sustainable competitive advantages through human resource management. Best practices in these areas will be addressed as well as implementation issues in order to enable students to transfer their knowledge to the work place.

## **MGT 8830 - Organizational Effectiveness and Change**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MGT 8800

This course focuses on the development of organizational capabilities in human resource management. The changing conditions facing organizations as they relate to human resources and the ability of human resource professionals to assist the organization in responding to change are the underlying themes. Areas covered in this course include creating learning organizations, fostering teamwork, employee involvement and commitment, creating trust, re-engineering, building flexible and cooperative work forces, and cross functional involvement.

## **MGT 8840 - Reinventing Business Leadership**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA program.

This course addresses essential knowledge and skills of business leadership for professional and personal development. Using dimensions of leadership applicable to business information, integration, inspiration, integrity, innovation, and individuality students assess their individual leadership skills and competencies, learn best practices of current business leaders, and

formulate strategies for lifelong leadership development. Application of leadership in both traditional organizations and evolving organizational structures, networks, technologies, alliances, and diverse populations is covered.

## **MGT 8850 - Women's Leadership Lab**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course is designed for both men and women to explore the special issues and challenges facing women aspiring to leadership positions in organizations. Experts from the academic and the business world will discuss critical issues facing women at this time. Self-assessments, simulations, and discussion of relevant literature will provide students with an opportunity to learn about the impact of their leadership styles and to practice effective behaviors.

## **MGT 8860 - Managing Project Activities, Teams, and Resources**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA program.

This course addresses concepts and techniques for the management of business and technology projects and their associated activities, personnel, and resources. The content deals with planning, scheduling, organizing, and managing projects such as new product development, construction, system implementation, and special events. Primary class emphasis is on the project management process and tools. The course covers the project planning process in detail, addressing project scope and objectives, deliverables, milestones, tasks, work breakdown structure, responsibility and authority, project network, critical path analysis, costs, and resource allocation. The course also addresses the formation and organization of the project team, including the selection of successful project managers, key staffing and group process issues, and the various organizational approaches used to structure projects. Topics covered include the project life cycle, project planning, project scheduling, project cost estimating, project risk analysis, project control techniques, project organizations and functions, project manager responsibilities, and team building.

## **MGT 8900 - Special Topics in Management and Entrepreneurship**

### **3 Class Hours 0 Laboratory Hours 3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to Coles MBA, permission of the instructor, and approval of the MBA program director.

Selected contemporary topics in management and entrepreneurship of interest to faculty and students.

## **MGT 8910 - International Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA program.

This course deals with theoretical and practical aspects of managing international business operations in the global market. It offers a cross-cultural perspective on the challenge of managing business organizations in multiple national markets, and it focuses on issues of cultural diversity in socio-political and economic systems. This course offers an in-depth examination of the conditions that confront domestic enterprises when they undertake international expansion and the common business practices employed under such conditions.

## **MGT 8970 - Ethics in Managerial Decision Making**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA program.

Managers must make decisions every day. This course examines a variety of ethical foundations which underlie managerial decision making, and asks participants to relate the material to their own experiences in the business world.

## **MGT 8999 - Strategic Management: An Integrative, Capstone Experience**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Completion of six MBA core courses and at least six hours of MBA electives, and permission from the Graduate Business Offices. This course is designed to be the final experience in the MBA programs.

An integrative capstone course designed to provide an executive viewpoint of strategy formation and management of an enterprise. Teaches how to audit and analyze complex situations to determine the firm's strategies for long-run survival and growth in competitive markets. Examines techniques for analysis of environmental conditions and trends, opportunities and threats, resource strengths and limitations. Suggests how to plan, implement, and control organizational efficiency and effectiveness at both the strategic and operational level.

## **MGT 9001 - Introduction to Research in Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program.

This is the first course of a multi-course sequence preparing students for conducting research in a discipline of business. Students are introduced to the major philosophical orientations that drive academic inquiry and the related research designs and methods aligned with these different orientations. Each aspect of the research process is introduced to develop students' skills at reviewing academic research, identifying appropriate research questions, using or developing theory to address research questions, and choosing the appropriate research design to address the relevant research questions. Special emphasis is placed on developing

student academic writing skills and identifying ethical issues confronted by researchers. Differences in research approaches and practices in the various business disciplines are discussed.

## **MGT 9002 - Seminar in Management Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program

This course introduces students to the major research areas in their respective fields. For each research area considered, students will review both seminal and contemporary research articles drawn from major research journals. These articles will be chosen by the professor and augmented by the student. Each seminar will provide a major review of the research questions, theories, research designs and methods relevant to the area of inquiry. Seminars will be guided by a Kennesaw or global scholar with expertise in the research area and will require extensive preparation and engagement by students. Course evaluation will include student preparation of a written research proposal pursuing an area of inquiry relevant to the content presented in the course.

## **MGT 9003 - Seminar in Behavioral Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; MGT 9001 and BRM 9101

In this seminar we will consider some of the major topics in the field of organizational behavior (OB). OB draws on theory and research in a variety of fields, including management, sociology, industrial/organizational psychology, and social psychology to explore individual, interpersonal, and group processes in organizations. As the field of OB is quite large and considers a diverse set of topics, it is impossible to cover it all in a single semester. As a result, this course provides an overview of the field.

## **MGT 9004 - Seminar in Strategic Management Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; MGT 9001 and BRM 9101

The course provides an overview of the theory and research in the field of Strategic Management and examines selected sub-fields and specialized topic areas. The articles assigned for each topic are seminal pieces representative of a larger body of work. Students may choose to access additional published articles in each area. There also are several additional topic areas and sub-fields in Strategic Management that are worthy of inquiry, which can be examined and pursued according to individual student interest.

## **MGT 9601 - Seminar in Behavioral Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA Program and completion of DBA 9001 and DBA 9003

This course reviews applied behavioral research from the fields of accounting, marketing and

management. Research will be introduced that considers how scholars from different fields use topics such as individual differences, judgment, decision making, motivation, and incentives in their research on individual and group or committee behavior. A portion of the course is devoted to specific research phenomena within each student's field of study. Each topic is introduced through a review of seminal theories and is reinforced with current research that applies or tests those theories.

## **MGT 9608 - Concentration Doctoral Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA Program, completion of two of the four courses in the sequence of MGT 9601 , MGT 9611 ,MGT 9612 , and/or MGT 9650 and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic in business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

**Note** This course is repeatable for up to 6 total credit hours.

## **MGT 9611 - Seminar in Business Strategy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA Program and completion of DBA 9001 and DBA 9003 . This course examines topics and research in business strategy focusing particularly on the major theories associated with global strategy formulation with the goal of firm short-term and long-term performance. Topics include theories of globalizing business, theories of national culture and business strategy, market structure and strategy, the resource based view of the firm, transaction costs theory, institutional theories, strategic alliances, and theories of strategic leadership. Each topic is introduced through research paper treatments of seminal theories. The theories are then reinforced with current research that apply and/or test these theories.

## **MGT 9612 - Seminar in Marketing Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA and completion of DBA 9001 and DBA 9003. This course examines topics and research in marketing focusing particularly on the "4 Ps" (Price, Product, Distribution, and Promotions) in both domestic and international settings. Each topic is introduced through research paper treatments of seminal theories. The theories are then reinforced with current research that apply and/or test these theories.

## **MGT 9650 - Special Topics in Management**

### **1-3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the DBA program and permission of the program director.  
Selected contemporary topics in management of mutual interest to doctoral faculty and doctoral students.

## **MGT 9901 - Research Methods & Dissertation Design I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; MGT 9003, and MGT 9004  
Dissertation Design I is designed to provide a flexible learning experience to prepare students for the dissertation process. In this course, we focus on a variety of issues including an introduction to the dissertation process, dissertation committee selection and approval, dissertation structure and design, and identification and evaluation of potential topics. We will also discuss the preparation and writing of the proposal introduction, literature review, and hypotheses. At the end of the semester, we will also introduce issues of research design (including how data can be collected and what methods should be employed in analyzing the data). Research design and data analysis will be further explored in Dissertation Design II. Each topic is introduced through selected papers and students must come prepared to present and discuss their own dissertation ideas.

## **MGT 9902 - Research Methods & Dissertation Design II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; MGT 9901  
The purpose of this course is to provide content to support students during the dissertation design and proposal stage. The focus is on preparing an effective research design and methods section to support student dissertations. Topics are introduced through scholarly discussions and course readings.

## **MGT 9903 - Doctoral Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; MGT 9003 , MGT 9004 , and permission of advisor.

This course is an individualized and independent scholarly investigation and research of an important topic in business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

## **MGT 9904 - Dissertation Research**

### **1-9 repeatable Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; Completion of 12 hours Graduate level research courses, and permission of the advisor.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. This course may be repeated as necessary.

## **Marketing**

### **MKTG 8030 - Strategic Marketing**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Coles MBA or MAcc program.

Development of marketing strategies and programs and their application in firm's decision-making. Examination of the impact of marketing strategies on firm's financial performance. Cases, competitive marketing simulations, and marketing plan developments will be used to provide for application experience.

### **MKTG 8440 - Marketing for e-Business**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MKTG 8030 or equivalent.

This course develops a framework for understanding the forces driving the internet revolution in marketing and business. The course will cover such topics as online behavior, customer support, new product development, branding, pricing, and internet marketing plans.

### **MKTG 8670 - Promotion Strategy and Tactics**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MKTG 8030 or equivalent.

A course examining the use of promotion in profit and nonprofit organizations is studied. Methods of promotion including public relations, advertising, professional selling, and sales promotion will be analyzed, including how and when to use each, how to measure effectiveness, and how to select promotion service suppliers.

### **MKTG 8710 - Consumer and Buyer Behavior**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MKTG 8030 or equivalent.

Utilizes the behavioral sciences and research methods to analyze, forecast, and meet consumer needs. The roles of advertising and ethical issues are analyzed.

## **MKTG 8720 - Strategic Product Management**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MKTG 8030 or equivalent.

A study of the strategic product portfolio from the perspective of the marketing manager. In-depth analysis of the total product, development of products, and strategies related to product introduction, change, and deletion.

## **MKTG 8730 - International Marketing Management**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MKTG 8030 or equivalent.

The course focuses on the application of marketing management strategies and tactics in a global economy. Using case studies, the course analyzes how varying environmental forces influence adaptation of the marketing mix and how homogenizing forces influence global standardization of marketing strategy.

## **MKTG 8740 - Sports Marketing**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MKTG 8030

The course introduces students to the application of basic principles of marketing to the unique industry of sports (i.e. sponsorships, licensing). Furthermore, the advanced use of marketing strategies is applied to the sports industry for the preparation of student placement in management roles.

## **MKTG 8750 - Applied Marketing Research**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MKTG 8030 or equivalent.

Examination and evaluation of marketing information sources and systems for opportunity identification and analysis, planning, decision making, and control.

## **MKTG 8770 - Sales Management Decisions**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MKTG 8030 or equivalent.

Advanced study of conceptual and methodological tools used to support decisions required for the management of sales personnel and the planning and control of sales operations.

## **MKTG 8780 - Business to Business Marketing**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MKTG 8030 or equivalent.

An examination of the areas of strategic and tactical planning and implementation when dealing with products sold to other business firms.

## **MKTG 8790 - Applied Global Business Strategies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MKTG 8030 or equivalent.

This course focuses on an applied multi-disciplinary approach to understanding and implementing global business strategy. It examines the phases of global strategy evolution, emphasizing the key strategic thrusts as well as how to leverage the firm's position and competencies to take advantage of potential synergies. A special learning opportunity is provided by a required overseas business study tour. Students will be exposed to foreign culture and perspectives on global strategy formulation and implementation.

## **MKTG 8900 - Special Topics in Marketing**

### **3 Class Hours 0 Laboratory Hours 3 (Repeatable) Credit Hours**

*Prerequisite:* MKTG 8030 or equivalent, and permission of the instructor and the program director.

Selected contemporary topics in marketing and professional sales of interest to faculty and students.

## **MKTG 9001 - Introduction to Research in Marketing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program.

This is the first course of a multi-course sequence preparing students for conducting research in a discipline of business. Students are introduced to the major philosophical orientations that drive academic inquiry and the related research designs and methods aligned with these different orientations. Each aspect of the research process is introduced to develop students' skills at reviewing academic research, identifying appropriate research questions, using or developing theory to address research questions, and choosing the appropriate research design to address the relevant research questions. Special emphasis is placed on developing student academic writing skills and identifying ethical issues confronted by researchers. Differences in research approaches and practices in the various business disciplines are discussed.

## **MKTG 9002 - Seminar in Marketing Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program

This course introduces students to the major research areas in their respective fields. For each research area considered, students will review both seminal and contemporary research articles drawn from major research journals. These articles will be chosen by the professor and augmented by the student. Each seminar will provide a major review of the research questions,

theories, research designs and methods relevant to the area of inquiry. Seminars will be guided by a Kennesaw or global scholar with expertise in the research area and will require extensive preparation and engagement by students. Course evaluation will include student preparation of a written research proposal pursuing an area of inquiry relevant to the content presented in the course.

## **MKTG 9003 - Seminar in Consumer Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; MKTG 9001 and BRM 9101

This course examines theories, research, and tools as they apply to consumer-focused marketing. In particular, the course will cover the following subjects: Consumer Behavior, Service Marketing, Retailing, Taxonomies, Scaling, and Marketing's interface with Information Systems.

## **MKTG 9004 - Seminar in Business-to-Business Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; MKTG 9001 and BRM 9101

This course examines theories and research as they apply to business-to-business marketing. In particular, the course will cover the following subjects: Business-to-Business Marketing, Personal Selling, Sales Management, Supply Chain Management, Channels of Distribution and Logistics, Marketing's Interface with Management. The course will involve a combination of lectures, student presentations, in-class discussions and assignments, as well as guest lectures by global scholars on selected topics.

## **MKTG 9601 - Seminar in Behavioral Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA Program and completion of DBA 9001 and DBA 9003

This course reviews applied behavioral research from the fields of accounting, marketing and management. Research will be introduced that considers how scholars from different fields use topics such as individual differences, judgment, decision making, motivation, and incentives in their research on individual and group or committee behavior. A portion of the course is devoted to specific research phenomena within each student's field of study. Each topic is introduced through a review of seminal theories and is reinforced with current research that applies or tests those theories.

## **MKTG 9608 - Concentration Doctoral Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA, completion of two of the three courses in the sequence of MKTG 9601, MKTG 9611, MKTG 9612, and/or MKTG 9650 and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic in

business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

**Note** This course is repeatable for up to 6 total credit hours.

## **MKTG 9611 - Seminar in Business Strategy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA Program and completion of DBA 9001 and DBA 9003

This course examines topics and research in business strategy focusing particularly on the major theories associated with global strategy formulation with the goal of firm short-term and long-term performance. Topics include theories of globalizing business, theories of national culture and business strategy, market structure and strategy, the resource based view of the firm, transaction costs theory, institutional theories, strategic alliances, and theories of strategic leadership. Each topic is introduced through research paper treatments of seminal theories. The theories are then reinforced with current research that apply and/or test these theories.

## **MKTG 9612 - Seminar in Marketing Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles DBA and completion of DBA 9001 and DBA 9003

This course examines topics and research in marketing focusing particularly on the "4 Ps" (Price, Product, Distribution, and Promotions) in both domestic and international settings. Each topic is introduced through research paper treatments of seminal theories. The theories are then reinforced with current research that apply and/or test these theories.

## **MKTG 9650 - Special Topics in Marketing**

### **1-3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the DBA program and permission of the program director.

Selected contemporary topics in marketing of mutual interest to doctoral faculty and doctoral students.

## **MKTG 9901 - Research Methods & Dissertation Design I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; MKTG 9003, and MKTG 9004

Dissertation Design I is designed to provide a flexible learning experience to prepare students for the dissertation process. In this course, we focus on a variety of issues including an introduction to the dissertation process, dissertation committee selection and approval, dissertation structure and design, and identification and evaluation of potential topics. We will also discuss the preparation and writing of the proposal introduction, literature review, and hypotheses. At the end of the semester, we will also introduce issues of research design

(including how data can be collected and what methods should be employed in analyzing the data). Research design and data analysis will be further explored in Dissertation Design II. Each topic is introduced through selected papers and students must come prepared to present and discuss their own dissertation ideas.

## **MKTG 9902 - Research Methods & Dissertation Design II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; MKTG 9901

The purpose of this course is to provide content to support students during the dissertation design and proposal stage. The focus is on preparing an effective research design and methods section to support student dissertations. Topics are introduced through scholarly discussions and course readings.

## **MKTG 9903 - Doctoral Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission into Coles College doctoral program; MKTG 9003 , MKTG 9004 , and permission of advisor.

This course is an individualized and independent scholarly investigation and research of an important topic in business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

## **MKTG 9904 - Dissertation Research**

### **1-9 repeatable Class Hours**

*Prerequisite:* Admission into Coles College doctoral program; Completion of 12 hours Graduate level research courses, and permission of the advisor.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. This course may be repeated as necessary.

## **Mathematics**

## **MATH 7395 - Non-Euclidean Geometry**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MATH 3395 or MATH 7714 or consent of the instructor.

This course examines the development of the axiomatic basis for non-Euclidean geometry and its relationship to Euclidean geometry, and analyzes proofs of important theorems in hyperbolic geometry. Topics will include Hilbert's axioms, finite and infinite affine and projective planes,

neutral geometry, Hilbert planes, Euclidean planes, and hyperbolic planes. Special emphasis will be given to the nature of geometric proof and historical attempts to prove the Euclidean parallel postulate.

## **MATH 7495 - Advanced Perspectives on School Mathematics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT program.

This course is for prospective 6-12 mathematics teachers who have a strong undergraduate training in mathematics. This course is designed so that students can revisit key ideas in school mathematics, bringing with them the skills and understandings of college course work in mathematics and connecting more advanced ideas to the topics they will teach in middle school and high school. The goal of the course is to deepen and broaden students' understanding of fundamental ideas involving algebra, functions, trigonometry, number theory, discrete mathematics, probability, and mathematical modeling. The emphasis is on engaging the students in reasoning and problem solving, communication about mathematics, making connections among different areas and concepts of mathematics, and exploring different ways of representing mathematical principles.

## **MATH 7700 - Elementary Set Theory**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate college.

A course in the theory of sets with application to the development of the real number system. Proofs, applications and history will be included.

## **MATH 7712 - Discrete Mathematics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This is an application-oriented course that introduces a variety of discrete mathematical topics such as finite graphs, matrices, recursion, counting, probability, and modular arithmetic. It is designed to reflect current recommendations of the Mathematical Association of America and the National Council for Teachers of Mathematics for the preparation and development of mathematics teachers.

## **MATH 7713 - Statistics and Data Analysis**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course focuses on applications of statistics and data analysis to various fields such as education, science, and business. Through the use of various technologies as data analysis tools, the students will solve problems using descriptive and inferential statistics, as well as apply algebraic techniques for analyzing data.

## **MATH 7714 - Geometry from Multiple Perspectives**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course focuses on Euclidean, non-Euclidean, and transformational geometry. Topics include incidence, order, parallelism, formal and informal proof, proportional reasoning, spatial visualization, and axiomatic systems. An investigative approach encourages students to conjecture, test, and verify geometric principles.

## **MATH 7717 - Elementary Number Theory**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

Introduction to the basic principles of number theory. Topics include properties of integers, congruences, divisibility, greatest common divisors, the Euclidean algorithm, Pythagorean theorem, prime number theorems, Diophantine equations, Fermat's Last Theorem, Goldbach's conjecture, Euler's theorem and applications in cryptology.

## **MATH 7718 - Functions and Analytic Techniques**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

Study of families of functions from the perspective of multiple representations. Extends knowledge of basic algebraic and trigonometric functions and the modeling process through applications using various technologies.

## **MATH 7900 - Special Topics**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to the graduate college and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic.

## **MATH 7950 - Directed Study**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to the graduate college and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature.

**Note** The content will be determined jointly by the instructor and student.

## **MATH 8010 - The Theory of Linear Models**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 8210 or equivalent.

This course provides a solid foundation of the theory behind linear statistical models for continuous responses. Students will learn to conceptualize linear statistical models using matrix algebra. The course begins with a review of linear algebra, probability theory, the multivariate normal distribution, and quadratic forms. Topics will include but not be limited to: simple and multiple regression, parameter estimation and interpretation, hypothesis testing, prediction, model diagnostics, model comparison, and variable selection.

## **MATH 8020 - Graph Theory**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the program or the department.

This course introduces standard graph theoretic terminology, theorems and algorithms necessary to the study of large data networks. Topics include graphs, trees, paths, cycles, isomorphisms, routing problems, independence, domination, centrality, and coloring problems. Data structures for representing large graphs and corresponding algorithms for searching and optimization purposes accompany these topics.

## **MATH 8030 - Applied Discrete & Combinatorial Mathematics for Data Analysts**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the program or the department.

This course covers applied discrete mathematics and combinatorial tools for data analyst. Topics covered include principles of counting, set theory, mathematical induction, functions. Examples using applied data analysis and associated computing are used throughout.

## **Mathematics Education**

### **MAED 6416 - Teaching Secondary Mathematics I**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* (EDUC 6100 and EDUC 6100L) or (EDUC 6110 and EDUC 6120)

An examination and application of curriculum issues, learning theories, teaching strategies, instructional materials and assessment procedures for teaching middle and secondary school mathematics in the multicultural and diverse classroom of today. Includes a secondary school field experience in mathematics teaching and seminars.

**Note** Proof of professional liability insurance is required prior to school placement.

## **MAED 6416L - Practicum II**

### **0 Class Hours 9 Laboratory Hours 3 Credit Hours**

*Prerequisite:* (EDUC 6100 and EDUC 6100L) or (EDUC 6110 and EDUC 6120)

*Corequisite:* MAED 6416

This field experience is designed to provide the candidate with the opportunity to apply and reflect on concepts addressed in the corequisite course, MAED 6416. Candidates are placed in appropriate school settings where they carry out direct activities. Candidates must have a satisfactory practicum to continue in the MAT program without remediation.

**Note** A criminal background check and verification of liability insurance is required.

## **MAED 6421 - Pedagogical Content Knowledge for Mathematics I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to MAT program.

*Corequisite:* MAED 6650

An examination and application of curriculum issues, learning theories, teaching strategies, differentiation, instructional materials and assessment procedures for teaching middle and secondary school mathematics in the multicultural and diverse classroom of today. Includes a clinical field experience.

Note: Proof of professional liability insurance is required prior to clinical field experience.

## **MAED 6422 - Pedagogical Content Knowledge for Mathematics II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MAED 6421, and MAED 6650

*Corequisite:* MAED 6660

Building upon knowledge and skills developed in MAED 6421, candidates continue to examine and apply curriculum issues, learning theories, teaching strategies, instructional materials and assessment procedures for teaching secondary school mathematics in diverse classrooms. Includes a clinical field experience.

**Note** Proof of professional liability.

## **MAED 6475 - Teaching Secondary Mathematics II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* MAED 6416, and MAED 6416L

Building upon knowledge and skills developed in MAED 6416, candidates continue to examine

and apply curriculum issues, learning theories, teaching strategies, instructional materials and assessment procedures for teaching secondary school mathematics in diverse classrooms.

## **MAED 6475L - Practicum III**

### **0 Class Hours 18 Laboratory Hours 6 Credit Hours**

*Prerequisite:* MAED 6416 and MAED 6416L

*Corequisite:* MAED 6475

This field experience is designed to provide the candidate with the opportunity to apply and reflect on concepts addressed in the corequisite courses, MAED 6417. Candidates are placed in appropriate school settings where they observe, assist, and teach. Candidates must have a satisfactory practicum to continue in the MAT program without remediation.

**Note** A criminal background check and verification of liability insurance is required.

## **MAED 6650 - Yearlong Clinical Experience I (Math)**

### **0 Class Hours 20 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Passing of GACE Content Examination(s) and an adjusted GPA of 2.75 or higher

*Corequisite:* MAED 6421, INED 6411, INED 6422

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement.

## **MAED 6660 - Yearlong Clinical Experience II (Math)**

### **0 Class Hours 25 Laboratory Hours 5 Credit Hours**

*Prerequisite:* MAED 6650 and an adjusted GPA of 2.75 or higher

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a full-time teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement.

## **MAED 7701 - History of Mathematics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate college.

A historical and cultural development of mathematics from ancient times to the present as a natural development of human endeavors. Selected topics include numeration, mathematical notation, arithmetic, algebra, geometry, analysis, and prominent mathematicians. Individual

projects allow students to research topics which would be appropriate to their areas of mathematical interests and to applications in their school classrooms.

## **MAED 7715 - Mathematical Problem Solving**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate college.

Investigations in this course center around formulating, solving, and extending problems from various areas of mathematics and other disciplines. The course includes issues related to problem solving such as historical perspectives, Polya's contributions, and research-based ideas for teaching and assessing problem solving.

## **MAED 7716 - Math Studies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate college.

Students' understanding of the mathematics they teach will be deepened and broadened through the study of problems in Algebra, Calculus, Discrete Mathematics, and Mathematical Modeling. This course is designed so that students can explore key ideas in mathematics, bringing with them the skills and understandings of advanced course work, enhancing their understanding, and connecting more advanced ideas to the topics they teach.

## **MAED 7719 - Technology and Mathematics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate college.

Focus is on the current effects and potential of technology for doing, teaching, and learning mathematics. Students explore mathematics as they develop skill in innovative mathematics technologies. Technologies include graphing calculators, data collection technologies (such as CBL, CBR), dynamic geometry software, statistics software, web simulations, web courseware, and other technology tools for mathematics.

## **MAED 7723 - Patterns & Relations**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

Using patterns will provide the P-5 teacher an opportunity to explore a variety of mathematical topics such as exponents, number theory, rational numbers, measurement, geometry, etc. These explorations will allow the student to construct understandings, to provide reasons for their actions, to communicate their understanding and to make connections to other mathematical topics.

## **MAED 7724 - Shapes and Measures**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

Students will model, map, and engage in activities to discover, visualize and represent concepts and properties of geometric figures in the physical world. These geometrical explorations and investigations will provide P-5 teachers opportunities to strengthen their spatial intuitions and gain greater understanding of geometric concepts necessary to function effectively in a three-dimensional world.

## **MAED 7725 - Mathematical Exploration, Discovery and Problem Solving for Teachers (P-5)**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

This course will provide opportunities for teachers to investigate, discuss, question, conjecture and verify their conclusions from situations generated within the context of everyday experiences. Critical thinking skills and assessment techniques will be included.

## **MAED 7751 - Mathematics Teaching and Learning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate college.

Emphasizes general mathematical concepts and reasoning methods and how they undergird the development of analytic thinking. Emphasizes the link between mathematics and mathematics pedagogy. Topics include multiple representations, thinking and reasoning mathematically, communication, modeling, connections, and applications. The impact of these mathematical processes on school mathematics instruction is addressed in such topics as standards-based education, alternative curricula, testing and assessment, differentiation of instruction, and the use of innovative teaching tools.

## **MAED 7900 - Special Topics**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to the graduate college and permission of advisor, instructor, department chair, and director, graduate study.

Exploration of a specifically designed topic or theme in mathematics education for experienced classroom teachers.

## **MAED 7950 - Directed Study**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to the graduate college and permission of advisor, instructor, department chair, and director, graduate study.

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

## **MAED 8900 - Research Methods and Critique in Mathematics Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Ed.S. or Ed.D. Program.

This course is designed to survey, from an advanced point of view, research methods used in mathematics education by examination of important research in mathematics education. Students will analyze, summarize, and critique published research. Students will also have an opportunity to read extensively the literature relevant to their proposed dissertation research and focus the research questions for their dissertation.

## **MAED 9300 - Critical Issues for Student Learning: (Topic)**

### **3 (Repeatable) Credit Hours**

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning in secondary and middle grade classrooms and schools.

## **MAED 9350 - Doctoral Directed Study**

### **1-9 (Repeatable) Credit Hours**

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in secondary and middle grade classrooms and schools. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

## **MAED 9900 - Dissertation**

### **3-9 (Repeatable) Credit Hours**

*Prerequisite:* 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

**Note** Course may be repeated as necessary.

# Music

## MUSI 7900 - Special Topics in Music

### **1-3 (Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.  
Selected special topics of interest to students and faculty.

## MUSI 7950 - Directed Study

### **1-9 (Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.  
Covers special topics and seminars external to regular course offerings.

**Note** May include original research projects.

## Music - Applied

### MUAP 663 I - Performance

#### **1 Class Hours 2 Laboratory Hours (Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education.

### MUAP 6632 - Performance

#### **1 Class Hours 2 Laboratory Hours (Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education.

### MUAP 6633 - Performance

#### **1 Class Hours 2 Laboratory Hours (Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education.

### MUAP 6634 - Performance

#### **1 Class Hours 2 Laboratory Hours (Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education.

## **MUAP 7731 - Performance**

**1 Class Hours 2 Laboratory Hours (Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education.

## **MUAP 7732 - Performance**

**1 Class Hours 2 Laboratory Hours (Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education.

## **MUAP 7733 - Performance**

**1 Class Hours 2 Laboratory Hours (Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education.

## **MUAP 7734 - Performance**

**1 Class Hours 2 Laboratory Hours (Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education.

## **Nursing**

### **NURS 6150 - Analytical Business Applications & Leadership Skills for Advanced Practice Nursing**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to MSN program

This course provides the advanced practice nurse with foundational business knowledge, and the analytical and leadership skills needed in the economic environments of health care delivery systems. The focus is on the skills needed to provide leadership in the successful creation, distribution, and management of health care services.

**Note** Offered as an online course.

### **NURS 7715 - Professional Advanced Role Development and Health Care Issues**

**2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* Admission to MSN Program.

Within this course, role theory, change theory, and leadership theory as they apply to advanced practice nursing are examined. The issues related to the role of the advanced practice nurse in today's health care environment are explored. Ethical and legal decision-making processes are investigated. The standards and regulations governing advanced practice nursing are examined.

## **NURS 7725 - Health Care Theory**

### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* Admission to MSN Program or permission of the program coordinator.

Theories from healthcare, nursing and related fields are analyzed and critiqued from the perspective of theory development and theory utilization. Theoretical concepts are considered as they apply to the advanced practice nursing in research, communication, practice, and professional autonomy.

## **NURS 7735 - Advanced Health Assessment, Health Maintenance and Health Promotion**

### **2 Class Hours 6 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission to MSN Program.

This course is designed to develop the student's skill and critical appraisal of the history and physical examination of clients. Health promotion, risk screening, and disease prevention are emphasized while clinical strategies and interventions are critiqued utilizing research and theoretical data. A clinical practicum provides experiences in health promotion and maintenance allowing students to develop their assessment, interpretive, and diagnostic competencies.

## **NURS 7736 - Advanced Health Assessment**

### **2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSN program or permission of the program director.

This course is designed to develop the student's skill and critical appraisal of the history and physical examination of clients of appropriate age groups. Health promotion, risk screening and disease prevention are emphasized while clinical strategies and interventions are critiqued utilizing research and theoretical data. A clinical practicum provides experiences in health promotion and health maintenance allowing students to develop their assessment, interpretive and diagnostic competencies.

## **NURS 7745 - Theoretical Foundations, Research Applications, and Outcome Evaluations I**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission to MSN Program or permission of the program coordinator.

This course extends foundational competencies in research methods, epidemiology, and biostatistics. The focus is on examining research designs, methodology, data measurement and analysis, the ethics of research, and outcome evaluation for relevant problems encountered by the advanced practice nurse. Theories from health care, nursing, and related fields will be analyzed and critiqued from the perspective of theory development and utilization during inquiry. Students will analyze relevant scientific studies and begin development of the scientific proposal process in a particular area relevant to advanced nursing practice.

**Note** Offered as an online course.

## **NURS 7746 - Research Applications in Nursing**

### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* Admission to the MSN WellStar Primary Care Nurse Practitioner program or permission of the program director.

This course builds upon the student's basic knowledge of the research process. It explores research design, methodology, and data analyses and outcome evaluation for relevant problems encountered by the advanced practice nurse. Both quantitative and qualitative methods are examined. Students will critique relevant studies in an area of interest and develop a proposal related to a topic in their selected area of interest.

## **NURS 7747 - Theoretical Foundations, Research Applications, and Outcome Evaluations II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* NURS 7745

This course continues the instruction begun in NURS 7745 with emphasis on data collection, database development, and use of software programs for various research. In addition, the course explores the analyses and interpretation relevant for specific research problems encountered in advanced nursing practice. Students obtain approval for the appropriate Institutional Review Board and implement the scientific proposal developed in NURS 7745. This is the second course required for students completing a master's thesis project.

**Note** Offered as an online course.

## **NURS 7751 - Curriculum Design and Evaluation in Nursing Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSN program or permission of the program director.

This course is designed to provide the advanced practice nurse with the theoretical underpinnings of curriculum development, design, and evaluation. The knowledge gained can be applied to the educator role in a variety of diverse academic nursing programs, in health care agencies, or in corporate settings with a health care focus.

## **NURS 7752 - Instructional Methods & Outcome Measurement in Nursing Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSN program or permission of the program director.

This course is designed to assist the advanced practice student in nursing education to

understand innovative teaching methods and outcome measurement. Principles of teaching, learning, and evaluation are addressed as these apply to the development and implementation of educational courses, seminars, workshops, or community programs. Students will apply best practice strategies in the development of instructional plans, including the use of technology to enhance or present content.

## **NURS 7753 - Technology in Nursing Education and Practice I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course is the first of a two course series designed to assist students in preparing to teach in a technology-rich environment. This course includes the use of emerging technology in education and nursing practice. Content includes the use of technology and information systems (electronic health records, telecommunications, informatics) for decision making in the provision of safe, effective care; use of multiple methods of simulation and virtual reality learning, distance learning. Online course development, tele-health/tele-medicine, and other technology based instructional methods will be included.

## **NURS 7754 - Technology in Nursing Education and Practice II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* NURS 7753

This course is the second in the series of courses designed to assist students in preparing to teach in a technology rich environment. Addressing emerging technology that affects practice and education, this course includes the use of social media, virtual reality, wearable and smart devices in practice and education, remote monitoring, development and use of media and other learning objects, technology for outcomes assessment, and legal and ethical issues related to technology. The use of technology in educational programs to more fully integrate the clinical experience with the classroom environment is explored.

## **NURS 7755 - Pharmacology for Advanced Practice Nursing**

### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* Admission to MSN Program or permission of the program coordinator.

This course expands the experienced professional nurse's understanding of pharmacological principles, including pharmacokinetics and pharmacodynamics. Emphasis is placed on enhancing the knowledge necessary to improve client care outcomes.

## **NURS 7765 - Pathophysiology for Advanced Practice Nursing**

### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* Admission to MSN Program or permission of the program coordinator.

This course is designed to provide the experienced professional nurse with advanced content concerning normal and abnormal human physiologic responses to pertinent pathophysiologic conditions. Emphasis is placed on the clinical manifestations of these conditions may successfully intervene in a variety of advanced practice clinical settings.

## **NURS 7780 - Seminar in Conflict Management & Ethics of Leadership for Advanced Practice Nursing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSN program or permission of the program coordinator.

This course introduces the principles, theories, & skills of conflict management required for advanced practice nurses. In addition, the course engages the student in exploration of the ethical & legal frameworks, theories & applications that relate to leadership, management, & decision-making in health care delivery systems. Case analysis & presentation will emphasize the student's ability to identify problems & offer collaborative resolution in areas related to patient care, patient safety, & appropriate workplace environments that support quality care.

**Note** Offered as an online course.

## **NURS 7793 - Health Policy Leadership Seminar**

### **4 Class Hours 0 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission to MSN program.

This seminar provides students with an advanced understanding of the issues in health policy as it relates to nursing leadership. The course addresses theories and models of the health policy process with a focus on integrating healthcare research theory and methods. Students engage in intensive study of trends in health policy, leadership issues related to policy, and the active engagement of the advanced practice nurse in forming health policy. Perspectives on agenda setting, media roles, advocacy, policy innovation, diffusion, and implementation are also integrated with examples of specific nursing policy problems.

**Note** Offered as an online course.

## **NURS 7794 - Advanced Leadership and Policy in a Multicultural World**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to MSN program.

This course develops proactive leadership skills in leading and shaping organizations in a

multicultural society. The course examines the impact of family and welfare policy on health status, health care access, and health outcomes. Diversity and cultural competence are studied in relation to the changing global populations.

**Note** Offered as an online course.

## **NURS 7795 - Global Initiatives in Healthcare, Changing World**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to MSN program

This course focuses on global perspectives, intercultural engagement, and global citizenship. The student will recognize and incorporate a worldview of healthcare in advanced practice nursing.

**Note** Offered as an online course.

## **NURS 7796 - Advanced Nursing Leadership Role**

**4 Class Hours 0 Laboratory Hours 4 Credit Hours**

*Prerequisite:* Admission to the MSN program or permission of the program director.

This course is designed to provide an introduction and transition to the advanced practice leadership role in nursing administration. The role of the nursing leader as well as the standards and regulations governing advanced practice will be explored. Topics include role theory, change theory, leadership theory, and complexity theory as they apply to advanced practice nursing. Emphasis is on transition to a leadership role and integration of the various advanced practice roles by the nursing administrator with over-sight of care delivery in complex healthcare systems.

## **NURS 8800 - Clinical Management of Selected Common Health Conditions in Adults**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* NURS 7735

*Corequisite:* NURS 8850

This course addresses the common health conditions, both simple and complex, affecting individuals, aged 17 and older, frequently encountered in primary care setting. Client's clinical presentation, underlying causes, and appropriate treatment modalities are explored. The nurse practitioner's role in the clinical management of common health conditions in the adult client is the focus with emphasis on referral, follow-up, and client education. The impact of health problems on the family unit is also explored.

## **NURS 8805 - Clinical Management of Selected Common Health Conditions in Children**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* NURS 7735, and NURS 8800

*Corequisite:* NURS 8851

This course is designed to provide an exploration of theories and knowledge needed for child health supervision in the primary care setting with a focus on the nurse practitioner's role in clinical management, anticipatory guidance, referral, and follow-up. Emphasis is placed upon parents as participants in assessment, decision-making, and management of common health problems and the stresses of normal development in infancy, childhood, and adolescence.

## **NURS 8830 - Clinical Management of Reproductive Health**

**2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* NURS 8805

*Corequisite:* NURS 8852, and NURS 8853

This course focuses on the reproductive and sexual health care needs of essentially healthy individuals. While emphasis is placed on holistic care of diverse healthy families from preconception through the childbearing process, high-risk conditions, and the interventions necessary for successful adaptation are discussed. Appropriate referral and follow up for more complex health care problems are explored.

## **NURS 8850 - Primary Care Residency I**

**1 Class Hours 9 Laboratory Hours 4 Credit Hours**

*Prerequisite:* NURS 7735

*Corequisite:* NURS 8800

This course consists of an introductory practicum with a nurse practitioner, physician assistant or physician preceptor approved by NP faculty. Beginning clinical management skills are the focus of the course. The theory component emphasizes student case study presentation and critique.

## **NURS 8851 - Primary Care Residency II**

**1 Class Hours 9 Laboratory Hours 4 Credit Hours**

*Prerequisite:* NURS 8850

*Corequisite:* NURS 8805

A continuation of the practicum experience with appropriate preceptors. Improved clinical management skills are an expectation in a variety of clinical sites. The case study methodology is continued.

## **NURS 8852 - Primary Care Residency III**

### **1 Class Hours 9 Laboratory Hours 4 Credit Hours**

*Prerequisite:* NURS 8851 and NURS 8805

*Corequisite:* NURS 8830, and NURS 8853.

A continuation of the practicum experience with appropriate preceptors. Increasing complex clinical management skills are an expectation in a variety of appropriate clinical sites. The case study methodology is continued.

## **NURS 8853 - Primary Care Residency IV**

### **1 Class Hours 9 Laboratory Hours 4 Credit Hours**

*Prerequisite:* NURS 8851

*Corequisite:* NURS 8852, and NURS 8830.

This course is the capstone practicum experience in which students synthesize all elements of their clinical management skills. Competence in the clinical management of health conditions frequently encountered is an expectation.

## **NURS 8854 - Primary Care Clinical Project**

### **2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* NURS 7746

*Corequisite:* NURS 8853, and NURS 8852.

The clinical project provides the student with the opportunity to synthesize and apply acquired knowledge and skills in a clinically focused project related to the role of the nurse practitioner in research, health promotion, and community education. The student identifies a problem/need and designs a project that will improve the health care of a specific population.

## **NURS 8863 - Thesis/Research Project**

### **0-3, variable Credit Hours**

*Prerequisite:* NURS 7747

This course will allow students to complete their thesis/research project under the supervision of a graduate faculty member. Competencies related to implementation of nursing research and the scientific analytical processes required for completion of a thesis/research project relevant to nursing will be included.

**Note** Offered as an online course.

## **NURS 8873 - Nurse Educator Practicum I**

### **1 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* NURS 7736

*Corequisite:* NURS 7751

This course is designed to introduce the students to the nurse educator role in a setting with a

preceptor who has expertise in clinical simulation pedagogy and learning environments. Advanced educational concepts and principles and standards of best practice to simulation methodologies are the focus of the course. Practice standards developed by INACSL (International Nursing Association for Clinical Simulation and Learning) form the basis for the series of three practicum courses that focus on clinical simulation pedagogy. Students will explore all standards and include a comprehensive study and application of the first three standards during the first practicum course related to design, development and preparation of simulation events in nursing education. Students also explore issues related to standards of practice, practice guidelines, evidence-based practice, health literacy, culture, and ethics as they apply to the nurse educator.

## **NURS 8874 - Nurse Educator Practicum II**

### **1 Class Hours 2 Laboratory Hours 3 Credit Hours**

*Prerequisite:* NURS 8873 and NURS 7751

This course is a continuation of the practicum experience designed to provide students with the opportunity to explore and utilize increasingly complex education concepts and principles with the guidance of an appropriate preceptor. Students will also explore issues related to communication theory and skills, leadership in the classroom, group dynamics, conflict management, and the use of technology in nursing education. Update: This course is a continuation of the practicum experience designed to provide students with the opportunity to explore and utilize increasingly complex education concepts and principles related to clinical simulation pedagogy with the guidance of an appropriate preceptor. Students will explore Standards 4 and 5 of the INACSL practice standards as a facilitator of clinical simulation along with issues related to communication theory and skills, leadership in the teaching environment, group dynamics, and conflict management Additional Objectives: 2. Facilitate a clinical simulation event for a selected group of nursing students using standards of best practice. 6. Engage in self-reflection through appending coursework documents and reflective writings to e-portfolio website.

## **NURS 8875 - Nurse Educator Practicum III**

### **1 Class Hours 3 Laboratory Hours 4 Credit Hours**

*Prerequisite:* NURS 8874

This course is the capstone of the practicum experience. It is designed to provide students with the opportunity to synthesize elements of their acquired knowledge and skills in the implementation of a variety education models in nursing education settings. Settings will be selected to further develop students' knowledge and skills as nurse educators. Competence in advanced nursing education is an expectation. New Description: This course is the capstone of the practicum experience. It is designed to provide students with the opportunity to synthesize elements of their acquired knowledge and skills in the implementation of clinical simulation in nursing education under the guidance of a preceptor. Students will study standards emphasizing debriefing and evaluation in clinical simulation in settings that further develop students' knowledge and skills as nurse educators. Competence in advanced nursing education is an expectation with proficiency in best practice standards in simulation. Additional Objectives: 5. Facilitate the individually developed simulation event (from previous coursework) using

simulation standards of best practice, with structured debriefing for a selected group of nursing students. 6. Evaluate simulation event from the perspective of student learning outcomes, and effectiveness of simulation plan. 7. Complete an e-portfolio website containing course work, reflection, projects, and simulation case building from three semesters.

## **NURS 8880 - Leadership Role in Nursing Administration - Practicum I**

**I Class Hours 6 Laboratory Hours 3 Credit Hours**

*Prerequisite:* NURS 7796

This course consists of an introductory practicum with a preceptor/site identified as being appropriate for the student's area of interest/track and approved by the faculty. Advanced practice leadership competencies are the focus of the course with students analyzing and evaluating policy, conceptual models, and participating in their implementation in the delivery of client care. The theory component emphasizes case study presentation and critique related to leadership issues in advanced practice nursing.

**Note** Offered as an online course.

## **NURS 8881 - Leadership Role in Nursing Administration- Practicum II**

**I Class Hours 6 Laboratory Hours 3 Credit Hours**

*Prerequisite:* NURS 8880

This course focuses on advanced nursing leadership competencies related to financial management, quality and safety of healthcare delivery systems.

**Note** Offered as an online course.

## **NURS 8882 - Leadership Role in Nursing Administration- Practicum III**

**I Class Hours 9 Laboratory Hours 4 Credit Hours**

*Prerequisite:* NURS 8881

This course provides a synthesis of all elements of advanced health policy and leadership competencies.

**Note** Offered as an online course.

## **NURS 8900 - Special Topics in Advanced Practice Nursing**

### **1-4 Credit Hours**

*Prerequisite:* Admission to MSN Program or permission of the program director.

This course is a concentrated exploration of a selected contemporary topic within the discipline of advanced practice nursing and of interest to faculty and students.

## **NURS 8940 - Directed Study in Advanced Practice Nursing**

### **1-4 Credit Hours**

*Prerequisite:* Admission to MSN Program or permission of the program director.

Admission to this course requires permission of the Program Director and faculty member, who will be involved in instruction. A directed study is a special, one-time offering of a topic for a specific student. The directed study is a concentrated investigation with a well-defined proposal that is of an advanced nature, and has detailed learning objectives and deliverables.

**Note** The specific content will be determined jointly by the instructor and student.

## **NURS 9000 - Structure of Scientific Inquiry**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the DNS Program or permission of the program director.

This course examines the history and nature of scientific explanation and inquiry, including testability and utility and includes exploration and analysis of major philosophers, philosophy of science, and the origin and development of nursing philosophy and nursing science. Focus is on reflection, critical thinking and making sound judgments related to students extending their knowledge of the conduct and application of theory-based science in healthcare and nursing education settings.

## **NURS 9005 - Theoretical Basis of Nursing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the DNS Program or permission of the program director.

This course examines the historical evolution of knowledge development in nursing and critically examines deductive and inductive approaches to theory development and theory testing. Students explore major nursing theories, human behavior theories, healthcare theories, and education theories which support substantive health and nursing education issues.

## **NURS 9010 - Bioethical Issues**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the DNS Program or permission of the program director.

This course examines traditional and contemporary theories of Eastern and Western philosophy as they apply to ethical issues and problems in nursing and healthcare around the world. Philosophies of justice are critiqued for relevance to healthcare research, business and leadership practices.

## **NURS 9015 - Quantitative Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* NURS 9000, NURS 9005, NURS 9010, NURS 9101, and NURS 9102.

This course presents theories and methods of quantitative research. Students examine and apply fundamental quantitative designs in the development and conduct of research to address substantive health and nursing education issues.

## **NURS 9025 - Qualitative Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* NURS 9000, and NURS 9005 , or permission of the instructor.

This course presents philosophies, theories, and methods of qualitative research. Students examine and apply fundamental qualitative designs in the development and conduct of research to address substantive health and nursing education issues.

## **NURS 9035 - Research Practicum**

### **1 Class Hours 6 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the program or permission of the instructor.

This course is designed to give students a guided in-depth hands-on experience with applied nursing research. Students work with a nurse researcher or other healthcare researchers in the conduct of research applied to substantive health or nursing education issues. The focus, content, and expectations for this course will be established by the doctoral student and supervising professor.

## **NURS 9100 - Health Policy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the DNS Program or permission of the program director.

This course provides an orientation to various analytical and substantive components fundamental to health policy. Students develop skills in analysis, application, evaluation and development of policies related to public health with a focus on issues related to inequalities in health services such as access, costs, utilization, and rationing. Health care policies, along with methods and delivery systems, are compared within developed and developing countries. Real situations are examined in which specific policy decisions are made by public and private health managers or officials.

## **NURS 9101 - Statistics I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the program or permission of the instructor.

This course presents basic concepts and techniques of statistical methods, including: the collection and display of information, data analysis and statistical measures; variation, sampling and sampling distributions; point estimation, confidence intervals and tests of hypotheses for one and two sample problems; principles of one-factor experimental design, one-way analysis of variance and multiple comparisons; correlation and simple linear regression analysis; contingency tables and tests for goodness of fit. SPSS statistical software will be used.

## **NURS 9102 - Statistics II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the program or permission of the instructor.

This course presents advanced treatment of the design of experiments and the statistical analysis of experimental data using analysis of variance (ANOVA), multiple regression, multivariate analysis of variance (MANOVA), discriminant analysis, cluster analysis and factor analysis.

## **NURS 9105 - Philosophical Foundations of Responses to Health Disparities**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the DNS program or permission of the program director.

This course develops more in-depth knowledge related to philosophies, theories, and models of health disparities and vulnerable populations. The meanings of health disparities and vulnerable populations are examined and analyzed within a historical context.

## **NURS 9110 - Sociopolitical Theories/Models in Health Disparities**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the DNS program or permission of the program director.

This course builds on the foundation of knowledge derived from the theoretical foundations of responses to health disparities course, and develops more in-depth knowledge of socio-political theories/models with a focus on vulnerable populations. Research and oversight monitoring will be addressed surrounding issues of IRB, informed consent, protection of human subjects in vulnerable populations.

## **NURS 9205 - Philosophical Foundations of Nursing Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the DNS program or permission of the program director.

This course examines and analyzes philosophies and theories that are foundational to nursing education. Emphasis is on exploration of the intersection of education and nursing, and the philosophical issues that make the education of persons learning to become nurses or those advancing their nursing education unique.

## **NURS 9210 - Curriculum Theories/Models in Nursing Education**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the DNS program or permission of the program director.

This course critically examines curriculum theories and models and their relevance to nursing education. It includes examination of a variety of conceptual frameworks and their appropriateness for various settings, students, and curricular elements. Emphasis is on curriculum development, and evaluation at institutional, course, and individual class levels in academic and clinical settings, as well as empirical support for curriculum processes within nursing education.

## **NURS 9300 - Special Topics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the DNS program or permission of the program director.

This course is designed to take advantage of opportunities to teach special topics of interest to nursing doctoral students regarding nursing and healthcare, health disparities and vulnerable populations, nursing education, applied research, or other related topics. The focus, content, expectations, and methods of evaluation for the course are formally established when the course is developed.

## **NURS 9310 - Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Permission of Supervising Instructor.

This individually designed course allows students to independently examine or research advanced topics related to health disparities and/or nursing education. The focus, content, expectations, and methods of evaluation for the course are formally established by the doctoral student and the supervising professor.

## **NURS 9400 - Dissertation**

### **1-9 (repeatable) Credit Hours**

Course work supports and guides doctoral candidates in the implementation of their applied research and the development and defense of the dissertation. This format and structure provides individual time with the Doctoral Committee and collegial and academic support from their peers. Course may be repeated as necessary.

## **NURS 9405 - Dissertation Seminar**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the DNS program or permission of the program director.

This course is designed to give students supervised and guided direction as they begin the dissertation process. Students will work with both course faculty and their dissertation chair in the development of a dissertation. The seminar format fosters collegial and academic support from doctoral faculty as well as peers.

## **Physics**

## **PHED 5400 - The Teaching and Learning of Physics**

### **2 Class Hours 2 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Acceptance into the MAT physics program or any other graduate education program.

This course will deepen and broaden the graduate students' understanding of the content taught at the high school level and will expose them to a variety of educational resources and tools that facilitate students' learning. Current physics education research literature on topics such as active learning strategies, misconceptions, laboratory design, demonstrations, and assessment will be examined. Primary focus of the course is the application of content and pedagogical knowledge to the practice of teaching physics.

## **PHED 6416 - Teaching of Physics**

### **6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* (EDUC 6100 and EDUC 6100L) or (EDUC 6110 and EDUC 6120), admission to the MAT in Physics program, approval of the instructor.

An examination and application of learning theories, curricular issues, instructional design and assessment strategies for teaching middle and secondary school physics in diverse classrooms. Candidates develop initial competencies for establishing a well-managed, productive learning environment, applying science content knowledge to the task of teaching adolescents, and promoting an understanding of the nature of science through inquiry-based instruction. Emphasizes practices supported by science education research and endorsed by the NSTA. Proof of professional liability insurance is required prior to receiving school placements in the co-requisite practicum.

## **PHED 6417 - Teaching of Physics (6-12) Practicum**

**0 Class Hours 9 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to PHED 6416

Middle and secondary school field experience in teaching physics with concurrent seminars. Proof of professional liability insurance is required prior to school placements.

## **PHED 6421 - Pedagogical Content Knowledge for Physics I**

**2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* Admission to MAT Physics program

Candidates will be introduced to various methods and styles for teaching introductory Physics. The goal of this course is to focus on knowing the learner, which will be achieved by practicing the fundamentals of lesson planning, assessment, inquiry-based activities, and analysis of data/research about student learners. Candidates will also learn the importance and the practical application of sound safety practices in the classroom and laboratory settings.

## **PHED 6422 - Pedagogical Content Knowledge for Physics II**

**2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* PHED 6421

*Corequisite:* PHED 6650

Teacher candidates will plan and implement various lessons (examples include cross-cutting discipline based, problem based, technology based, culturally relevant) that are developmentally appropriate for the learner. Candidates will use available student data and research-based literature and theory to help guide their lesson planning. Candidates will critically reflect upon their work using videos, journals, and discussions.

## **PHED 6423 - Pedagogical Content Knowledge for Physics III**

**2 Class Hours 0 Laboratory Hours 2 Credit Hours**

*Prerequisite:* PHED 6422

*Corequisite:* PHED 6660

Teacher candidates will continue to plan and implement various assessments while also learning how to modify their lessons based upon student performance. Candidates will learn how to help their students develop scientific evidence-based arguments and skills that differentiate science from pseudoscience. Finally, candidates will broaden their learning environment to include those stakeholders that are outside of the immediate classroom setting.

## **PHED 6475 - Teaching of Physics (6-12) Practicum II**

### **0 Class Hours 18 Laboratory Hours 6 Credit Hours**

*Prerequisite:* Grade of "C" or better in PHED 6416 and PHED 6417

Full-time teaching experience in physics under the supervision of a middle or high school mentor teacher and a college science education supervisor. Includes regularly scheduled seminars. Proof of professional liability insurance is required prior to receiving a school placement.

## **PHED 6650 - Yearlong Clinical Experience I (Physics)**

### **0 Class Hours 20 Laboratory Hours 4 Credit Hours**

*Prerequisite:* PHED 6421

*Corequisite:* PHED 6422, INED 6411, INED 6422

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a full-time teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement.

## **PHED 6660 - Yearlong Clinical Experience II (Physics)**

### **0 Class Hours 25 Laboratory Hours 5 Credit Hours**

*Prerequisite:* PHED 6650

*Corequisite:* PHED 6423, INED 6412, INED 6423

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a full-time teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement.

## **PHYS 5100 - Classical Mechanics and Applications**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to MAT program and a C or better in MATH 2202 and PHYS 2212 (or equivalent).

This course provides a modern coverage of topics in classical mechanics, including a deeper understanding of the dynamic laws and a focus on connections to other topics in physics and to real life applications of the topics. Topics include a review of Newton's laws of motion which is followed by an examination of conservation laws in physics, Newton's theory of gravitation, the two-body central force problem, the Lagrangian and Hamiltonian frameworks, and a study of simple harmonic motion and oscillations. Connections with other fields of physics and to applications are made when appropriate to broaden, deepen, and strengthen students' physical insights and understanding.

## **PHYS 5305 - Physics of the Micro World and the Cosmos**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to MAT program and :C: or better grade in MATH 2202 and PHYS 2212 (or equivalent).

This course focuses on topics in non-classical physics. Students are exposed to the main ideas of 20th and 21st century physics. Special relativity is covered in some detail and the broad ideas of general relativity is introduced. The framework of quantum mechanics is presented and applications to the study of the atom and nucleus is made. More recent advances in particle physics and cosmology is described. Connections with other fields of physics and to applications to real life and technology are made when appropriate to broaden, deepen, and strengthen students' physical insights and understanding.

## **PHYS 5340 - Electronics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* C or better grade in PHYS 1112 or PHYS 2212.

The primary objective of this course is to present the fundamental principles of analog and digital electronic circuitry and their application to modern technology. The course begins with basic DC and AC circuits with resistors, inductors and capacitors. Next the p-n junction is discussed and its use in diodes and transistors, with a particular emphasis on applications for signal processing. The course finishes with the development of logic gates and flip-flops and their use in digital electronics. This course serves the student in the understanding of basic workings of instruments as well as everyday electronic devices.

**Note** The lab involves hands-on work with both analog and digital electronic components.

## **PHYS 5400 - Electricity & Magnetism with Applications**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to MAT program and a C or better in MATH 2202 and PHYS 2212 (or equivalent).

The primary objective of this course is to present the experimental and theoretical basis of the principles of electricity & magnetism and their application in everyday phenomena and devices. The course begins with the concept of an electric field and develops the idea of electric potential energy differences. Application to conductor, capacitors and simple electric circuits is discussed. Next magnetic forces and field are introduced as well as the concept of inductance and magnetic field energy. Applications to RL circuits and devices (e.g., security screens, electric generators and motors) are considered. Lastly unification of electricity and magnetism is established through the Theory of Special Relativity and culminates in the derivation of the electromagnetic waves equation from Maxwell's Equations. To underscore all of the conceptual developments of the course, electromagnetic phenomenon is further explored in the natural world in both terrestrial and astrophysical contexts. Mathematical ideas of vector calculus (e.g., curl, divergence) and simple differential equations are developed in parallel with the course content. General concepts used and developed in this course (waves, energy conservation,

special relativity, vector calculus all overlap with other courses in the sequence and significantly reinforce student learning.

**Note** The lab involves hands-on work with both analog and digital electronic components.

## **PHYS 7900 - Special Topics**

### **1-4 Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Selected special or current topics of interest to faculty and students.

## **PHYS 7950 - Directed Study**

### **1-4 Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

## **Political Science**

## **POLS 7705 - Political Ideologies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

A description and assessment of the most common ideologies facing the world and their economic, social and political consequences. Emphasis will be placed on capitalism, socialism, fascism, democracy and totalitarianism.

## **POLS 7900 - Special Topics**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic.

## **POLS 7950 - Directed Study**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature.

**Note** The content of the directed study will be determined jointly by the instructor and the student.

## **Professional Writing**

### **PRWR 6000 - Issues and Research in Professional Writing**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. The course is the required core course in the Master of Arts in Professional Writing (MAPW) program. It introduces students to the three program concentrations applied writing, composition and rhetoric, and creative writing by focusing on key issues, theories, and research methods specific to each field as well as those that cut across all three concentrations. The course provides the necessary foundation of knowledge, skills, and practice through a variety of readings on contemporary issues and through discussion, critique, and application of research methodologies for students to complete MAPW requirements and course work within their concentration and support areas.

### **PRWR 6100 - Readings for Writers**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. The study of writers describing their ways of writing and/or how others' writing has influenced writers. This course studies the works listed as influential and then examines the application of such influence in later texts. Readings will vary, but will include literature, drama, poetry, essays, journalism and scientific and professional texts

**Note** This course is repeatable.

### **PRWR 6150 - Context, Style and Audience in Professional Writing**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. A study of the ways context, stylistic choices, and audience influence all areas of writing in action, whether in the workplace, on the Internet, in publishing, or in the classroom. Course will focus on the creation of specific texts, many by the students themselves, with attention to the rhetorical traditions behind all spoken and written acts.

### **PRWR 6240 - Technical Writing**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the MAPW program director.

An intensive workshop focused on creating technical documents for clients, consumers, and the general public. Topics addressed will include the history, function, theory, and ethical practice of technical writing. Students will become more capable and informed technical writers and potential leaders in their organizations.

## **PRWR 6255 - Grant & Proposal Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the MAPW director.

This course focuses on types of proposals and grant applications written by businesses and nonprofit organizations. Students research, plan, draft, and finalize a business sales proposal, a letter proposal to a foundation, and a grant application to a government agency. These service-learning assignments involve students in working with actual organizations and/or clients and in collaborating with classmates. Students will learn about the careers available to professional writers who specialize in proposal and grant writing.

## **PRWR 6260 - Managing Writing in Organizations**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director.

A foundational course introducing students to organizational writing and the planning that informs it. Students will learn to think creatively and systematically about the writing needs of businesses, nonprofit organizations, and government agencies. They will analyze the missions, constituencies, structures, and cultures of existing organizations to identify the most appropriate rhetorical strategies and products for organizations in their real-world contexts. Next, students will draft a plan for an organization, which may include a mission statement, key messages, organizational branding, a list of essential (print, electronic, audio, and video) documents, a yearly calendar of events and document releases, a budget and production plan, and a distribution plan for key documents. In addition, students will study how professional writers face situations that require ethical analysis and action to guard an organization's mission and reputation. The course will also inform students about careers available to organizational writers and the technologies they use in performing their work.

## **PRWR 6280 - Business and Technical Editing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to MAPW program or permission of graduate director.

The study and practice of business and technical editing in texts found in corporate, engineering, government, high-tech, and scientific settings, including reports, proposals, manuals, company newsletters, and Internet web pages. Editorial responsibilities for document development, copy editing, and proofreading will be explored.

**Note** Practice of electronic editing and hard copy editing will be stressed.

## **PRWR 6300 - Understanding Writing as Process**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. The study of the concept of writing as process and its implications for professional writers in various creative, workplace, and instructional situations. This course will focus on such questions as What happens when we write? Can the processes by which individuals shape written texts be observed, documented, and theorized? How does social context affect writing processes? How does understanding writing as process affect the teaching of writing?

## **PRWR 6400 - Writing the Biography**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. This course combines lecture and class discussion with workshop sessions. Students learn how to write corporate biographies for publication to multimedia, conduct research, initiate the writing of a book proposal, and write narrative for biography.

## **PRWR 6410 - Feature Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. The study of the principles and processes of news reporting and feature writing techniques, including editorial writing, promotional communications, and informative newspaper and magazine article writing.

## **PRWR 6440 - Professional and Academic Editing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. The study and practice of professional and academic (trade, professional, educational, and scholarly) editing for magazines, journals, books, and textbooks. Editorial divisions of labor and approaches and responsibilities of editors, along with the introduction to text development, acquisition, and line editing.

## **PRWR 6455 - The Genres of Creative Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. This course introduces students to the basic principles and building blocks of creative writing. As such, it is required of all students whose concentration or whose support area is creative writing, making it a prerequisite to all creative writing courses offered in the MAPW Program. This course will be especially valuable to students whose concentration is not creative writing but who have selected it as their support area. Students with appropriate expertise in creative writing may petition the director of the MAPW Program for a waiver of this course and enroll

in the next one. The course focuses on the theory behind creative writing as well as the practice of it, making it a combination of seminar and workshop.

## **PRWR 6460 - Fiction Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. Workshop course in the writing of fiction. Short stories and novellas may be studied. Small group critique, one-to-one conferences and peer revision techniques may be used.

## **PRWR 6470 - Poetry Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW Program or permission of the graduate program director. Workshop course in the writing of poetry. Study of traditional, free verse, haiku and experimental forms by means of small group critique, one-to-one conferences and peer revision.

## **PRWR 6480 - Play Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. Workshop course in the writing of drama. Study and practice in writing monologues and dialogues, presenting stage directions and the production of one-act and multi-act dramatic works.

## **PRWR 6490 - Screen and Television Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. Workshop course in writing for cinema, radio and television. Study and practice in effective screenplay writing techniques, on air report writing, on screen news writing and the principles of script writing, evaluation and promotion will be examined.

## **PRWR 6500 - Teaching Writing in High Schools and Colleges**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. An investigation into the theories and practices that have shaped writing instruction over the past thirty years. Students will examine student-centered instruction, writing process theories, current methods of assessment, technologies of writing, and other important advances in order to produce curricular design for high school and college writing classes.

## **PRWR 6520 - Creative Nonfiction**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. Readings from and writing in creative or literary nonfiction, including the personal essay, biography, travel writing, the research essay, and the nonfictional novel. Attention to the history and development of the genre and its subdivisions and to the markets for its manuscripts.

## **PRWR 6550 - Document Design and Desktop Publishing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. Principles and practice in computer-aided publishing. Examine word processing and desktop publishing capabilities, develop graphic and text design experience, explore the skills needed to produce professional quality newsletters, brochures, reports, pamphlets and books.

## **PRWR 6570 - Writing for Social Media**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. In this course, students explore social media technologies and study their application in professional practice. Through our examination of and engagement with social media, including social media strategy, blogs and microblogs, social networking, media sharing sites, etc., we investigate theories of social and digital media and consider how these technologies disrupt social norms, impact our process of identity construction, reshape communication, and foster cultural change. Students gain experience planning and creating content for social media.

## **PRWR 6650 - Introduction to Literacy Studies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. An overview of approaches for studying and shaping literacy in a range of social contexts, including workplaces, instructional settings, and the literary marketplace. This course will explore competing definitions of literacy and their implications for professional writers with students learning to use research about literacy to enhance their work as professional writers.

## **PRWR 6750 - Teaching Writing to Speakers of Other Languages**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. The study of the theories and practices in the teaching writing to ESL writers. Emphasis will be

placed on second language acquisition of writing skills and ESL composition techniques and principles for various ESL writing situations.

## **PRWR 6760 - World Englishes**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program, or permission of the graduate program director  
A study of the unprecedented growth of English on a global scale. Course will examine the current state of English in the world and the cultural/social factors that have given rise to a number of different varieties of English in the world. These varieties, attitudes towards them, and implications for various written media of communication will be explored.

## **PRWR 6800 - Careers in the Literary Arts**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director.  
The first half of the course will survey components that make up the literature field and introduce the student to the management concerns in selected components. The survey will inform the student about professional and organization infrastructures that support the literary arts in the United States and give the student theoretical and practical knowledge concerning arts management. The second half of the course will focus on the writer's personal management. Grantsmanship and fellowship writing as well as submissions-and-publications procedures, literary promotions, and time management will be discussed.

## **PRWR 6850 - Web Content Development**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director  
Study and practice in writing and development of Web content for multiple, diverse audiences in commercial areas, such as e-business, public relations, and advertising; in public service organizations, including nonprofit and government organizations; and in the area of personal and career development. Students will create their own professional e-portfolio and develop Web content for a commercial, nonprofit, or public organization. Course topics will include site architecture, visual rhetoric, audience analysis, collaboration with graphic designers to create Web pages, ethics, accessibility for disabled users, corporate intranet design, and international considerations.

## **PRWR 6860 - Intercultural Communication in Context**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program, or permission of the graduate program director.  
A study of written communication across cultures. Course will use a case studies format to explore principles for effectively communicating in English across different cultures. Topics will include document design for international audiences, rhetorically sensitive strategies, issues of translation and contrastive rhetoric. Students will be able to study a specific type of written

communication in a specific region or regions of the world according to their interests and need.

## **PRWR 7460 - Advanced Fiction Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program, or permission of the graduate program director. This is an advanced course in the writing of fiction. Short stories and novellas may be studied. Small-group critique, one-on-one conferences and peer revision techniques may be used.

**Note** May be repeated for credit.

## **PRWR 7470 - Advanced Poetry Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program, or permission of the graduate program director. This is an advanced course in the writing of poetry. Various types of poems, from free verse to formal verse and prose poems, may be studied. Small-group critique, one-on-one conferences and peer revision techniques may be used.

**Note** May be repeated for credit.

## **PRWR 7480 - Advanced Play Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program, or permission of the graduate program director. This is an advanced course in the writing of plays. One-act and full-length plays may be studied. Small-group critique, one-on-one conferences and peer revision techniques may be used.

**Note** May be repeated for credit.

## **PRWR 7490 - Advanced Screen and Television Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program, or permission of the graduate program director. This is an advanced course in the writing of scripts. Scripts for both film and TV may be studied. Small-group critique, one-on-one conferences and peer revision techniques may be used.

**Note** May be repeated for credit.

## **PRWR 7520 - Advanced Creative Nonfiction Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program, or permission of the graduate program director.  
PRWR 6520

This is an advanced course in the writing of creative nonfiction. Memoirs, autobiographies, biographies, poetic essays, and other types of creative nonfiction may be studied. Small-group critique, one-on-one conferences and peer revision techniques may be used.

**Note** May be repeated for credit.

## **PRWR 7550 - Advanced Applied Writing**

### **3 Class Hours 0 Laboratory Hours 3 (Repeatable) Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director; PRWR 6260

This advanced applied writing course builds on the lessons of PRWR 6260 and is intended for students studying applied writing. Focusing each semester on a significant topic in applied writing, the course will offer students advanced, in-depth study of subjects critical to organizational writers such as grant and proposal writing, organizational writing for external audiences, organizational writing for internal audiences, and instruction in multimedia writing. The course will involve substantial service-learning writing assignments to prepare students for careers as professional writers in corporate, nonprofit, and governmental organizations. Students will collaborate with clients and classmates as they plan, draft, and finalize short, long, and electronic texts. In addition to reading and critiquing written texts, each course will include appearances by guest speakers whose current and previous employment experiences provide insights into the careers of those who write for organizations.

## **PRWR 7600 - MAPW Practical Internship**

### **1-6 (Up to six hours may be used to satisfy MAPW degree requirements.) Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director and/or faculty advisor.

Guided and supervised practical experience in one concentration of the MAPW Program.

## **PRWR 7800 - Teaching Assistant Practicum**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program, the MAPW TA program, and successful completion of PRWR 6300 and PRWR 6500

This course is designed to support and develop the pedagogy of second-year MAPW teaching assistants as they begin their first semesters as instructors of record for the English department's two general education composition courses. Building upon the theories and concepts introduced in PRWR 6300 and PRWR 6500, this course affords teaching assistants a forum in which to explore the application of a range of methods in the field of rhetoric and composition, including peer review, writing and researching in digital environments, multi-modal composing, visual rhetoric, and global and local revision strategies.

## **PRWR 7900 - Special Topics**

### **3 (Repeatable) Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program or permission of the graduate program director. Exploration of a specifically designed topic.

## **PRWR 7950 - MAPW Directed Study**

### **3 (Repeatable Once) Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAPW program, or permission of the graduate program director, PRWR 6000 and a graduate course in the field of the directed study.

An intensive, advanced investigation of selected topics derived from individual courses of study. The content will be determined jointly by the instructor, the student, and the student's advisor. The proposed course of study must be submitted to the graduate director by a deadline published each term for MAPW Committee approval.

## **PRWR 7960 - MAPW Capstone Project**

### **1-6 Class Hours**

*Prerequisite:* Completion of 27 credit hours in the MAPW program and at least four courses in the concentration; approval of capstone committee.

A project designated as a thesis, portfolio or practicum and accompanied by a rationale for its purpose and design that involves electronic and/or print media and is relevant to the student's concentration in professional writing. After submitting an approved capstone proposal, the candidate works under the direction and advice of two faculty members to produce the project. The candidate must submit the capstone project at least two weeks before either 1) a discussion about the project with the faculty committee, or 2) a public presentation about the project or a reading from the project for an audience of faculty and peers.

**Note** The candidate will consult with the capstone committee chair and committee member about which option to choose.

## **Psychology**

### **PSYC 6010 - Educational Psychology - The Adult Learner**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Undergraduate transcript must document introduction to Psychology, Educational Psychology, Cognitive Psychology, or course equivalent of one of these. Limited to IID majors only.

Learners, learning, and teaching. Course explores current theory and information on the teaching and learning process for adult learners. The behavioral and cognitive views are presented and educational theory applied to instructional development is stressed.

## **PSYC 6011 - Theories of Cognition**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Undergraduate transcript must document introduction to Psychology, Educational Psychology, Cognitive Psychology, or course equivalent of one of these. Limited to IID majors only.

Cognitive psychology as applied to education. Cognitive theories, models, and processes are applied to the teaching and learning of school skills and content areas. Processes such as attention, critical thinking, concept formation, language, memory, and problem solving are examined. Cognitive psychology principles are used to examine and refine instructional methods.

## **Public Administration**

### **PAD 6200 - Fundamentals of Public Administration and Public Service**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

Covers the public policymaking process, civil service and administrative agencies, and policy implementation, with brief introductory foray into motivation, leadership, decision making, finance and budgeting, and personnel. Contrasts between public and business administration will be included.

### **PAD 6250 - Research Methods and Computer Applications**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study

This course develops familiarity with methods of research and analysis useful to public service practitioners. It details practical tools for future administrators. Such tools can include, but are not limited to, the use of surveys, qualitative analysis, quantitative analysis, descriptive statistics and inferential statistics. The course explores the uses of research and application of those uses.

### **PAD 6300 - Public Organization Theory**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

Offers conceptual and practical perspectives for understanding and managing organizations. A spectrum of theories of organization will be examined. The concepts and issues to be discussed include mechanical and organismic aspects of organizations, organizational culture and politics, organizational psychodynamics, and recent theories of organizing. The implications of the theories for a reflective practice will be the focus of class discussions.

**Note** Offered as an online course.

## **PAD 6350 - Public Service Budgeting**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

Techniques of financial management, chiefly in local agencies, covering the origins and types of modern budgeting, from line-item, program and performance, to zero-based budgeting.

Attention will be paid to both the politics of the budgetary process and the financial and accounting principles involved, with a strong emphasis on hands-on exercises.

## **PAD 6450 - Governmental Relations**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

Examines the interaction between the federal, state, and local levels of government in the United States and their interaction with nonprofit and other private sector organizations.

Special attention is given to the constitutional and fiscal relationships between these levels of government.

## **PAD 6500 - Policy Analysis**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* PAD 6250

Deals with the theoretical issues and practical techniques of policy analysis. Focus will be on problem definition, alternative and criteria formulation, and decision making phases of prospective policy analysis. Students will learn to conduct simple analyses for policy decisions. Policy-analytic report writing and other forms of policy communication will also be emphasized.

## **PAD 6600 - Program Evaluation**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* PAD 6250

This course is designed to introduce the basic methods of policy and program evaluation. These evaluation methods are used in needs assessments, monitoring social programs, and assessing the effectiveness and efficiency of their impacts. Quantitative approaches, such as experimental, quasi-experimental, and reflexive designs and the social, political, and ethical context of evaluation studies will be discussed.

## **PAD 6700 - Human Resource Management in Public Service**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the graduate college.

This course addresses theories and principles of managing people in public and nonprofit organizations. Issues that will be addressed are the application of human resources concepts and processes, the legal and political influences impacting human resource management, and the distinctive role of human resource management in public and nonprofit organizations.

## **PAD 7100 - Philanthropy and the Nonprofit Sector**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

Provides students with a comprehensive overview of the historical development of community service and nonprofit organizations. Particular emphasis will be given to distinguishing the nature of nonprofit organizations from business and traditional government organizations. Also, the course will emphasize the unique philosophy of nonprofits, especially the notions of charity, philanthropy, community caring, and volunteerism.

## **PAD 7120 - Health Policy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* PAD 6200

Provides an overview of current health policy in the U.S. and government's role in it and how these have evolved in historical perspective. The organization, financing, and delivery of health care will be examined as well as issues such as access and the roles of various health care providers.

## **PAD 7130 - Regional Politics and Policy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

This course is designed to introduce students to the basic concepts in politics of local and regional governance. The history of the city and county administration in the U.S., power relations in urban areas, and the legal/structural bases of urban policymaking will be discussed in the class. The history and structure of American cities will be compared with those of European cities and the global implications of urban problems will be discussed.

## **PAD 7140 - International Environmental Policy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Graduate Public Administration Program

This course examines and evaluates the core parameters of international environmental policy, the elements of international environmental governance, and the associated institutions and instruments. The course explores global environmental change, examining the causes and impacts of global environmental problems. Current international environmental policies are examined through an examination of (i) the main actors of international environmental policy-making; (ii) the main instruments of international environmental policies; and (iii) the core principles of international environmental policy-making.

## **PAD 7150 - Contemporary Public Issues**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

Covers a spectrum of issues which may range from local matters such as education, housing, and urban planning to broader concerns such as health care and economic policy as well as environmental conditions. For each issue cross-national comparisons will be explored and alternative policy solutions will be developed and discussed.

## **PAD 7180 - Nonprofit Governance and Administration**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

This course will cover how to build successful boards for responsible governance, community impact, and mission advancement; how to recruit, train, and manage staff and volunteers; how to develop resources and raise funds from institutional as well as individual contributors. It will also emphasize special ethical dimensions of nonprofit governance and administration

## **PAD 7230 - Local Governance and City Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study.

This course will cover the common practices and problems of local government administrators and city managers, with special attention to the complex environment of and interrelations in the metropolitan and regional setting. It will explore the relationship between politics and administration and between city and county managers and their multiple constituencies.

## **PAD 7250 - Leadership and Ethics in Public Service**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* PAD 6200

To increase the ability of individuals to deal with public and social problems in all areas of public service, this course concentrates on understanding and developing leadership roles and ethical practices. Emphasis will be on ethical leadership in the context of teamwork, participatory decision making and employee empowerment, and on the development of organizational cultures that promote individual initiative and leadership.

## **PAD 7390 - Public Financial Management**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* PAD 6350

Public Financial Management is a sequel to the public budgeting course. Public finance is the study of where and how governments acquire resources. Taxes, fees, charges, debt concepts, and public finance theories are explored with an emphasis on actual government problem solving.

## **PAD 7430 - Regional and Local Planning**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* PAD 6200

This course covers the theory, history and the technical and legal bases of regional/metropolitan and local planning. The topics to be discussed are the history of planning in the U.S. and European countries, the legal bases and politics of planning, the tools of land-use planning, community development, transportation planning, economic development and growth management, and environmental and energy planning. Particular emphasis will be on the legal and technical aspects of planning in cities, counties, and metropolitan regions. The implications of citizen participation in planning for democracy and political processes will also be discussed.

## **PAD 7455 - Administrative Law**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* PAD 6200

Administrative law provides students with a broad ranging analysis of how public administrators must handle constitutional and legal restraints placed on them by legislators, executives and the judiciary. The course provides an overview of those constraints and discusses the United States Supreme Court cases in which the law and constitution are applied to administrative actions.

## **PAD 7470 - Issues in Criminal Justice Administration**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* PAD 6200

This course explores societal issues and trends which influence the administration of justice. These include liability issues; labor law applicability to a 24 hour/7 day a week operation; privatization; and diversity. It will address particular attention to the creation and impact of public policy.

## **PAD 7900 - Special Topics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Consent of the program director. (Repeatable).

Addresses topical issues in public or community services administration that are of special concern to students, faculty, and to the community.

## **PAD 7950 - Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Consent of the program director. (Repeatable).

Concentrated independent readings and investigations of special topics of interest to individual students.

**Note** Readings, research, papers, and other projects will be determined jointly by the student and the instructor.

## **PAD 7985 - Internship in Public Service**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Completion of 21 credit hours in the MPA program and approval of program director.

Culminating exercise required of all pre-service students; students must have permission of the graduate director prior to registering for this course or alternatively for PAD 7995. Students shall work for a minimum of 300 hours on site during the term (approximately 20 contact hours per week). Objectives for the internship, field placements, readings, and research topics will be determined jointly by the student and supervising faculty. Requires preparation of a final written paper that summarizes how internship objectives were met and culminates in an oral presentation that demonstrates how the candidate's internship has developed him/her as a public service professional.

**Note** Emphasis will be placed on actual issues and problems faced by practicing administrators.

## **PAD 7995 - Public Service Practicum**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Completion of 21 credit hours in the MPA program and approval of program director.

Culminating exercise required of all in-service practitioners; students must have permission of the program director prior to registering for this course or alternatively for PAD 7985. With the guidance of the program director, the student will select a suitable topic and develop a proposal to guide completion of a fieldwork/research project during the semester. Requires preparation of a written paper that summarizes the results of project and culminates in oral presentations that demonstrate how the candidate's work as a professional in public service will serve him/her and the community.

**Note** Emphasis will be on actual issues and problems faced by practicing administrators.

# Quality Assurance

## QA 5000 - Statistical Concepts for Quality Assurance

### **1.5 Class Hours 0 Laboratory Hours 1.5 Credit Hours**

Students will learn basic statistical concepts including exploratory data analysis, probability distributions, confidence intervals and hypothesis tests. Analysis using Excel and Minitab will be introduced.

## QA 6600 - Methods of Analysis

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

A study of the analytic processes required to identify, document, define, and measure requirements and limitations for any operating system. Class work will focus on identifying, describing, and measuring existing manufacturing and service systems. Methods available for system improvement will be investigated.

## QA 6602 - Total Quality

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course is a study of the functions and responsibilities of the quality organization. TQM concepts, quality function deployment, and the tools for continuous improvement are analyzed for sequence of use and application. Emphasis is placed on design and performance aspects of a system-wide quality assurance function.

## QA 6610 - Statistics for Quality Assurance

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Descriptive statistics for discrete and continuous variables, probability distributions, confidence intervals and hypothesis testing, elementary control charts for variables and attributes, the design of acceptance sampling plans, analysis of variance, and regression and correlation analysis.

## QA 6611 - Statistical Process Control

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* A course in statistics, such as MATH 2260, IET 3403 or QA 6610

The application of advanced statistical methodologies to the analysis and solution of quality and management problems, including probability theory, control charts, sampling, regression analysis, and design of experiments. The focus is on statistical process control and related quality technologies.

## **QA 6612 - Design of Experiments**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* QA 6610

This is an analysis of statistical experimental design strategies, and planning of experiments for the best strategy and objectives. The use of existing computer application packages will be stressed.

## **QA 6613 - Linear Regression Analysis**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* QA 6611

In this course, students will learn linear regression analysis techniques to include first order and polynomial modeling, use of indicator variables, variance stabilizing transformations, multi-collinearity diagnostics and residual analysis. The connections among ANOVA, design of experiments and regression will be emphasized. Statistical software will be used to analyze problems.

## **QA 6615 - Applied Systems Reliability**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* QA 6612

Analysis of appropriate probabilistic models for system reliability, including the exponential, Weibull, normal, and lognormal distributions, life prediction techniques, reliability test program plans, failure mode and effect analysis, Markov models, and maintainability concepts.

## **QA 6620 - Inspection Systems Design**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* QA 6613

This course deals with understanding inspection systems, measurement principles, and limitations. Included are acceptance sampling plans such as ANSI Z1.4, ANSI Z1.9, Dodge Romig, and stipulated risk, chain, sequential, and continuous plans.

## **QA 6630 - Technical Training Methods**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Adult learning theory, the development and management of training programs, presentation techniques, instructional aids, and assessment will be investigated.

## **QA 6640 - Quality Cost and Supplier Evaluation**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* QA 6602

A detailed analysis of cost reductions involved in continuous improvement. Supplier evaluation, including quality audits, is reviewed to establish capability. The concept of partnerships is explored.

## **QA 6650 - Quality Systems Design**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* QA 6602

Quality Systems Design prepares students for the development of the quality organization, systems, and procedures necessary for effective participation in world markets. Creating and documenting methods and procedures are stressed.

## **QA 6660 - Six Sigma Black Belt Concepts**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* QA 6611 and QA 6612

**Courses that may be taken concurrently:**

QA 6650

A study and review of the Six Sigma Black Belt body of knowledge, including the DMAIC Methodology, Enterprise-wide deployment, project management, the lean enterprise and design for Six Sigma.

## **QA 6712 - Quality Systems Simulation**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* QA 6610

This course addresses the application of simulation to quality systems. Topics covered include fundamental simulation modeling techniques, random sampling procedures and methods of estimating performance measures from simulation outputs. Emphasis will be upon hands-on simulation of various quality systems using PC-based simulation languages.

## **QA 6722 - Human Factors in Quality Assurance**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Human Factors in QA is a comprehensive survey of human factors theory, research, and applications which are of particular relevance to quality assurance. Emphasis will be placed on operator constraints in the design of work processes, workplaces, and instrumentation.

## **QA 6725 - Quality Assessment of the Organization**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* QA 6602

Course covers the history and rationale behind various Quality Assessment systems, with particular emphasis on the National Malcolm Baldrige Quality Award. Students will interpret and apply the criteria and assess organizations through case studies.

## **QA 6763 - Software Quality**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

The Personal Software Process (PSP) is a technology that brings discipline to the practices of individual software engineers, dramatically improving the quality, predictability, and cycle time for software-intensive systems. PSP makes engineers aware of the processes they use to do their work and the performance of those processes. The course covers quality assessment, cost estimation, configuration management, software performance measures, proof of correctness, validation and verification, and management of the total quality environment for software.

## **QA 6901 - Special Topics in Quality Assurance**

**1 to 3 Credit Hours**

Students may arrange to study and perform independent research on a topic approved by a graduate faculty member. An appropriate research paper will be required and the student may be required to make an oral presentation to faculty, graduate students, and/or quality professionals.

## **QA 7403 - Graduate Seminar**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* QA 6602 and QA 6610

The course is designed to cover various topics within the field of quality assurance which are not taught in other courses. Topics will be selected to address modern practices in Quality Assurance

## **QA 7503 - Research in Quality**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* QA 6602 and QA 6611 or consent of the department chair

This course is designed to guide the student in a thorough and in-depth written examination of one or more topics relevant to the application of quality assurance. Emphasis is placed upon students using both traditional and electronic means to perform the research.

## **QA 7603 - Applications in Quality**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course is designed to guide the students through a thorough and in-depth application of quality principles in the workplace environment. Emphasis will be on the application of the principles and measurable outcomes.

## **Reading**

### **EDRD 6610 - Reading and Literacy Strategies for Middle/Secondary Content Areas**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the Middle Grades Math/Science MAT Program

This course is designed to develop a broad range of research-based reading methodologies to enhance the learning strategies of middle and secondary school students. A major emphasis is given to the use of reading strategies for culturally and socially diverse classrooms, including the use of literacy-based instruction in all content areas and the understanding, evaluating, and promoting of effective pedagogy in adolescent literacy. The development and use of integrated and thematic approaches of instruction are addressed.

### **EDRD 6715 - Introduction to Theory and Pedagogy in the Study of Reading**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to program and evidence of passing criminal background check.

This course is a study of the foundations of literacy. This course examines theories of language development, language structure, and acquisition of reading and writing as well as the theoretical foundations for a range of instructional practices related to the five dimensions of reading. Historical perspectives of literacy as well as prominent researchers and theorists are also studied.

### **EDRD 6717 - An Introduction to Reading Assessment & Instruction**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to program and evidence of passing criminal background check, completion of EDRD 6715,

This course provides an introduction to reading assessment instruments and intervention strategies used for understanding and meeting the individual and diverse reading needs of P-12 students. Students in this course will examine both informal and formal assessments including technology-based assessment as well as research supported intervention strategies. Students will use assessment data to plan, evaluate, and revise effective reading intervention instruction

that meets the diverse needs of students. A field component is included. Please note that no more than 15 hours of field experience is required.

**Note** EDRD 6718 may be taken out of sequence.

## **EDRD 6718 - An Introduction to Content Area Reading and Literacy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education, evidence of criminal background check; EDRD 6717 (may be taken concurrently).

This course is a study of the key considerations and research-supported strategies to facilitate effective learning and reading instruction in content area classrooms. This course explores components of the reading process related to content area reading instruction including methods of collaborative grouping. Candidates will plan instruction that support readers before, during, and after they read. Emphasis will be placed on supporting the unique reading needs of diverse P-12 learners.

**Note** A field component is included. Please note that no more than 15 hours of field experience is required.

## **EDRD 7715 - Theory and Pedagogy in the Study of Reading**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education, evidence of criminal background check. An advanced study of the socio-psycholinguistic foundations of literacy. This course examines theories of language development and acquisition of reading and writing as well as the theoretical foundations for a range of instructional practices related to the five dimensions of reading. Historical perspectives of literacy, prominent researchers and theorists are also studied.

**Note** Offered as an online course.

## **EDRD 7716 - Young Adult Literature in Middle and Secondary Schools**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

In this course, candidates will build upon their understanding and use of young adult literature in middle and secondary classrooms. Candidates will read, review, and evaluate a wide-range of contemporary young adult literature genres, trends and issues, while concurrently reviewing and evaluating methodologies for teaching. Candidates will be asked to design and develop classroom and school-based literature activities and programs to enhance instruction and foster motivation.

## **EDRD 7717 - Reading Assessment and Instruction**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDRD 7715 , evidence of background check.

An advanced study of a broad array of individually administered diagnostic reading assessments, including informal inventories, standardized norm-referenced and curriculum based tests. Candidates use assessment results to plan a reading intervention that is specifically designed to meet the diverse learning needs of a P-12 student. A 30 (clock) hour supervised clinical experience is required that will be conducted on campus in the Center for Literacy and Learning. This clinical constitutes part of the residency requirement.

**Note** A field component is required. All candidates must submit evidence of passing a criminal background check.

## **EDRD 7718 - Content Area Reading and Writing**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDRD 7717 and evidence of criminal background check.

An advanced study of reading instruction in content area classrooms that prepares teachers as reading interventionists. This course explores technical reading and writing, reading strategies, use of supplemental texts, and flexible grouping. Candidates create an individualized intervention plan based upon the results of diagnostic testing. A 30 (clock) hour supervised clinical experience is required that will be conducted on campus in the Center for Literacy and Learning. This clinical constitutes part of the residency requirement.

**Note** A field experience is required; therefore, all candidates must provide documentation of passing a criminal background check.

## **EDRD 7720 - Literacy Coaching and Leadership in Middle and Secondary Schools**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDRD 7717 , EDRD 7718 , and evidence of criminal background check.

This course provides candidates with an introduction to Literacy Coaching in middle and secondary schools. Candidates engage in the study of pedagogy and leadership in the areas of collaboration, job-embedded professional development, program assessment and strategy. Candidates will study a pedagogical content and apply new skills in Georgia schools.

**Note** A field component is required.

## **EDRD 7725 - Leadership and Coaching for Elementary Reading Programs**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDRD 7717 , EDRD 7718 , and evidence of criminal background check.

This course an introduction to literacy coaching, emphasizing differentiated approaches to maximize student and teacher development. Candidates consider ways to enhance student achievement in the elementary grades as they study theory, instructional coaching, and leadership. They examine research-based innovations for literacy instruction across the curriculum and job-embedded professional development. They explore models of best practice, multisensory reading instruction, and assessment as they apply new skills in Georgia schools.

## **EDRD 7730 - Culturally Responsive Children's Literature**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. in Reading program.

This course is designed to empower candidates to develop extensive knowledge of all genres of children's literature. Candidates explore issues related to selection and evaluation of books, instruction, and interpretation of culturally responsive literature for the classroom. They critically examine and explore literacy strategies for genres of culturally responsive literature and differentiated instruction for ESOL students and students with disabilities. Then they use this knowledge to conduct multisensory reading instruction and design their own e-books.

## **EDRD 7735 - Using Data to Inform Reading Instruction**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* EDRD 7717 and EDRD 7718

This course will examine how literacy leaders can use assessment data from large data sets to improve literacy instruction within elementary, middle, and high schools/districts. The course will focus on analyzing summative and formative assessment data from multiple sources and providing recommendations for differentiated instruction for a variety of student populations using research-based literacy strategies. Students will examine current research methodologies and conduct applied research.

## **EDRD 7765 - Teaching Reading in the Content Area to Diverse Learners**

### **2 Class Hours 3 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Inclusive Education, EDUC 7760.

Teaching & Learning II focuses on the various forms of research-based, special instruction for students with disabilities. Specific focus will be on direct instruction, strategy instruction (metacognitive and cognitive behavior management), cooperative learning, social or functional skills development and systematic instruction using task analysis, prompts & cues, particularly as these practices apply to education of students with disabilities. Course content will build on

information presented in Teaching and Learning I (e.g., the development of curriculum and instruction that follows the precepts of best practices and universal design in all academic areas.) Special attention will be given to embedded forms of student assessment and ongoing data collection procedures to evaluate the overall impact of instruction on student learning will be discussed.

**Note** Proof of professional liability insurance is required prior to field experience placement.

## **EDRD 8360 - Literacy Instruction for English Language Learners**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Inclusive Education.

The focus of this course is diversity, emphasizing issues related to content instruction for students with English as a second or foreign language. Specific issues include (but are not restricted to) first and second language acquisition, knowledge of proficiency levels, linguistic and phonemic awareness, phonics instruction, fluency, comprehension, content-area instructional strategies for comprehension and vocabulary, and adult learning and family issues. Distributed school leadership (DSL) will be embedded in the course to give candidates an opportunity to recognize their potential for teacher leadership, particularly as it relates to the learning and development, curriculum, assessment and instruction reform.

## **EDRD 8365 - Literacy Instruction for Students with Disabilities**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the M.Ed. program in Inclusive Education or ESOL Ed.D. program.

This course focuses upon dyslexia and other forms of reading disorders, emphasizing issues related to early acquisition of reading skills and comprehension. Specific issues include (but are not restricted to) principles of language learning, phonemic awareness, phonics instruction, fluency, comprehension, and instructional strategies for comprehension and vocabulary for practical applications. Distributed school leadership (DSL) will be embedded in the course to give candidates an opportunity to recognize their potential for teacher leadership, particularly as it relates to the learning and development, curriculum, assessment and instruction reform.

## **Science**

### **SCI 7724 - Environmental Science**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate studies in education.

This course will explore concepts and processes in the environmental sciences appropriate for the teachers of adolescent and young adult learners. Emphasis will be placed on the following concepts: flow of energy and cycling of matter in an ecosystem, interconnection of Earth's

systems, stability and change in ecosystems, resource use and conservation, and human impact. Individual projects will focus on materials appropriate for different age groups.

## **SCI 7725 - Chemistry**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course will explore concepts and processes in chemistry appropriate for the teachers of adolescent and young adult learners. Emphasis will be placed on the nature and structure of matter, chemical reactions, fundamental aspects of kinetics and thermodynamics, and periodicity. Individual projects will focus on materials appropriate for particular age groups.

## **SCI 7726 - Life Science**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course will explore concepts and processes in the biological sciences appropriate to the teachers of adolescent and young adult learners. Emphasis will be placed on the structure and function of cells, the genetic basis for the transfer of biological characteristics from one generation to the next, diversity and classification of living things, and the role of natural selection in the development of the theory of evolution. Individual projects will focus on materials appropriate for particular age groups.

## **SCI 7727 - Physics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course will explore concepts and processes in physics appropriate to the teachers of adolescent and young adult learners. Emphasis will be placed on the laws of motion, laws of conservation, electricity and magnetism, waves, and optics. Students will build devices and conduct hands-on activities that utilize inquiry based learning principles. They will learn to develop and adapt similar learning activities to use in the K-12 learning environment.

## **SCI 7728 - Earth Science**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course will explore concepts and process in the earth sciences appropriate to the teaching of adolescent and young adult learners. Areas of exploration will include the motions of the earth and the materials and systems that compose it, the processes that shape the earth's surface and the relation of these cycling processes to the living environment. Individual projects will focus on materials appropriate for particular age groups.

## **SCI 7729 - Astronomy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course will explore concepts and process in space science appropriate to the teachers of adolescent and young adult learners. Areas of exploration will include: gravity and the laws of motion applied to the planets, the origin of the solar system and the Earth, light, planetary atmospheres, comparative planetology and cosmology. Individual projects will focus on materials appropriate for particular age groups.

## **SCI 7900 - Special Topics**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education. Additional prerequisites vary with topic; see schedule of credit courses.

Exploration of a specifically designed topic.

## **SCI 7950 - Directed Study**

### **1-9 (Repeatable, Regular Grades) Credit Hours**

*Prerequisite:* Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature.

**Note** The content will be determined jointly by the instructor and the student.

## **Science Education**

### **SCED 6416 - Teaching of Science (6-12)**

#### **6 Class Hours 0 Laboratory Hours 6 Credit Hours**

*Prerequisite:* EDUC 6100, 6100L, admission to MAT Science program, approval from instructor.

An examination and application of learning theories, curricular issues, instructional design and assessment strategies for teaching middle and secondary school science in diverse classrooms.

Candidates develop initial competencies for establishing a well-managed, productive learning environment, applying science content knowledge to the task of teaching adolescents, and promoting an understanding of the nature of science through inquiry-based instruction.

Emphasizes practices supported by science education research and endorsed by the NSTA.

**Note** Proof of professional liability insurance is required prior to receiving school placements in the co-requisite practicum.

## **SCED 6417 - Teaching of Science (6-12) Practicum**

**0 Class Hours 9 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to SCED 6416.

Middle and secondary school field experience in teaching science with concurrent seminars.

**Note** Proof of professional liability insurance is required prior to school placements.

## **SCED 6475 - Science Teaching Practicum II**

**0 Class Hours 18 Laboratory Hours 6 Credit Hours**

*Prerequisite:* Grade of C or better in SCED 6416 and SCED 6417.

Full-time teaching experience in science under the supervision of a middle or high school mentor teacher and a college science education supervisor. Includes regularly scheduled seminars.

**Note** Proof of professional liability insurance is required prior to receiving a school placement.

## **SCED 7750 - Contemporary Issues in Science Education**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

A study of the current research based models of science instruction and curricula. Includes the designing of science curricula based upon this research.

**Social Science Education**

## **SSED 7750 - Current Issues in Social Science Education**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to graduate study in education.

This course examines issues, concepts, and subject matter of the social studies curriculum in middle grades and secondary classrooms including the disciplines of history, geography, political science, economics, anthropology, and sociology. Materials available for the middle grades and secondary teachers are examined including textbooks, technology, and community resources. Assists students completing the program of study to assemble and defend the professional portfolio.

# **Social Work**

## **SW 7700 - Social Work Foundations: Diversity, Social Justice and Ethics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSW program.

As an introductory course, Social Work Foundations: Diversity, Social Justice and Ethics, provides a conceptual framework for students by addressing the foundation knowledge, values and skills associated with the profession, and the ethical standards and principles embedded in the SW Code of Ethics. Knowledge of discrimination, oppression, social and economic justice are explored. The course explores the value base of the profession and affords opportunities for students to engage in activities to develop skills associated with cultural and ethnic sensitive practice

## **SW 7701 - Social Work Practice I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSW program.

This course provides an introduction to direct social work practice with an emphasis on work with individual clients from diverse backgrounds based on an ecological/systemic theoretical perspective. The problem solving process including problem definition, assessment, goal planning, intervention, termination and outcome evaluation is examined. The task centered approach and crisis interventions are included as examples of the problem solving process in direct social work practice. The strengths perspective is emphasized in the content on assessment and problem solving processes. Mutuality in relationship building, communication skills, such as empathic and active listening, and the professional use of self are also included.

## **SW 7702 - Social Welfare Policy and Services**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSW program.

Social Welfare Policy and Services - The conceptual framework of this course focuses on social justice and its expression of social work values and ethics. Students gain knowledge of important social welfare policies as they advocate for clients, especially those who are marginalized in society.

## **SW 7703 - Social Work Practice II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SW 7701

This is the second of two foundation practice courses that focus on both the mezzo and macro levels of practice. The course provides a beginning generalist practice perspective reflecting the history, knowledge, values, ethics, and skills utilized in small group settings. Emphasis will also

be made to impart a generalist practice perspective on planned change in organizations and communities.

## **SW 7704 - Human Behavior in a Social Environment I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSW program.

This course uses a strengths perspective that focuses on biological, sociological, cultural, spiritual, and psychological development and mastery from birth to death. It supports social work Practice I course.

## **SW 7705 - Human Behavior in a Social Environment II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SW 7704

This course builds on the content of HBSE I through a continued exploration of human behavior in the social environment with emphasis on adult psychosocial development. Students examine the differences and similarities, strengths and weaknesses of framing human behavior according to theories that have been incorporated into applications to clinical practice . Through investigating the developmental tasks associated with adult biopsychosocial growth, students are challenged to integrate a critical understanding of the personal, relational and communal aspects of human behavior.

## **SW 7706 - Introduction to Social Work Research**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSW program.

This course is designed to help students acquire an understanding and use of research in the social work profession. Students are introduced to research methods, problem formulation and conceptualization, measurement, study and sampling designs, and quantitative/qualitative data collection and data analysis.

## **SW 7707 - Practice Focused Research Methods**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SW 7706

This course provides advanced knowledge and skills in research methods, with particular emphasis on process and outcome practice research methods. It is the second research course in the MSW curriculum. It builds on Research I and is a study of practice-outcome research. The course focuses on single case designs, needs assessment and program evaluation; recording methods; behavioral and standardized measures; applications to individuals, families, groups, programs, and communities.

**Note** Offered as an online course.

## **SW 7708 - Foundation Internship/Integrative Seminar I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSW program.

This seminar provides a service-based educational experience with specific objectives in an agency setting, which requires students to complete 280 required hours of field internship for Semester I of Year I.

## **SW 7709 - Foundation Internship/Integrative Seminar II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SW 7708

This seminar builds upon SW 7708: Foundation Internship/Integrative Seminar I. Students continue a service-based educational experience with specific objectives in an agency setting, which requires students to complete 280 required hours of field internship for Semester II of Year I.

**Note** Field Instruction I and II require a minimum of 560 hours

## **SW 8701 - Individual and Group Practice in Addictions**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* All MSW foundation level courses.

Building upon the generalist base developed in the foundation year Social Work Practice sequence, MSW program graduates in the substance abuse concentration will synthesize a broad range of knowledge and skills related to practice with addicted clients individually and in groups. The course presents techniques and skills needed to assess for and diagnose all categories of substance abuse and dependence. Additionally, instruction will be given on treatment planning and the continuum of care in substance abuse services.

## **SW 8702 - Advanced Clinical Practice I: Working With Individuals**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* All MSW Foundation-Level courses.

This course builds upon basic skills covered in the first year foundation practice, human behavior and the social environment, policy, research courses and field experiences. The course will assist students with specializations in Child and Family Services, Mental Health and the subspecialty, Substance Abuse, in their assessment and intervention with individuals.

## **SW 8705 - Clinical Assessment, Diagnosis, and Service Planning**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* All MSW Foundation-Level courses.

This advanced social work practice course focuses on assessment and treatment planning. It builds upon the content of HBSE and Direct Practice foundation courses. This course will begin with a review of the DSM 5. It presents advanced clinical content related to the assessment of individuals and families. Using this advanced knowledge, the course will focus on the process of treatment planning via the linkage of individual assessment data with unique client strengths and culturally specific concerns and issues.

## **SW 8710 - Psychopathology**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SW 7700 , SW 7701 , SW 7704 , SW 7706 ,SW 7708 , SW 7702 , SW 7703 , SW 7705 , SW 7707 , and SW 7709

*Corequisite:* SW 8702, SW 8820, SW 8711, and SW 8712

This course focuses on psychosocial dysfunction. Health and dysfunction of individuals and families are viewed within a framework that emphasizes the multiple determinants of human behavior. Students are introduced to the various manifestations of psychopathology in comparison to healthy emotional and social development in the domains of biological, psychological, social and environmental factors. The course is premised on the assumption that knowledge of etiology of psychosocial function and dysfunction provides the basis for effective prevention and intervention.

## **SW 8711 - Advanced Clinical Practice II: Working With Groups**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* All MSW Foundation-Level courses.

This advanced practice course provides a beginning base of practice knowledge, values, and skills for working with social work clients within a group treatment model in a variety of behavioral healthcare settings and contexts. The course helps students learn to engage, assess, and intervene with clients within a group treatment format. The importance of client diversity and its role in the group treatment process is emphasized.

## **SW 8712 - Advanced Internship/Integrative Seminar III**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* All MSW Foundation-Level courses.

This advanced integrative seminar provides a service based second year educational experience that builds upon the first year field internship/integrative seminars and internships. Students develop advanced clinical skills in Children and Family Services, Mental Health Services and the

sub-specialty, Substance Abuse. Students in Advanced Field Internship III will complete 360 hours of supervised internship by dedicating 3 full days per week in their field internship.

## **SW 8713 - Advanced Internship/Integrative Seminar IV**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SW 8712

This advanced integrative seminar continues the service based second year educational experience that builds upon the first year and first advanced field placement of the second year field internship/integrative seminars and internships as they culminate their field internship experiences. Students continue to refine their clinical skills by completing the final 320 hours of field work (a total of 740 field hours for the 2nd year) supplemented by an integrative seminar.

## **SW 8715 - Clinical Practice with Children**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Completion of all first year MSW courses.

This second year advanced practice courses builds upon foundation courses taught during Year I of the MSW program. The course will focus on working with children, ages birth to 13 as individuals, in addition to working with the family as a unit. The course will emphasize methods used by social workers to help children that are appropriate to children's developmental age and ability to understand.

## **SW 8721 - Social Work Practice and the Law**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSW program.

This course familiarizes social work students with the legal rights of individuals, pertinent laws, and the legal process and clinical practice issues (e.g., confidentiality), thereby enhancing their ability to help their clients. Legal issues relating to HIV/AIDS, juvenile justice, child welfare, the mentally ill, and entitlement benefits are covered.

## **SW 8725 - Social Work Practice with Domestic Violence**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSW program.

This elective examines the effects of oppression and violence on individuals, groups, and our society. The course focuses on helping practitioners recognize, assess, and intervene with persons affected by violence.

## **SW 8726 - Clinical Practice with Adolescents**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Completion of 1st year foundation MSW courses.

This course will seek to expand students' understanding of adolescence and the social environment, to include cultural issues and systems that impact adolescents and their development. While the course will rely on developmental, cognitive behavioral and family systems theories, additional theoretical perspectives will also be addressed. Students will be introduced to various settings in which adolescents are typically seen (schools, mental health clinics, family agencies, and in-patient/residential sites). Students will learn to apply theory to practice via case discussions and analysis, and in-class role-plays in an effort to refine their assessment and treatment skills. Special attention will be paid to issues of race, gender, ethnicity, and class, alongside the interplay between trends in teen culture and society.

## **SW 8729 - Crisis Intervention**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course applies crisis theory to intervention services for suicide, rape, natural disasters, and other crises. A base of crisis theory will be developed and then applied to various types of crises including suicide; sexual assault/rape; natural and manmade disasters; personal loss; basic needs attainment; terminal illness; and life cycle crises.

## **SW 8801 - Seminar on Clinical Practice in Child Welfare**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSW program.

This integrative seminar will allow students the opportunity to explore a variety of issues and problems in the area of child welfare and treatment. Emphasis will be placed upon sharing experiences gained during the field internship and application of the course content to assessment or problem solving.

## **SW 8810 - Community Mental Health Practice**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSW program.

This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented, evidence-based practices. It is designed for MSW students and MSW mental health practitioners. Students will become familiar with evidence-based practices, within a recover-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. It is assumed that students will have a basic knowledge of serious mental illness as a pre- or co-requisite, however a review will be provided. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality mental health practice. Each evidence-based practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course and will be discussed in detail.

## **SW 8812 - Clinical Practice with Abused and Neglected Children and Their Families: Child Protective Services**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* All MSW Foundation-Level courses.

Drawing on the bio-psychosocial perspective for understanding the multiplicity of causes of child maltreatment, this course focuses on the special intervention needs of victims of physical and sexual abuse and neglect and of those who commit such acts. Attention is given to evaluation and use of research in prevention and intervention programs and services.

## **SW 8813 - Family Therapy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* All MSW Foundation-Level courses.

This course provides a framework for applying practice knowledge, values, and skills when working with families from diverse populations and a variety of psychosocial problems. It exposes students to techniques for initial engagement with families and orienting family members to the treatment process. Students learn family assessment and treatment interventions. Students have the opportunity to practice and apply clinical techniques in the classroom setting. The course emphasizes the importance of culturally competent practice with structurally and culturally diverse families. Students examine how personal and professional values affect their practice and learn models for ethical decision-making and intervention planning. Assigned readings, lectures and class discussions introduce students to specific family systems theories and their applicability to diverse client populations and psychosocial problems. Written assignments are used to evaluate a student's understanding and integration of family systems theories and intervention techniques. These assignments are designed to also evaluate a student's capacity to critically analyze these theoretical frameworks and their applicability to diverse family systems and structures. Classroom experiential exercises provide students with opportunities to apply family treatment techniques to improve their clinical engagement, assessment, and intervention skills when working with families. Feedback and evaluation from peers and the instructor provide students with an assessment of their clinical skill attainment and development when working with clients in a family treatment context.

## **SW 8814 - Seminar in Substance Abuse**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SW 7702

This course will cover various areas of discussion, including such topics as; HIV/AIDS, co-existing disorders, sexual orientation, and racial and cultural issues, among others. This seminar will give students the chance to help direct their learning experience by using their skills in researching topics for discussion, and communication and presentation skills, as they take a leadership role in the classroom.

## **SW 8816 - Social Work Practice with Addicted Families**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* All MSW Foundation-Level courses.

Building upon the generalist base developed in the foundation year social work practice sequence, MSW students in the substance abuse sub-specialty will synthesize a broad range of knowledge and skills related to practice with addicted families. The course presents techniques and skills needed to work with families of addicts, as a primary means of treatment.

Additionally, instruction is provided on the theory and techniques of working with individuals raised in addicted families.

## **SW 8820 - Social Work Forensics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSW program or permission of the director of the MSW program.

This course provides an overview of the interplay between human service professionals and the court systems. It will also focus on forensic social work practice and theory. Additionally, it illustrates the skills for working with diverse populations across the lifespan and across diverse settings, such as, community, medical, school, child welfare, mental health and addictions, and juvenile and criminal justice systems.

## **SW 8821 - Perspectives on Child Maltreatment and Child Advocacy**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SW 8820

This course covers the history, comparative perspectives, legal framework and responses to child maltreatment. It also discusses the skills necessary to work in the field and other pertinent issues pertaining to child maltreatment and child advocacy. The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies. The approach of the course will be from a variety of diverse, professional perspectives including the perspectives of a prosecuting attorney versus a defense attorney.

## **SW 8822 - Professional and System Responses to Child Maltreatment**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SW 8820

The purpose of this course is to prepare students to identify and investigate child maltreatment and apply intervention strategies for children and their families including prosecution where indicated. The class will discuss issues related to child witnesses such as recantation, suggestibility, memory and the impact of multiple interviews on children.

## **SW 8900 - Social Work International Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to Graduate Study at KSU.

This graduate level international study abroad experience is organized around international study and internship opportunities offered by international partners such as the ICSSPE, the Erastus Mundus Graduate Program, and Special Olympics, Southeast Asia. These service learning initiatives will provide educational, practice and service opportunities for masters level students in social work and closely related fields.

## **Software Engineering**

### **SWE 5123 - Advance Programming & Data Structures**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CS 5000 or CS 1302

Foundation course for graduate students. Topics include pointers, recursion, data structures such as lists, stacks, queues, trees, etc., sorting and searching, data abstraction, introduction to runtime analysis and big-oh notation. Programming projects are also included.

### **SWE 6343 - User Interface Design and Implementation**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course covers the major frameworks, methods, and approaches to designing, engineering, implementing, and testing user interfaces. It covers user and usability requirements gathering, task analysis, user-interface design, implementation of the user interface, and evaluation with respect to requirements and the users' tasks. Illustrative design and implementation projects are completed throughout the term.

### **SWE 6613 - Requirements Engineering**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SWE 6623

1. Implement standard data structures in C++; 2. Explain memory management issues in C++; 3. Design and implement using concepts of data abstraction; 4. Explain the basic concepts of runtime analysis and efficiency

### **SWE 6623 - Software Engineering**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* CS 5000 or CSE 1302 or equivalent

Transition: This course provides an overview of software engineering and explores both the theoretical principles and their application in the engineering of software-intensive systems. Topics cover the entire software development life-cycle and include software engineering

process models, project management and planning, requirements engineering, software architecture and design, prototyping, verification and validation, usability and human factors, quality assurance, and professionalism and ethics. The course includes a real-world team project in which students are given hands-on experience utilizing state-of-the-art tools to analyze and design a software system.

## **SWE 6633 - Software Project Planning & Management**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SWE 6623

The main phases of project management life cycle (initiation, planning, execution, monitoring/control, and closeout) are covered. The emphasis is on project planning phase and on project monitoring/control phase. Various software size, cost/effort, and schedule estimation and planning techniques, including COCOMO, Function Point, and critical path analysis are introduced as part of work breakdown structure. Project risk management is included as an integral part of project planning and project monitoring/control. Project status monitoring/control activities are discussed and practiced with a prototype team project, using the Earned Value metric.

## **SWE 6653 - Software Architecture**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SWE 6623 , CS 5000 , and CS 5020

This course examines the principles and methods of architectural design of complex, large scale software systems. Macro-level system architecture with an emphasis on approaches to interconnection and distribution of both current and emerging architectural systems (e.g. model-view-controller, service oriented, agent-oriented) as well as micro-level architecture including patterns, frameworks, and component-based software engineering are covered in detail.

## **SWE 6673 - Software Quality Engineering & Assurance**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SWE 6623 and SWE 6613

Course covers total quality management (TQM), the development of quality/test plan and the cost/value trade-off throughout the software development cycle is demonstrated. The notion of validation and verification is explained in the context of different testing techniques, which include black box testing, white box testing, and formal verification. The emphasis of the course is on testing techniques for both non-executable and executable software artifacts as applied to different levels of testing, ranging from inspection, formal verification, unit testing to regression testing.

## **SWE 6733 - Software Engineering Processes**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course gives students an in-depth introduction to the essentials of software engineering processes, methods, and tools for the engineering and evolution of complex real-world software. Emphasis is on the role of process in the various software life-cycles from requirements engineering through operation and maintenance. Topics such as personal and team software processes, organizational maturity, theory and applications of CMMI and ISO 9001, process management, process assessment, and process improvement are included.

## **SWE 6743 - Object-Oriented Analysis & Design**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SWE 6623 and SWE 5123

This course focuses on object-oriented modeling techniques necessary to solve complex, real-world software engineering problems. Topics include the use of information hiding, object design methods, basic design patterns, abstraction, and abstract data type formalisms. Object-oriented iterative development methodologies such as the Unified Process will be utilized. Techniques for transforming software requirements into high-quality language-independent object-oriented design are presented. The course includes a major iterative project in which the students will gain hands-on experience modeling a real-time system using use case analysis, responsibility-driven design, UML and RealTime UML.

## **SWE 6753 - Game Design & Development**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SWE 5123 and SWE 6623

An introduction to computer game design, game design engines, 2D and 3D graphics, game-related algorithms, game control structures and games as simulations. Topics include graphics, multimedia, visualization, animation, artificial intelligence, and tools of game design. Developments using the software engineering life cycle are emphasized. The development and presentation of a game prototype is required.

## **SWE 6763 - Software Metrics and QA**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SWE 6623

This course covers the principles of software measurement such as scaling, validity, and reliability. The various software metrics on volume, effort, quality, and cost estimation are explored. The theory and principles of software verification and validation effectiveness, and reliability models are studied. The application of these measurements to software customer satisfaction and total quality management is explored.

## **SWE 6783 - User Interaction Engineering**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* (CS 5183 or CS 3663) and SWE 6623

This course follows a complete software-engineering cycle to produce software objects (classes and/or components) that support users in effective, efficient, and enjoyable interactions with computers. Class exercises and a project incorporate concepts and methods including ethnographic and user analysis; cognitive ergonomics; usability metrics and criteria; software-engineering practices, conventions, standards, and documentation; device-user action mapping; person-system function allocation; quality management systems; conceptual proto-typing; embedded systems in support of ubiquitous computing; and function-behavior analysis.

## **SWE 6803 - Independent Study**

### **1 to 3 credit hours - will vary depending on the topic Credit Hours**

Independent study/project under the direction of a member of the graduate faculty. Course description will vary.

## **SWE 6813 - Component Based Software Development**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SWE 6623

This course covers the concepts, foundations, and architectures of component-based software development (CBSD) and its related technologies. Component-based tools and languages, approaches for implementation of CBSD, including designing, building, assembling, and deploying reusable COTS and in-house software components are discussed in depth. The current concrete realizations of component technologies will be explored. Students will do projects focused on the life cycle of software components.

## **SWE 6823 - Embedded Systems Analysis and Design**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SWE 6623

The analysis and design course focuses on using modern methods, techniques, and tools for specification and design of embedded systems. Topics include analytical methods such as RMA, development methods such as HOOD, and notations like UML, Petri-nets, etc. are covered. Performance evaluation based on modeling and simulation techniques is also covered. This course includes a major design and development project of large scale and complexity.

## **SWE 6843 - Embedded Systems Design and Construction**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This project-oriented course focuses on the use of current software building technology, testing, reliability analysis, and benchmarking. Topics included component-based development (CBD), implementation technologies, and real-time operating systems (RTOS), with emphasis

on the use of measurement tools and domain libraries. The course also covers issues in hardware/software co-design.

## **SWE 6853 - Design Patterns**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SWE 6623

This course builds upon basic object-oriented concepts to discover principles of good object-oriented design through the application of design patterns. The focus is on the issues and means of designing software systems for reuse, extension, and maintainability including how to leverage the powers of object-orientation embodied in well-known heuristics, principles and patterns in the design and construction of reusable systems. This course will emphasize that designing reusable systems requires anticipating requirements changes and the application of design patterns will help ensure system mutability. The course includes a major project in which the students will gain hands-on experience with design patterns.

## **SWE 6863 - Software Engineering Ethics and Legal Issues**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course provides an overview of software engineering and explores both the theoretical principles and their application in the engineering of software-intensive systems. Topics cover the entire software development life-cycle and include software engineering process models, project management and planning, requirements engineering, software architecture and design, prototyping, verification and validation, usability and human factors, quality assurance, and professionalism and ethics. The course includes a real-world team project in which students are given hands-on experience utilizing state-of-the art tools to analyze and design a software system.

## **SWE 6883 - Formal Methods in Software Engineering**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SWE 6623 , SWE 6613 , and CS 5070

The course is concerned with formal representation of the specification of software. Formal mechanisms for specifying, validating, and verifying software systems will be introduced to check for completeness and correctness as well as to discover ambiguities in the specifications. Both Propositional and Predicate Calculus will be reviewed and utilized to represent and reason about software specifications. Proof techniques and formal specification languages Z and the Object Constraint Language (OCL) will be explored.

## **SWE 6901 - Special Topics**

### **1 to 3 Credit Hours**

*Prerequisite:* As determined by the Instructor and Department Chair

Special topics selected by the Department Chair. Offered on a demand basis.

## **SWE 6902 - Special Topics**

### **1 to 3 Credit Hours**

*Prerequisite:* As determined by the Instructor and Department Chair  
Special topics selected by the Department Chair. Offered on a demand basis.

## **SWE 6903 - Special Topics**

### **1 to 3 Credit Hours**

*Prerequisite:* As determined by the Instructor and Department Chair  
Special topics selected by the Department Chair. Offered on a demand basis.

## **SWE 7803 - Master's Thesis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* GPA 3.0 or above; completed all transition courses and 12 graduate course credits in your major program by the end of the semester in which you are seeking thesis topic approval. Thesis topic Approval Form, to which the one page thesis topic description is attached, must be all signed by the thesis Advisor, thesis Committee Members, the Department Chair and the Dean.

The thesis is designed for students wanting a research focus to their degree. The student works independently under the supervision of a designated SWE graduate faculty member on a thesis of substance in software engineering. The student will generate a formal written thesis and give a final defense of the thesis. This course may be repeated, but only 6 hours may be applied toward the degree. This course will be an alternative to SWE 7903 Software Engineering Capstone.

## **SWE 7903 - Software Engineering Capstone**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SWE 6613, SWE 6623 , SWE 6673 , and SWE 6633

This course is designed for students to give a professional focus to their degree. The students work in designated teams under the supervision of the course instructor (a CSE faculty member), on a project of practical significance in software engineering. Each of the teams will deliver a final working product, generate a substantial final report, and give a final presentation on the project.

## **Spanish**

## **SPAN 7702 - Sociolinguistics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT program in Foreign Languages.

This course explores how social, geographic, cultural, and economic factors contribute to

language variation across the Spanish-speaking world. In addition to discussing variation theory, students gain experience in conducting empirical research.

**Note** Course taught in Spanish.

## **SPAN 7704 - Topics in Spanish Linguistics**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SPAN 7702

An exploration of language-related issues (theoretical and/or applied) that impact the teaching and learning of Spanish as a second/foreign language. Students gain an understanding of these issues through readings, discussion, and action research.

**Note** Course taught in Spanish.

## **SPAN 7712 - Hispanics in the U.S.**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT in Foreign Languages.

A multidisciplinary study of the migration history and cultural experience of the major Hispanic groups in the United States, including the portrayal of these groups in current events.

**Note** Course taught in Spanish.

## **SPAN 7714 - Topics in Hispanic Culture**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT in Foreign Languages.

This course is an in-depth analysis of Hispanic cultural representations in the media, literature, and other artistic productions. Topics are chosen for their significance and impact on Hispanic cultures.

**Note** Course taught in Spanish.

## **SPAN 7722 - Literary Masterpieces**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT program in Foreign Languages

This course explores the most representative masterpieces of twentieth century Peninsular and Spanish American Literature from all genres. Students examine how these works define (or defy) the aesthetic and cultural canon of the period.

**Note** Course taught in Spanish.

## **SPAN 7724 - Topics in Literature**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MAT in Foreign Languages.

An exploration of a period, movement or genre in literature and its relationship to culture. Topics are chosen for their significance and impact on Hispanic cultures.

**Note** Course taught in Spanish.

## **Statistics**

### **ACS 7010 - Data Structures with C++**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Program admission.

This course covers both linear and non-linear data structures by using an object-oriented approach, based on the notion of the Standard Template Library (STL) container classes. Modern C++ constructs is used in developing data structures and their applications.

### **ACS 7030 - Database Systems with Java Applications**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Program admission.

This course covers knowledge in database management systems, database processing, data modeling, database design, development, and implementation. Java programming language will be used to develop database applications.

### **ACS 7410 - Parallel and Distributed Computing**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ACS 7010

This course covers fundamental programming principles in the increasingly important area of shared-memory programming using OpenMP, distributed-memory programming using MPI, and data center programming using MapReduce.

### **ACS 7420 - Algorithm Design for Big Data**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ACS 7410

This course covers advanced algorithms and data structures that are scalable to big data in a distributed computing environment. Topics include MapReduce algorithm design principles, algorithms for processing big text data, algorithms for analyzing big graph, and large-scale machine learning and data mining algorithms.

## **ACS 7510 - HPC Infrastructure**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ACS 7010

This course covers hardware infrastructure and software architecture for high performance computing platforms including cluster computing platform, grid computing platform, and cloud computing platform.

## **ACS 8310 - Data Warehousing**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ACS 7030

This course covers the fundamentals of data warehousing architecture and issues involved in planning, designing, building, populating a successful data warehouse system. Topics covered in the course include requirement analysis, dimensional modeling, physical design, extraction-transformation-load (ETL) design and development, Analysis Service Online Analytical Processing (OLAP) database, data mining, and business intelligence (BI) applications.

## **ACS 8430 - Text and Web Mining**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ACS 7420

This course covers techniques of mining text and web data. Topics include text/web retrieval, text/web clustering, text/web categorization, text summarization, social network analysis, and web log mining.

## **ACS 8510 - Large-Scale Distributed Database Systems**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* ACS 7410 and ACCT 8310

This course covers a distributed and non-SQL database technology designed for processing big data. Topics include data model, database architecture, and database applications.

## **STAT 7000 - Introduction to Mathematics for Statistics**

**3 Class Hours 0 Laboratory Hours 0 Credit Hours**

*Prerequisite:* Admission to the MSAS program or permission of the program director.

This course reviews the necessary background in calculus and linear algebra for the students enrolled in the Master of Science program who need to refresh their knowledge. Topics in calculus include: continuous functions, derivatives, applications to finding minima and maxima of functions, integrals; elements of multivariate calculus: partial derivatives, solving optimization problems, multiple integrals. Topics in linear algebra include: matrices and operations with matrices, the inverse of a matrix, vectors in  $\mathbb{R}^n$ , linearly independent vectors in  $\mathbb{R}^n$ , linear transformations on  $\mathbb{R}^n$ , eigenvalues and eigenvectors.

## **STAT 7010 - Mathematical Statistics I**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 8120 and STAT 8210

Fundamental concepts of probability, random variables and their distributions; review of sampling distributions; theory and methods of point estimation and hypothesis testing, interval estimation, nonparametric tests, introduction to linear models.

## **STAT 7020 - Statistical Computing and Simulation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Corequisite:* STAT 7100

Topics covered in STAT 7020 will include stochastic modeling, random number generators based on probability distributions, discrete-event simulation approaches, simulated data analysis, nonparametric analysis and sampling techniques. Given the importance of the SAS software to these types of applications, students will, by definition, refine and improve their SAS programming skills. The class will utilize real-world datasets from a variety of disciplines including, finance, manufacturing and medicine.

**Note** The course will involve lecture notes, case studies, and student projects.

## **STAT 7100 - Statistical Methods**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the MSAS program.

Stat 7100 is designed to give students the foundation in statistical methods necessary for further study in the Master of Science in Applied Statistics program. The course begins with a study of statistical distributions (binomial, Poisson, uniform, exponential, gamma, chi-square and normal), descriptive statistics, the Central Limit Theorem, t-tests (one-sample, two-sample and paired) and confidence intervals. The course then moves on to more advanced techniques including categorical data analysis (chi-square tests), correlation, simple linear regression analysis and one-way analysis of variance.

## **STAT 7900 - Special Topics**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Approval of the Program Director.

Exploration of selected topics of interest to students and faculty.

## **STAT 8020 - Advanced Programming in SAS**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 7100 and STAT 7020

This course will cover advanced programming techniques using the SAS system for data management and statistical analysis. The topics covered include macro programming, using SQL

with SAS and optimizing SAS programs. Upon completion of this course students will be prepared to take and pass the certification test and obtain the Advanced Programmer for SAS 9 certification.

## **STAT 8030 - Programming in R**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 7020

This course is a graduate level course in statistical computing using the R/S-Plus programming environment for data management, basic statistical analysis, and simulation. The overall objective of this course is to prepare students to use the R package in both practical statistical/quantitative applications as well as Monte Carlo simulation research. Topics covered include object-oriented programming, porting data, general data management, basic statistical analysis, and writing customized user-defined functions and programs.

## **STAT 8110 - Quality Control and Process Improvement**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 7100 and STAT 7020

Classical quality control methods, including control charts and sampling plans, will be integrated with process improvement tools such as process flowcharts and simple graphical tools.

## **STAT 8120 - Applied Experimental Design**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 7100 and STAT 7020

Methods for constructing and analyzing designed experiments are considered. The concepts of experimental unit, randomization, blocking, replication, error reduction and treatment structure are introduced. The design and analysis of completely randomized, randomized complete block, incomplete block, Latin square, split-plot, repeated measures, factorial and fractional factorial designs will be covered.

**Note** Statistical software will be utilized.

## **STAT 8125 - Design and Analysis of Human Studies**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 7020 and STAT 8210

This course will serve as an introduction to epidemiologic methods used to investigate disease outbreaks and the effectiveness of public health interventions. At the end of the course, students will be able to design, analyze, and report the results of an epidemiologic investigation and will be able to interpret literature related to analysis of studies of disease causality and treatment.

## **STAT 8140 - Six Sigma Problem Solving**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

The focus of this course is applying Six Sigma methods such as DMAIC to industrial problems using the statistical methods studied in prior courses. Students will analyze industrial data and brainstorm appropriate approaches utilizing Six Sigma methods. Since Six Sigma methods will be utilized throughout the program, this course is a synthesis of prior learning. Students will take the American Society for Quality practice Green Belt exam to help prepare them for the actual Green Belt exam. The class will review exam questions and address areas where students are having difficulty.

## **STAT 8210 - Applied Regression Analysis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 7100 and STAT 7020

Topics include simple linear regression, inferences, diagnostics and remedies, matrix representations, multiple regression models, generalized linear model, multicollinearity, polynomial models, qualitative predictor variables, model selection and validation, identifying outliers and influential observations, diagnostics for multicollinearity, and logistic regression.

## **STAT 8220 - Time Series Forecasting**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 7020 and STAT 8210

This course provides an introduction to univariate time-series analysis that emphasizes the practical aspects most needed by practitioners and applied researchers. Topics covered include linear regression applied to time series, simple autoregressive models (ARMA and ARIMA), and Box-Jenkins methodology.

## **STAT 8225 - Applied Longitudinal Data Analysis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 8210

This course introduces students to methods of longitudinal data analysis and issues involved with the analysis of repeated measures data. The course will be based on multilevel models (also referred to as hierarchical models, mixed effects models, and random coefficient models) with a major emphasis on modeling intraindividual effects as a precursor to modeling interindividual effects. Students will learn how to choose an appropriate model so that specific research questions of interest can be addressed in a methodologically sound way.

## **STAT 8240 - Data Mining**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 8210

Data Mining is an information extraction activity whose goal is to discover hidden facts

contained in databases and perform prediction and forecasting through interaction with the data. The process includes data selection, cleaning and coding, using statistical pattern recognition and machine learning techniques, and reporting and visualizing the generated structures. The course will cover all these issues and will illustrate the whole process by examples of practical applications.

**Note** Students will use SAS Enterprise Miner software.

## **STAT 8250 - Data Mining II**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 8240

This course is a continuation of STAT 8240: Data Mining. Data Mining is an information extraction activity whose goal is to discover hidden facts contained in databases, perform prediction and forecasting, and generally improve their performance through interaction with data. The process includes data selection, cleaning, coding, using different statistical, pattern recognition and machine learning techniques, and reporting and visualization of the generated structures. The course will introduce additional modeling tools for pattern recognition and prediction, including Sequential Pattern Analysis, Neural Networks, Support Vector Machine, Nearest-neighbor classifiers, and many others. These tools will be taught through examples of practical applications. Students will be encouraged to try different Data Mining software.

## **STAT 8260 - Segmentation Models**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 7020 and (STAT 8320 or STAT 8240 ).

This class begins by reviewing classical clustering methods introduced in the data mining sequence. These methods are studied in greater depth and their application in massive data classification and market segmentation endeavors is explored. The second half of this course introduces the use of probabilistic models for segmentation, including mixture and latent class models, among others, and explores their utility and strengths. Segmentation using both continuous and categorical inputs with these methods is stressed. Further emphasis is placed on practical application of these methods when applied to massive data sources and appropriate and accurate reporting of results.

## **STAT 8270 - Production Level Modeling**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 8020 and STAT 8250

This course focuses on the practical use of statistical and data mining models in production-level use in massive data applications. The course focuses on the circular, continuous nature of the model life cycle by studying the planning, development, implementation, assessment, monitoring, retirement/replacement phases of production-level modeling.

## **STAT 8310 - Applied Categorical Data Analysis**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 8210

This course will cover methods of contingency table analysis, including data categorization, dose-response and trend analysis, and calculation of measures of effect and association. The students will learn to use generalized linear regression models including logistic, polychotomous logistic, Poisson and repeated measures (marginal and mixed models), and apply these appropriately to real-world data. Applications to Statistical software packages such as JMP, MINITAB, and/or SAS will be used.

## **STAT 8320 - Applied Multivariate Data Analysis**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 8120 and STAT 8210

Survey course in statistical analysis techniques. Through a combination of textbook and real-world data sets, students will gain hands-on experience in understanding when and how to utilize the primary multivariate methods Data Reduction techniques, including Principal components Analysis and Common Factor Analysis, ANOVA/MANOVA/MANCOVA, Cluster Analysis, Survival Analysis and Decision Trees.

## **STAT 8330 - Applied Binary Classification**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 8210

This course is a heavily used concept in Statistical Modeling. Common applications include credit worthiness and the associated development of a "FICO-esque" credit score, fraud detection or the identification of manufacturing units which fail inspection. Students will learn how to use Logistic Regression, Odds, ROC curves, maximization functions to apply binary classification concepts to real-world datasets. This course will heavily use SAS-software and students are expected to have a strong working knowledge of SAS.

## **STAT 8340 - Social Network Analysis**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 8240 and STAT 8020

This course is designed to introduce concepts, techniques, and proper analysis of social network data. Topics include measuring and characterizing networks, identifying and classifying different types of networks, creating models for networks, and predicting their behavior, with an emphasis on issues associated with "Big Data". This course will also focus on specific applications of network analysis in the fields of management, marketing, strategy development and epidemiology.

## **STAT 8370 - Applied Affinity Analysis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 8250 and STAT 8020

Affinity analysis seeks to identify the presence and strength of relationships whereby activities tend to occur together. The course begins with coverage of the fundamental methods and concepts revolving around association rules. The second half of the course focuses on market basket analysis, a specific application of affinity analysis that focuses on consumer purchasing. Students are required to obtain transaction-level retail data (most likely from the Internet), complete a market basket analysis, and communicate the results in a formal report.

## **STAT 8380 - Churn Modeling**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 8240 and STAT 8020

This course is designed to introduce concepts, techniques, and proper analysis of customer attrition data. Topics include statistical and data mining methods for measuring and modeling customer churn with emphasis placed on practical modeling skills, addressing issues that arise with "Big Data", and distilling and communicating results into meaningful and actionable conclusions. Examples of massive data will be drawn from service industries such as communications, financial services, healthcare, retail, and insurance.

## **STAT 8390 - Missing Data and Imputation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 8210 and STAT 8020

This course is designed to introduce students to the technical concepts associated with missing data as well as conventional and advanced methods to handle missing data. The topics include missing at random, deletion techniques, imputation techniques, as well as maximum likelihood techniques and multiple imputation techniques. The course will also discuss complications that can arise with multiple imputations. The methods will be applied to real world datasets with guided exploration of the methods by the students.

## **STAT 8395 - Risk Modeling**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 7010 and STAT 8220

This course is an introduction to the fundamental concepts in modern risk theory and mathematical methods of risk management. Applications in finance, insurance and health sciences will be discussed.

## **STAT 8399 - Design and Analysis of Massive Survey Data**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* STAT 8240 and STAT 8020

This course is designed to introduce concepts, techniques, and current practice of sample survey design and analysis with emphasis on the unique issues associate with "Big Data". Topics include simple random sampling, systematic sampling, stratified random sampling, cluster sampling, multistage sampling, replicated sampling, imputation and strategies to deal with missing data. Examples of complex designs will be drawn from telephone surveys, the Current Population Survey and various health surveys of National Center for Health Statistics. Topics in analysis include post-stratification adjustments, ratio and regression estimators, and methods for estimating variance from complex surveys.

## **STAT 8916 - Cooperative Education**

### **1-3 Credit Hours**

*Prerequisite:* Permission of Program Director.

## **STAT 8918 - Internship**

### **1-3 Credit Hours**

*Prerequisite:* Permission of Program Director.

## **STAT 8940 - Applied Analysis Project**

### **1-9 Credit Hours**

*Prerequisite:* Must be approved by graduate program director.

Students will work with a Department faculty member on an analysis approach using real data. The data may be generated from a problem in their workplace or from any other source that illustrates the statistical method being studied. In the first part of the semester, the theory of the method will be studied to obtain a solid foundation in the methodology. Later, data will be analyzed using one or more statistical software packages. Students will prepare a written report that will become part of their Statistical Methods Portfolio.

## **STAT 8950 - Directed Study**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Permission of Program Director.

Special advanced topics external to regular course offerings.

## **STAT 9200 - Statistic Methods II**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Admission to the DNS Program.

This course presents advanced treatment of the design of experiments and the statistical analysis of experimental data using analysis of variance (ANOVA), multiple regression, multivariate analysis of variance (MANOVA), discriminant analysis, cluster analysis and factor analysis.

# Study Abroad

## SA 8900 - Study Abroad

### **1-12 (varied by course) Credit Hours**

*Prerequisite:* Varies with discipline and subject.

Upper division study abroad course denoting graduate level work. Each course is uniquely designed to maximize field experiences in a manner appropriate to the country visited and the discipline or cross disciplinary perspective applied. Specific course titles are assigned to each study abroad course and major course equivalencies may be substituted with departmental approval.

## Systems Engineering

### **SYE 5000 - Quantitative Foundations for Systems Engineering**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course provides the quantitative foundations necessary for core courses in the Systems Engineering and Certificate programs. Topics include calculus, vectors and matrices, linear systems, and probability theory. Engineering applications of the topics will be emphasized. Cannot be taken for credit for the MS SyE.

### **SYE 6005 - Introduction to Systems Engineering**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

The goal is to introduce the student to the essential principles, processes, and practices associated with the application of Systems Engineering. The applicability and use of Process Standards will be examined. Emphasis will focus on defining the problem to be solved, establishing the initial system architecture, understanding the role of system life-cycles, requirements development, and verification and validation of the realized system.

### **SYE 6010 - Project Management Processes**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Integrated framework for project organization, planning and control focusing on project management processes for large, complex programs to ensure cost-effective and quality outcomes for investments.

### **SYE 6015 - Systems Analysis and Design**

#### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SYE 6005

Methods used to analyze and design complex systems that meet the needs of multiple stakeholders over the system life cycle. Apply systems engineering design and analysis principles to the virtual design of a contemporary complex system.

## **SYE 6020 - System Architecture**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SYE 6005 and SYE 6010

Examination of concepts and techniques for architecting systems, the establishment of a bounded and integrated structure that provides a framework for system creation, work breakdown structures, cost analysis, and subcontractor control and interface will be reviewed. A structured approach to system architecture that proceeds from a topmost "system" to an aggregation and integration of systems created in lower level development layers, both internal and external to the developer as described in the standard ANSI/EIA-632 (Processes for Engineering a System) will be explored.

## **SYE 6025 - Economic Decision Analysis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SYE 5000 or equivalent

This course covers the basic tools used in engineering economic decision making, including discounted cash flow, replacement and timing decisions, depreciation, risk analysis, and pricing mechanisms. Topics may also include an introduction to preferences and utilities, equilibrium concepts, probabilistic decisions, game theory, and incentive compatibility.

## **SYE 6035 - Modeling and Simulation**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* QA 6610

The use of models and simulations to validate or predict expected performance, behavior, and interaction of selected design elements in a controlled environment will be examined. This course will also present guidelines for selecting and using models and simulations on projects. Various modeling and simulation methods and tools will be examined and their value and applications probed for differing engineering development needs.

## **SYE 6045 - Process Assessment and Improvement**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course provides an operational understanding of the differences between process standards and assessment standards where the latter provide a formal and structured means of examining a specific process or focus area to determine process capability or process maturity in an enterprise. Both EIA/IS-731-1, "Systems Engineering Capability Model", and Capability Maturity Model® Integration (CMMISM) will be examined and the strengths and weaknesses reviewed with respect to consideration of use on projects.

## **SYE 6050 - Reliability and Sustainability**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* QA 6610

Concepts for reliability and sustainability (maintainability) engineering and their integration into system development will be examined. In addition, techniques for ensuring the integration of these factors into core design decisions through specified requirements will be explored.

## **SYE 6055 - System Engineering Project**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Consent of instructor

In this capstone class, students will be presented with an engineering problem statement constituting acquirer needs and expectations. Multi-disciplinary teamwork will be required to achieve a solution to the presented problem statement.

## **SYE 6065 - System Optimization**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* SYE 5000 or equivalent

This course focuses on methods of operations research and their applications. Operations Research methods include linear programs, network models, queuing models, markov chains, and heuristics. Applications in inventory & production planning, transportation & logistics, and finance will be covered.

## **SYE 6070 - Logistics and Supply Chain Management**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course focuses on decisions vital to success in typical business environments characterized by competition and scarce resources. Students will develop skills in applying a variety of techniques to solve logistics and supply chain management problems. Topics covered will include information sharing and aligning incentives along the supply chain; demand forecasting; inventory decisions; transportation mode and route selection; and pricing and revenue management.

## **SYE 6075 - Manufacturing Systems Planning and Design**

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

This course focuses on decisions important in production and warehousing environments. Production topics include analysis of flows, bottlenecks and queuing, types of manufacturing operations, aggregate production planning, lot sizes and lead times, and pull production systems. Warehouse topics include design and analysis of warehouse layout, order picking strategies, warehousing inventories, and integration of production and distribution systems.

## **SYE 7801 - Masters Thesis Hours**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Consent of the Program Director and the Thesis Advisor

The thesis is designed for students wanting a research focus to their degree. The student works independently under the supervision of a designated SyE faculty member on a thesis, generates a formal written thesis, and gives a final defense of the thesis.

This course may be repeated, but only 6 hours may be applied toward the degree.

## **SYE 7802 - Masters Thesis Hours**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Consent of the Program Director and the Thesis Advisor

The thesis is designed for students wanting a research focus to their degree. The student works independently under the supervision of a designated SyE faculty member on a thesis, generates a formal written thesis, and gives a final defense of the thesis.

This course may be repeated, but only 6 hours may be applied toward the degree.

## **SYE 7803 - Masters Thesis Hours**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

*Prerequisite:* Consent of the Program Director and the Thesis Advisor

The thesis is designed for students wanting a research focus to their degree. The student works independently under the supervision of a designated SyE faculty member on a thesis, generates a formal written thesis, and gives a final defense of the thesis.

This course may be repeated, but only 6 hours may be applied toward the degree.

## **SYE 7900 - Special Topics in Systems Engineering**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Topics not covered in the department's regular systems engineering offerings. Course content may vary each semester depending on instructor and the perception of students' needs.

Course may be repeated for credit.

## **WebMBA**

### **WMBA 1000 - Georgia WebMBA Orientation**

#### **0 Class Hours 0 Laboratory Hours 0 Credit Hours**

The Georgia WebMBA Orientation focuses on team building, program requirements and information, and includes interaction with our program faculty, administrators, and graduates.

Sessions include technology seminars, communication and team maintenance, personality assessments and presentations by course leads for each WebMBA course. Students will work in their teams to create team contracts, have face-to-face time with their faculty, deans and

administrators and participate in 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 Class Hours 0 Laboratory 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 Class Hours 0 Laboratory 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 6020 - Managerial Communications**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

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 Class Hours 0 Laboratory Hours 3 Credit Hours**

Global and International Business Strategy is designed for both entry level and high level managers with any functional responsibility. The course is designed to explain to students the growing opportunities and potential risks in doing business across national boundaries. The nature and economic role of the global business, including the impact of legal, political, social, and cultural variables are examined for their influence upon business performance and

managerial activity. Students will apply concepts to case studies, country report, and other assignments. By the end of the course, students will have a truly global approach in identifying, analyzing, and solving problems.

## **WMBA 6040 - Managerial Decision Analysis**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Managerial Decision Analysis 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 you may find useful for your 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. 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 Class Hours 0 Laboratory 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 operating 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 operations. A strategic marketing plan project utilizing an organization of the associates' choice provides the opportunity for students to apply and demonstrate understanding of the concepts learned in the course to a real-world situation.

## **WMBA 6060 - Managerial Finance**

### **3 Class Hours 0 Laboratory 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 Class Hours 0 Laboratory Hours 3 Credit Hours**

Entrepreneurship is intended to expose graduate business students to both the spirit and mechanics of entrepreneurial and entrepreneurial thinking and action. The course takes the perspective of both the needs of the would-be entrepreneur as well as the manager of creative and entrepreneurial activity. This course is also designed to offer insights for students seeking entrepreneurial careers in new or established organizations. . 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 Class Hours 0 Laboratory Hours 3 Credit Hours**

The Management Information Systems course is designed to provide a framework for understanding how technology can support or destroy everything from strategic decisions to operational actions. Course lectures, discussions, and application-oriented essay exams 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. Each student team investigates and presents current research from top academic journals and trade publications. By the end of the term, students have been exposed to many business cases and numerous current research publications with the intent of developing their ability to analyze situations in light of academic theories that have been proven to foster IT success. The final project helps students apply these skills in a very personal way to develop their own framework for IT decisions as they exit the course.

## **WMBA 6100 - Operations Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

Operations 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 - Strategic Management**

### **3 Class Hours 0 Laboratory Hours 3 Credit Hours**

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.

# Faculty

The Kennesaw State University faculty consists of student-oriented men and women who are dedicated to teaching and who are actively engaged in research, scholarly activity, and community and public service. They have studied at leading educational institutions in this country and abroad. Some have had Fulbright appointments for teaching and research overseas. Others have had grants from foundations, including the Ford, National Science and various learned societies. The date in the parentheses after the name indicates the year of the appointment to the Kennesaw State University faculty.

Abaza, Hussein, F, Associate Professor of Construction Management, PHD, Environmental Design and Planning, 2002, BARCH, Architecture, 1987, MS, Architecture, 1993

Abbott-Lyon, Heather, L, Assistant Professor of Chemistry, PHD, Chemistry, 2007, BS, Chemistry, 2002, BS, Classical Studies, 2002

Abernathy, John, L, Assistant Professor of Accounting, PHD, Accounting, 2010, MACCT, Accounting, 1997, BS, Accounting, 1996

Achar, Premila, N, Associate Professor of Biology, PHD, Applied Botany, 1989, MPHIL, Seed Pathology, 1983, MS, Botany, 1982, BS, Botany, 1980

Ackert, Lucy, F, Professor of Finance, PHD, Economics, 1990, MA, Economics, 1984, BSBA, Economics, 1982

Adams, Erin, C, Assistant Professor of Social Science Education, PHD, Educational Theory and Practice, 2016, EDS, Middle School Education, 2010, MED, Social Studies Education, 2008, BS, Social Science Education, 2006

Adams, Lisa, G, Associate Professor of Biology Education, PHD, Biology, 1993, MS, Biology, 1988, BS, Biology, 1985

Adams, Megan, G, Assistant Professor of Reading Education, PHD, Language and Literacy Education, 2012, MAT, Secondary English Education, 2006, AB, English, 2004

Adebayo, Akanmu, G, Professor of History, PHD, History, 1986, MA, History, 1982, BA, History, 1979

Adhikari, Dhruva, R, Assistant Professor of Mathematics, PHD, Mathematics, 2007, MS, Mathematics, 1996, BS, Science, 1994

Aguilar, Rodolfo, , Limited Term Assistant Professor of American Studies, PHD, American Studies, 2014, BA, Latin American and Latino Studies, 2007

Akerman, Mary, S, Lecturer of Classical Guitar, MFA, Music, 1978, BMUS, Music Performance, 1976

Akins, Edwin, E, Associate Professor of Architecture, MARCH, Architecture, 1996, BS, Architecture, 1994

Akinyemi, Nurudeen, B, Interim Director of the Center for African and African Diaspora Studies and Associate Professor of Political Science, PHD, International Studies, 1994, MA, Political Science, 1986, BA, Political Science, 1985

Alamilla, Saul, G, Assistant Professor of Psychology, PHD, Counseling/Clinical/School Psychology, 2009, MA, Counseling Psychology, 2006, MS, Counseling, 2004, BA, Sociology, 2002

Albrecht, Eric, A, Associate Professor of Biology, PHD, Biological Sciences, 2000, BS, Biology, 1993

Alexander, Chris, W, Assistant Professor of Chemistry and Biochemistry, PHD, Chemistry, 1993, BS, Chemistry, 1988

Alexander, Donna, L, Limited Term Assistant Professor of Educational Leadership, PHD, Educational Leadership, 2015, EDS, Teaching and Learning, 2010, MED, Business Education, 2005, BSED, Business Education, 2001

Ali, Radwan, M, Associate Professor of Information Systems, PHD, Instructional Technology, 2006, MBA, Business Information Systems Management, 1998, BS, Computer Science, 1986

Allison, Audrey, W, Associate Professor of Communication, PHD, Speech Communication, 1999, MS, Home Economics Communication, 1987, BS, Journalism, 1983

Alme, Karyn, A, Senior Lecturer of Environmental Science, MS, Geology, 2001, BS, Geology, 1994

Amason, Janeen, S, Assistant Professor of Nursing, PHD, Nursing, 2013, MSN, Adult Health, 1995, BSN, Nursing, 1991

Amlaner, Charles, J, Vice President for Research and Professor of Biology, DPHIL, Biological and Agricultural Sciences, 1983, MA, Biology, 1976, BS, Biophysics, 1974

An, Sohyun, , Associate Professor of Social Studies Education, PHD, Curriculum and Instruction, 2009, MA, Social Studies, 2001, BA, Social Studies Education, 1999

Anderson, Kami, J, Co-Director of the Honors Program Marietta Campus and Associate Professor of Communication, PHD, Communication and Culture, 2007, MA, Interdisciplinary Studies, 2000, BA, Spanish, 1996

Anderson, Mark, R, Dean of the College of Science and Mathematics and Professor of Chemistry, PHD, Chemistry, 1987, BS, Chemistry, 1983

Angay-Crowder, Tuba, , Limited Term Assistant Professor of Reading and Literacy Education, PHD, Teaching and Learning, 2016, BA, English, 1996

Ansley, Kelly, R, Research and Instruction Librarian and Librarian Assistant Professor of Library Science, M.L.I., Library and Information Science, 2009, BA, History, 2006

Ao, Yumin, , Coordinator of Chinese Program and Lecturer of Chinese, PHD, Chinese Language and Culture, 2011, MA, Comparative Literature and World Literature, 2004

Ariail, Donald, L, Professor of Accounting, DBA, Business Administration, 2005, MPACC, Accountancy, 1976, BBA, Finance, 1970

Armour Hileman, Victoria, L, Lecturer of English, PHD, English, 1988, MA, English, 1982, MA, Hebrew Letters, 2006, MFA, English, 1986, BA, English/Creative Writing, 1979, BA, Music, 1979

Arnett, E, J, Assistant Professor of Professional Writing, PHD, Technical Communication and Rhetoric, 2008, MA, Technical Communication, 2003, BA, Psychology, 1996

Arnold, Holly, W, Limited Term Assistant Professor of TESOL, EDD, Curriculum and Instruction, 2013, MAT, TESOL, 2008, BA, Spanish, 2005

Artese, Brian, P, Lecturer of English, PHD, English, 2004, MA, English Literature, 1996, BA, English, 1992

Aryafar, Behnam, M, Limited Term Instructor of Physics, MS, Physics, 2012, BS, Physics, 1983

Asbury, Clayton, G, Lecturer of Communication, MA, Educational Media, 1993, BS, Communications, 1988

Asgill, Austin, B, Chair of the Department of Electrical and Computer Engineering Technology and Professor of Electrical Engineering Technology, PHD, Electrical Engineering, 1990, MBA, Business Administration, 1999, MS, Electrical Engineering, 1982, BE, Electrical Engineering, 1979

Askildson, Lance, R, Vice Provost for Global Affairs and Chief International Officer and Associate Professor of English, PHD, Second Language Acquisition and Teaching, 2008

Astrachan, Joseph, H, Wells Fargo Eminent Scholar Chair of Family Business and Professor of Management, PHD, Organizational Behavior, 1989, MA, Organizational Behavior, 1985, MPHIL, Organizational Behavior, 1986, BA, Social Psychology of Organizations, 1983

Atiqullah, Mir, M, Professor of Mechanical Engineering, PHD, Mechanical Engineering, 1996, MSME, Mechanical Engineering, 1990, BS, Mechanical Engineering, 1976

Atkins, Robert, W, Professor of Industrial Engineering, MBA, Marketing, 1985, BS, Industrial Engineering, 1972

Aust, Charles, F, Professor of Communication, PHD, Mass Communication, 1993, MA, Telecommunications, 1985, BS, Psychology, 1975

Aust, Philip, J, CHSS Distance Education Online Coordinator for Communication and Associate Professor of Communication, PHD, Organizational/Group and Interpersonal Communication, 2000, MA, Speech Communication, 1993, BA, Theology, 1990

Ayala, Rosana, F, Lecturer of Spanish, MED, Administration and Supervision EDLC, 1989, BS, Economics, 1975

Aycock, Laurie, D, Undergraduate Science and Government Documents Librarian and Librarian Assistant Professor of Library Science, M.L.I., Library and Information Science, 2011, BS, Biology, 1993

Azriel, Joshua, N, Coordinator of Part-time Hiring, Training & Evaluation and Professor of Communication, PHD, Mass Communication, 2006, MA, Political Science, 1999, BA, Political Science, 1996

Babenko, Yuliya, V, Associate Professor of Mathematics, PHD, Mathematics, 2006, MA, Mathematics, 2003, MS, Mathematics, 2001, BS, Mathematics, 2000

Bagchi, Aniruddha, , Associate Professor of Economics, PHD, Economics, 2006, MA, Economics, 2004, MA, Economics, 1997, BS, Economics, 1995

Bailey, Bill, D, Assistant Professor of Industrial Engineering, PHD, Technology Management (Quality Systems), 2011, MS, Industrial Technology, 1998, BA, Psychology and English, 1994

Bailey, Rita, L, Dean of the Honors College and Professor of Special Education, EDD, Special Education, 2002, MS, Speech Pathology and Audiology, 1992, BS, Speech Pathology and Audiology, 1990

Baker, Meredith, B, Lecturer of Biochemistry, PHD, Medicinal Chemistry and Molecular Pharmacology, 2007, BS, Chemistry, 2001

Baker, Virginia, M, Associate Dean for Assessment and Undergraduate Programs and Professor of Decision Sciences, PHD, Business Administration, 1987, BSBA, Quantitative Methods, 1981

Baker, William, E, Interim Executive Director of the Burruss Institute and Assistant Professor of Political Science, PHD, Public Administration, 2001, MA, Urban Affairs, 1978, BA, Social and Behavioral Sciences, 1972

Ball, Thomas, R, Associate Dean of Engineering and Assistant Professor of Apparel and Textile, MBA, Management, 1975, BA, Business Administration, 1970

Ballard, Nancy, M, Assistant Professor of Nursing, PHD, Nursing, 2015, MSN, Nursing, 1993, BSN, Nursing, 1982

Bandyopadhyay, Tridib, , Master of Science in Information Systems Director and Associate Professor of Information Systems, PHD, Management Science, 2006, MBA, Business Administration, 2001, MBA, Finance, 1995, BE, Electrical Engineering, 1985

Banke, Susan, L, Clinical Assistant Professor of Educational Leadership, PHD, Leadership and Education, 2004, MS, Educational Leadership, 1997, BA, Religious Education, 1976

Barber, Diana, S, Assistant Professor of Hospitality Law and Liability, JD, Law, 1985, BA, Criminal Justice, 1981

Barclay, Sandra, W, Special Formats Cataloging Librarian and Librarian Assistant Professor of Library Science, MLS, Library and Information Studies, 1999

Bartlett, Stephen, M, Online Coordinator for the Department of History and Philosophy, Coordinator of Part-time Faculty and Senior Lecturer of World History, MA, History, 1997, BA, History, 1994

Baruah, Bharat, , Associate Professor of Chemistry and Biochemistry, PHD, Science, 2003, MS, Chemistry, 1998, BS, Chemistry, 1995

Basch, Mary, C, Senior Lecturer of Early Childhood Education, MED, Educational Administration and Supervision, 1998, BS, Elementary Education, 1993

Baughman, Diana, M, Clinical Assistant Professor of Nursing, MSN, Primary Care Nurse Practitioner, 2007, BA, Psychology, 1981, BSN, Nursing, 2003

Baunach, Dawn, M, Chair of the Department of Sociology and Criminal Justice and Professor of Sociology, PHD, Sociology, 1996, MA, Sociology, 1993, BA, Sociology, 1990

Beach, Michael, B, Associate Professor of Biology, PHD, Biology, 2000, BS, Biology, 1993

Beadles, Sam, J, Chair of the Department of Civil and Construction Engineering and Professor of Construction Engineering, MS, Civil Engineering, 1987, BS, Civil Engineering, 1982

Bedette, Kathryn, L, Academic Engagement Coordinator and Associate Professor of Architecture, MARCH, Architecture, 1999, BS, Architecture, 1992

Behrman, Mary, D, Lecturer of English, PHD, English, 2004, MA, English, 1998, BS, Economics, 1987, BS, Marketing and International Business, 1987

Bell, Douglas, D, Associate Professor of Elementary and Early Childhood Education, PHD, Early Childhood Education, 2010, MS, Early Childhood Education, 2002, BA, Pre-K/Primary Education, 1999

Bell, Marla, , Associate Dean for Student Success in the College of Science and Mathematics and Professor of Mathematics, PHD, Mathematical Sciences, 1993, MS, Mathematical Sciences, 1989, BS, Mathematics, 1986

Benjamin, Jesse, J, Associate Professor of Sociology and African and African Diaspora Studies, PHD, Sociology, 2002, MA, Anthropology, 1996, BA, Interdisciplinary Social Science, 1992

Bennett, Ann, M, Assistant Professor of Reading Education, MSED, Teacher Education, 2011, BA, Classics, 2007, BA, History and Political Science, 2005

Bennett, Kathleen, E, Limited Term Instructor of Special Education, MED, Early Childhood Education, 2010, BA, Special Education, 2005

Benson, Debra, D, Senior Lecturer of Accounting, MBA, Business Administration, 2004, BBA, Accounting, 1975

Bernardy, Anja, , Professor of Spanish and Foreign Language Education, PHD, Hispanic Language and Literature, 1998, MA, Spanish, 1992, BA, Spanish, 1989, BS, Human Development, 1987

Berwald, Olaf, , Chair of the Department of Foreign Languages and Professor of German, PHD, Germanic Languages, 2000, MA, History of Rhetoric, 1994

Besette, Harriet, J, Professor of Inclusive Education and Educational Leadership, PHD, CAES/Curriculum, Instruction and Administration/Curriculum and Instruction, 1999, MED, Special Education, Moderate Special Needs, 1993, BS, Elementary Education, 1975

Bhasin, Tavishi, , Associate Professor of Political Science, PHD, Political Science, 2008, MA, Political Science, 2005, MA, Political Science, 2000, BA, Political Science, 1998

Bird, Sandra, L, Professor of Art Education, PHD, Art Education, 1999, MFA, Theatre and Drama, 1985, BA, Liberal Arts, 1981

Birrell, Robert, J, Coordinator of Learning Support Programs and Senior Lecturer of Mathematics-Learning Support, MS, Mathematics, 1992, BA, Mathematics, 1977

Blackwell, Leslie, J, Director of Choral Activities and Professor of Music & Music Education, DMA, Musical Arts, 2002, MM, Music, 1991, BM, Music Education, 1984

Blake, Barbara, J, Professor of Nursing, PHD, Nursing, 2000, MS, Nursing, 1989, BSN, Nursing, 1985

Blaver, Angela, D, Assistant Professor of Educational Psychology, PHD, Education, 2009, BA, Psychology and Social Behavior, 1997

Blumentritt, Timothy, P, Director of the President's Emerging Global Scholars (PEGS) Program and Associate Professor of Management, PHD, Business Administration, 1999, MBA, Business Administration, 1993, BBA, Finance, 1989

Bobbie, Patrick, , Professor of Computer Science, PHD, Computer Science, 1986, MS, Statistics, 1982, BS, Computer Science, 1980

Bock, Joseph, G, Director of PhD Program in International Conflict Management and Associate Professor of International Conflict Management, PHD, International Relations, 1985, MSW, Social Work, 1981, BSW, Social Work, 1980

Boettler, Lynn, M, Assistant Professor of Educational Leadership, MA, Counseling and Guidance, 1988, BSE, Elementary Education, 1986

Bohannon, Jeanne, L, Assistant Professor of English, PHD, English, 2012, MED, Teaching & Learning, 2006, BA, Speech, 1995

Booker, Sherri, J, Lecturer of Instructional Technology, EDS, Instruction, 2005, EDS, Teacher Leadership for Learning, 2012, MED, Early Childhood Education, 1997, BSED, Elementary Education, 1976

Borders, Aberdeen, L, Professor of Marketing and Professional Sales, PHD, Marketing, 2002, MBA, Business Administration, 1995, BBA, Accounting, 1975

Botelho, Keith, M, Associate Professor of English, PHD, English, 2006, MA, English Literature, 2001, BA, English, 1996

Bowden, Martha, F, Professor of English, PHD, English, 1981, MA, English, 1976, BA, English, 1975

Bowers, Cynthia, , Undergraduate Advisor for the Department of English and Associate Professor of English, PHD, English, 1999, MA, English, 1991, BA, English, 1978

Boyd, Elizabeth, M, Assistant Professor of Management, PHD, Psychology, 2010, MA, Psychology, 2008, BS, Psychology, 2003

Bradbury, John, C, Professor of Economics, PHD, Economics, 2000, MA, Economics, 1998, BA, Economics, 1996, BA, Philosophy, 1996

Branham, Daniel, L, Lecturer of Surveying and Mapping, BS, Engineering Technology, 1984

Brannan, Jane, D, Professor of Nursing, EDD, Curriculum and Instruction, 1996, MS, Nursing, 1985, BS, Nursing, 1980

Brasco, Craig, R, Assistant Professor of Graphic Design, BA, Interdisciplinary Studies, 1994, MSMI, Medical Illustration, 1998

Brawley, Dorothy, E, Professor of Management, PHD, Management, 1982, MBA, Management, 1972, BA, Economics, 1970

Bray, David, E, Associate Professor of Finance, PHD, Finance, 2010, MBA, Business Administration, 2003, BS, Finance, 2002

Bremner, Marie, N, Professor of Nursing, PHD, Nursing, 1990, MS, Nursing, 1983, BSN, Nursing, 1979

Bridgeman, Pamela, A, Limited Term Instructor of Social Work and Human Services, MSW, Social Work, 2008

Brodak, Molly, A, English Department Marietta Campus Representative and Lecturer of English, MFA, Creative Writing, 2008, BA, English, 2004

Brooks, Mandy, J, Assistant Dean of Marketing and External Relations and Senior Lecturer of Marketing, MBA, Business Administration, 1998, MBA, Marketing, 1998, BA, Psychology, 1995

Brookshire, Joy, L, Senior Lecturer of Biology, MS, Applied Biology, 1995, BS, Biology, 1991

Broome, Kenneth, , Limited Term Instructor of English, MA, English, 2014, BA, English, 2011

Brotman, Billie, A, Professor of Finance, PHD, Economics, 1978, MA, Economics, 1977, BS, Speech and Business, 1974

Brouthers, Lance, E, Professor of Management, PHD, Business Administration, 1992, PHD, Government, 1980, MA, Political Science, 1977

Brown, Christopher, A, Assistant Professor of Sport Management, PHD, Educational Leadership, 2012, MED, Recreation and Leisure Studies, 2000, BSED, Recreation and Leisure Studies, 1997

Brown, Kristy, A, Director of Center for Education Placements and Partnerships and Clinical Associate Professor of Elementary Education, EDD, Early Childhood Education, 2014, EDS, Reading, 2008, EDS, Teacher Leadership, 2012, MED, Special Education, 2006, BA, Elementary Education, 2004, , ,

Brown, Lesley, J, Director of Access Services - Sturgis Library and Librarian Assistant Professor of Library Science, MLIS, Information Studies, 2005, BA, International Relations, 1997

Brown, Patrice, S, Limited Term Instructor of English, MA, English, 1986, BA, English, 1982

Brown, Robert, L, Senior Lecturer of Information Technology, PHD, Computer Information Systems, 2014, MS, Computer Science, 1995, BS, Computer Information Systems, 1992

Bryan, Charity, L, Program Director for Online Education and Limited Term Associate Professor of Physical Education, PHD, Kinesiology, 2006, MA, Physical Education, 1999, BS, Physical Education, 1997

Bryantsev, Anton, L, Assistant Professor of Developmental Biology, PHD, Biology, 2003, MS, Physiology, 1999

Buckman, David, G, Assistant Professor of Educational Leadership, PHD, Educational Administration, 2015, EDS, Educational Administration, 2013, MED, Educational Administration, 2012, BS, Physical Education, 2008

Buddie, Amy, M, Director of Undergraduate Research and Professor of Psychology, PHD, Psychology, 2001, MA, Psychology, 1998, BA, Psychology, 1996

Bullard, Theodore, , Limited Term Instructor of Organizational Leadership, MA, Organizational Leadership, 2012, BS, Sport Management, 2008

Bullins, James, S, Associate Professor of Theatre and Performance Studies, MFA, Drama, 1993, BA, Studio Art, 1990

Bullock, Patricia, L, Associate Professor of Mathematics Education, PHD, Curriculum and Instruction, 2004, MED, Mathematics Education, 1997, BSED, Mathematics, 1990

Buresh, Robert, J, Associate Professor of Exercise Science, PHD, Medical Sciences Interdepartmental Area, 2007, MS, Exercise Science, 2002, BS, Exercise Science, 1999

Burke, Meghan, A, Professor of Mathematics, DPHIL, Mathematics, 1992, SCB, Applied Mathematics - Biology, 1987

Burney, Nancy, R, Director of Supplemental Instruction Program and Senior Lecturer of Mathematics, MS, Applied Statistics, 2009, BA, Mathematics, 1972

Burns, David, J, Chair of the Department of Marketing and Professor of Marketing, DBA, Marketing, 1987, MBA, Business Administration, 1981, BSBA, Marketing, 1979

Burton, Steven, H, Arts Librarian and Librarian Assistant Professor of Library Science, MCM, Conducting and Church Music, 1983, MLIS, Library and Information Science, 2007, BS, Education, 1978

Burton, Tyra, A, Senior Lecturer of Marketing, MSM, Management, 1992, BBA, Marketing, 1990

Butcher, Charity, K, Online Coordinator for the Department of Political Science and International Affairs and Associate Professor of Political Science, PHD, Political Science, 2009, BA, Political Science, 1999

Butler, Renee, J, Assistant Dean of Operations and Professor of Systems Engineering, PHD, Industrial Engineering, 2003, MS, Operations Research, 1999, BIE, Industrial Engineering, 1996

Calhoun, Barbara, S, Dean of Continuing Education and Associate Professor of Education, MA, Educational Administration, 1979, BSED, English, 1975

Callahan, Brendan, E, Assistant Professor of Biology Education, PHD, Curriculum and Instruction, 2009, MED, Curriculum and Instruction, 2004, BA, Chemistry, 2001, BS, Biology, 1997

Callahan, Kadian, M, Associate Professor of Mathematics Education, PHD, Curriculum and Instruction, 2006, MSED, Secondary Education, 2002, BS, Mathematical Sciences, 1998

Calloway, Jimmy, , Interim Chair of the Department of Exercise Science and Sport Management and Professor of Sport Management, PHD, Recreation, 1985, MED, Health and Physical Education, 1970, BSED, Health and Physical Education, 1969

Camargo Dodonova, Dimitri, C, Senior Lecturer of Economics, MBA, Business Administration, 2004, MSIS, Information Systems, 2003, BS, Industrial Management, 1996

Campana, Jeffrey, C, Assistant Professor of Art, MFA, Fine Arts, 2008, BFA, Ceramics, 2004

Campbell, Jane, E, Executive Director for the BBA Program and Professor of Accounting, DBA, Business Administration, 1981, MBA, Business Administration, 1980, BA, Psychology, 1976

Campbell, Lola, L, Senior Lecturer of Health and Physical Education, MED, Health and Physical Education, 1977, BSED, Health and Physical Education, 1976

Campbell, Stacy, M, Director of Coles Scholars Program and Associate Professor of Management, PHD, Business Administration, 2007, MA, Psychology, 1996, BA, Business/Economics, 1993

Cao, Zhu, , Assistant Professor of Mathematics, PHD, Mathematics, 2008, MS, Applied Mathematics, 2002, BS, Control Theory, 1996

Carlson, Carolyn, S, Assistant Director of Journalism & Emerging Media Program and Associate Professor of Communication, PHD, Political Science, 2006, MS, Urban Studies, 1996, ABJ, Journalism, 1973

Carpenter, William, J, Professor of Architecture, PHD, Architecture, 2005, BARCH, Architecture, 1986, MARCH, Architecture, 1989

Carroll, Michael, J, Associate Professor of Architecture, MARCH, Architecture, 1987, MS, Architecture History and Theory, 1999, BS, Architectural Studies, 1985

Carte, Traci, A, Chair of the Department of Information Systems, Interim Director of the Cyber Security Institute and Associate Professor of Information Systems, PHD, Business Administration, 1999, MBA, Business Administration, 1994, BS, Management Information Systems, 1993

Carter, Erin, L, Limited Term Instructor of Health Promotion and Physical Education, MED, Health Education/Promotion, 2013, BS, Physical Education, 2000

Cass, Amanda, N, Limited Term Assistant Professor of Developmental Biology, PHD, Ecology, 2014, BS, Biological Sciences, 2004, BS, History, 2004

Caylor, Marcus, L, Associate Professor of Accounting, PHD, Accountancy, 2006, MS, Economics, 1999, BSIE, Industrial Engineering, 1998

Chaifetz, Marshal, L, CHSS Grants and Contracts Coordinator and Clinical Associate Professor of Public Administration and Law, JD, Law, 1997, BA, Philosophy, 1994

Chakravarty, Sumit, , Assistant Professor of Electrical Engineering, PHD, Electrical Engineering, 2008, MS, Electrical Engineering, 2003, BS, Electrical Engineering, 1995

Chakravorty, Satya, S, Carastar Professor of Purchasing & Operations Management and Professor of Management, PHD, Business Administration, 1992, MS, Biological Sciences, 1983, BE, Civil Engineering, 1983

Chambers, Dennis, J, Professor of Accounting, PHD, Accounting, 1996, MBA, Business Administration, 1991, BA, Business and Economics, 1977

Chambers, Donna, M, Nurse Practitioner and Clinical Assistant Professor of Nursing, MS, Nursing, 1997, BSN, Nursing, 1978

Chandler, Mary, M, Associate Professor of Educational Leadership, PHD, Education Administration and Supervision, 1986, EDS, Educational Administration, 1980, MAT, Teaching and Supervision, 1975, BSED, Elementary Education, 1970

Chandler, Sandra, R, Lecturer of Mathematics, MS, Mathematics, 1995, BS, Mathematics, 1992

Chang, Meilin, , Assistant Professor of Applied Quantitative Research and Educational Analysis, PHD, Education: Educational Policy, 2009, MA, Educational Administration, 2001, BA, Education, 1998

Chang, Yusun, , Associate Professor of Electrical Engineering, PHD, Electrical & Computer Engineering, 2007, MS, Electrical Engineering, 2002, MS, Electrical Engineering, 1995, BS, Electrical Engineering, 1993

Chastine, Jeffrey, W, Interim Associate Dean of The Graduate College and Professor of Gaming, PHD, Computer Science, 2007, MS, Computer Science, 1999, BME, Music Teacher Education, 1994

Chavoshi, Manijeh, , Lecturer of Programming, MS, Information Technology, 2010, BS, Applied Mathematics, 1991

Chen, Estella, B, Associate Professor of Biology, PHD, Biology, 1996, MPHIL, Biology, 1994, BS, Biology, 1990

Chen, Li, , Systems Librarian and Librarian Associate Professor of Library Science, M.L.I., Library and Information Science, 1992, BA, English, 1985

Chen, Xueying, , Research and Instruction Librarian and Librarian Assistant Professor of Library Science, M.L.I., Library and Information Science, 1997, MA, Sociology, 1996, BA, Law, 1985

Chiang, Richard, T, Limited Term Instructor of Biology, MS, Physiology and Biophysics, 2013, BS, Biological Science, 2011

Chin, Craig, , Associate Professor of Electrical Engineering Technology, PHD, Electrical Engineering, 2001, MS, Electrical Engineering, 2001, BS, Electrical Engineering, 1995

Chowdhury, Mohammed, R, Assistant Professor of Statistics, PHD, Statistics, 2014, MA, Statistics, 2008

Chrestensen, Carol, A, Associate Professor of Chemistry, PHD, Pharmacology, 2000, BA, Biochemistry, 1992

Christensen, Eric, K, Lecturer of Physics, PHD, Physics, 2014, BS, Physics, 2009, BS, Mathematics, 2009

Chung, Kyu-soo, , Assistant Professor of Sport Management, PHD, Kinesiology, 2014, MA, Physical Education, 2006, MA, Sports Administration, 2008, BA, Physical Education, 2004

Clack, Candace, H, Limited Term Instructor of Statistics, MS, Statistics, 2013, BA, Mathematics, 1973

Clay, Keely, D, Assistant Professor of Apparel and Textile, MFA, Fashion, 2005, BFA, Fashion, 2003

Cleaveland, Mary, C, Associate Professor of Accounting, PHD, Accountancy, 2007, M.Tx., Taxation, 1999, BS, Management Science, 1996

Clegorne, Nicholas, A, Associate Professor of Higher Education, PHD, Educational Leadership, 2012, MM, Music Education, 2004, BM, Music Education, 2002

Clements, Alan, B, Associate Professor of Accounting, JD, Law, 1996, PHD, Business Administration, 1989, MBA, Business Administration, 1982, BSBA, Accounting, 1977

Clincy, Victor, A, Professor of Computer Science & Information Systems, DENG, Engineering Management, 1993, MIMS, Engineering, 1989, MS, Industrial Engineering, 1991, BSEE, Electrical Engineering, 1986, CSE, Computer Systems Engineering, 1998, , ,

Clune, Richard, R, Associate Director of the School of Accountancy and Professor of Accounting, EDM, Management, 2005, MBA, Business Administration, 2001, BS, Business Administration, 1974

Cochran, Justin, D, Director of Coles Online BBA Program and Assistant Professor of Information Systems, PHD, Business Administration, 2008, MS, Mechanical Engineering, 2000, BME, Mechanical Engineering, 1998

Cochrane, Jacquelyn, L, Associate Professor of Psychology, PHD, Educational Psychology, 1979, MA, Educational Psychology, 1974, BA, Psychology, 1971

Coffey, Debra, J, Associate Professor of Elementary and Early Childhood Education, EDD, Teacher Education, 2004, MS, Child and Family Studies, 1982, BS, Occupational Child Care, Consumer Homemaking, and Kindergarten, 1980

Cole, Charles, R, Dean of the College of Architecture and Construction Management and Professor of Architecture, MARCH, Architecture, 1976, BS, Architecture, 1974

Cole, Judith, E, Lecturer of Music, MM, Accompanying Piano Ensemble, 1980, BM, Music, 1977

Cole, Pamela, B, Associate Dean for Undergraduate Studies and Professor of English Education & Literacy, PHD, Curriculum and Instruction, 1994, MS, English, 1984, BA, English, 1982

Colebeck, Donna, , Senior Lecturer of Studio Art, MFA, Metalcrafts and Jewelry, 1983, BS, Art Education, 1978

Collard, Carol, S, Associate Professor of Social Work, PHD, Social Work, 2007, MSW, Social Work, 2001, BA, Communication, 1979

Collins, Stephen, D, Professor of Political Science, PHD, Political Science, 2004, MA, Political Science, 2002, MA, Political Science, 1998, BA, Political Science, 1992

Collins, Susan, T, Assistant Director for Education and Educational Outreach at Paulding and Senior Lecturer of Elementary Education, EDS, Middle Grades Education, 1987, MED, Middle Grades Education, 1983, BS, Biology, 1981

Como, Joseph, A, Lecturer of Mechanical Engineering Technology, MED, Education Administration & Supervision, 1997, BS, Mechanical Engineering, 1984

Cone, Neporcha, T, Interim Chair of the Department of Elementary and Early Childhood Education and Associate Professor of Science Education, PHD, Curriculum and Instruction, 2006, MS, Science Education, 2000, BS, Biology, 1996

Conrey, Gregory, M, Interim Chair of the Department of Mechanical Engineering Technology and Associate Professor of Mechanical Engineering Technology, MED, Trade and Industrial Education, 1988, BS, Trade and Industrial Education, 1982

Cook, David, L, Limited Term Assistant Professor of Mechanical Engineering Technology, EDD, Educational Technology, 2015, MBA, Business Administration, 1998, MS, Mechanical Engineering, 2003, BS, Applied Mathematics, 1990, BS, Mechanical Engineering, 1991, , ,

Cope, James, R, Executive Director of Distance Learning Center and Professor of English and English Education, EDD, Language Education, 1990, MED, English Education, 1987, BSED, English Education, 1983

Corbitt, Anne, E, Online Coordinator for the Department of English and Senior Lecturer of English, MFA, Creative Writing, 2008, AB, English, 2004

Corn, Kristen, H, Assistant Director of Public Relations Program and Assistant Professor of Public Relations, PHD, Mass Communication, 2010, MA, Journalism and Mass Communication, 2005, BA, Journalism and Mass Communication, 2003

Cortes, Kimberly, J, Assistant Professor of Chemistry Education, PHD, Chemistry, 2011, BS, Chemistry, 2007

Crank, Beverly, R, Assistant Professor of Criminal Justice, PHD, Criminal Justice, 2014, MS, Criminal Justice, 2010, BS, Criminal Justice, 2008

Creekmur, Renata, A, Lecturer of Italian, MA, Foreign Language and Literature, 2007, BA, Foreign Language and Literature, 1992

Creel, Sarah, , Lecturer of English, PHD, English, 2015, MA, English, 2007, BA, English, 2005

Crimm, Lance, C, Chair of the Department of Electrical Engineering and Professor of Electrical Engineering, MSEE, Electrical Engineering, 1994, BEE, Electrical Engineering, 1993

Croft, Sheryl, J, Assistant Professor of Educational Leadership, PHD, Educational Studies, 2013, MED, Secondary Education, 1980, BA, English, 1971

Croicu, Ana-Maria, , Associate Professor of Mathematics, PHD, Applied and Computational Math, 2005, PHD, Mathematics, 2001, MS, Electrical Engineering, 1995, BS, Electrical Engineering, 1994, BS, Mathematics, 1995, , ,

Crosett, Alexander, D, Lecturer of Theatre, MM, Piano, 2014, BM, Piano Performance, 2012

Cross, Ellen, , Senior Lecturer of Management, MBA, Business Administration, 1989, BA, Business Administration, 1978

Crovitz, Darren, , Director of English Education and Professor of English and English Education, PHD, English Education, 2005, MA, English, 1997, BA, English/Secondary Education, 1993

Crowder, William, S, Assistant Professor of Criminal Justice, PHD, Justice Administration, 1998, MBA, Business Administration, 1990, BS, Criminal Justice, 1985

Cruz Ortiz, Jaime, O, Interim Foreign Language Resource Collection Director/Critical Languages Coordinator and Associate Professor of Spanish, PHD, Spanish, 2009, MA, Spanish, 2003, BA, English, 1999, BA, Spanish, 1999

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Davis, Allison, C, Senior Lecturer of English, PHD, English, 2009, MA, English, 2004, BA, English, 1999

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DeMaio, Joseph, D, Professor of Mathematics, PHD, Mathematics, 1996, MA, Mathematics, 1994, MA, Mathematics, 1990, BS, Mathematics, 1988

DeVillar, Robert, A, Professor of Education, PHD, Education, 1987, MA, Education, 1983, MA, Mexican American Studies, 1975, BA, Social Sciences, 1967

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Fatehi, Kamal, , Professor of Management, PHD, Management, 1976, MBA, Business Administration, 1972, BA, Business Administration, 1965, BS, Business Administration, 1971

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Ford, Jillian, C, Associate Professor of Social Studies Education, PHD, Educational Studies, 2011, MAT, Education-Social Studies Education, 2001, BA, History, 2001

Ford, Kris, , Limited Term Assistant Professor of Mathematics, PHD, Biomedical Engineering, 2013, MS, Physics, 2005, BS, Mathematics, 2001

Forrester, William, R, Professor of Marketing, PHD, Business Administration, 1986, MBA, Business Administration, 1979, BS, Forestry, 1970

Fowler, Allan, , Assistant Professor of Software Engineering and Game Development, PHD, Computer Science, 2015, MBA, Business Administration, 1995, MED, Education, 2007, BBA, Marketing, 1991

Fowler, Joel, C, Ombudsman and Associate Professor of Mathematics, PHD, Mathematics, 1984, MS, Mathematics, 1980, BS, Mathematics, 1980

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Frank, Timothy, , Assistant Professor of Architecture, BARCH, Architecture, 2000, MARCH, Architecture, 2004

Franke, Volker, C, Professor of Conflict Management, PHD, Political Science, 1997, MA, Political Science, 1994, MA, Political Science/Sociology, 1990, MPA, Public Administration, 1992

Frankel, Michael, , Senior Lecturer of Mathematics, MS, Statistics, 2000, BS, Mathematics, 1998

Franklin, Dennis, M, Assistant Professor of Gaming, MS, Computer Science, 2012, BS, Computer Science, 2009

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Funk, M, L, Associate Dean for Assessment and Accreditation and Professor of Special Education and Educational Technology, PHD, Education, Instructional Design, 2005, MED, Mental Retardation, 1994, BS, Administration of Criminal Justice, 1991

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Galloway, Linda, L, Lecturer of Mathematics, PHD, Secondary Schools-Math, 1995, MED, Secondary Schools-Math, 1988, BSED, Secondary Mathematics, 1985

Ganser, Lisa, R, Assistant Professor of Biology, PHD, Biology, 2009, MS, Biology, 1998, BS, Biology, 1994

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Garner, Ricky, L, Professor of Art Education, PHD, Art Education, 2000, MA, Psychology, 1994, BLS, Studio Arts and Architectural Design, 1989

Garofalo, David, , Assistant Professor of Physics, PHD, Physics, 2008, BS, Physics, 1999

Garrido, Jose, M, Professor of Computer Science & Information Systems, PHD, Information Technology, 1996, MS, Analysis, Design and Management of Information Systems, 1982, MS, Computer Science, 1995, BS, Electrical Engineering, 1975

Gayler, Richard, A, Professor of Computer Science & Information Systems, PHD, Mathematics, 1976, MS, Computer Science, 1990, MS, Mathematics, 1974, BS, Mathematics, 1971

Geist, Debra, , Lecturer of Information Systems, MS, Information Systems, 2007, BS, Information Systems, 2005

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Gephardt, Katarina, , Professor of English, PHD, English, 2003, MA, English, 1997, BA, English, 1995

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Gesick, Richard, A, Lecturer of Programming, MS, Computer Science, 2009, BS, Systems Science (Scientific), 1980

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Gillespie, William, L, Associate Professor of Political Science, PHD, Political Science, 2004, MA, Political Science, 1997, BS, Business Economics, 1986

Gillette, Ann, B, Professor of Economics & Finance, PHD, Economics, 1991, MS, Economics, 1980, BBA, Marketing, 1979

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Glawtschew, Rebecca, M, Assistant Professor of Economics, PHD, Economics, 2012, BS, Economics, 2005

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Hayes, Sherrill, W, Director of the Masters in Conflict Management Program and Associate Professor of Conflict Management, PHD, Politics and Sociology, 2005, MS, Human Development and Family Studies, 2000, BS, Human Development and Family Studies, 1997

He, Jing, , Assistant Professor of Computer Science, PHD, Computer Science, 2012, MS, Computer Science, 2012, MS, Computer Science, 2002, BS, Electronic Engineering, 2000

Head, Michelle, L, Assistant Professor of Chemistry Education, PHD, Chemistry, 2011, MS, Chemistry, 2010, BS, Adolescent Education of Biology, 2005, BS, Chemistry, 2005

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Hedrick, Alison, B, Interim Assistant Chair of First-Year and Transition Studies and Lecturer of Information Systems, MSIS, Information Systems, 2007, BS, Computer Information Systems Technology, 2002

Helms, Jeffrey, L, Professor of Psychology, PSYD, Clinical Psychology, 1999, MA, Clinical Psychology, 1996, BS, General Experimental Psychology, 1993

Hendrix, Jerald, D, Professor of Biology, PHD, Biochemistry, 1984, BA, Biology and Chemistry, 1979

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Herbert, James, I, Professor of Management and Entrepreneurship, PHD, Organizational Behavior, 1985, MA, Organizational Behavior, 1974, MPHIL, Organizational Behavior, 1976, BS, Education, 1962

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Hester, Garrett, M, Assistant Professor of Exercise Science, MS, Health and Human Performance, 2012, BS, Health and Human Performance, 2010

Hiatt, Mark, S, Assistant Professor of Organizational Behavior/Entrepreneurship, PHD, Business Administration, 2009, MM, Marketing Organization Behavior Policy and Environment, 1989

Hicks, Willajoya, C, Associate Professor of Special Education, PHD, Special Education, 2000, MED, Behavior/Learning Disabilities, 1995, BA, Psychology, 1992

Hightower, Linda, A, Professor of Visual Arts, EDD, Art Education, 2000, MVA, Studio, 1982, BA, Art, 1974

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Hill, Mary Angela, C, Professor of Accounting, PHD, Business Administration, 1993, MBA, Business Administration, 1981, BA, English Literature, 1978

Hill, Rebecca, N, Director of the Masters in American Studies Program, Coordinator of American Studies Undergraduate Minor and Associate Professor of American Studies, PHD, American Studies, 2000, BA, History, 1991

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Holdzkom, Marianne, , Associate Professor of History, PHD, History, 1995, MA, History, 1988, BS, Drama, 1984

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Hollingsworth, Carole, L, Lecturer of Information Systems, DBA, Information Systems, 2015, MBA, Entrepreneurship, 1995, MIT, Internet Technology, 2011, BSBA, Management, 1993

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Holtz, Carol, S, Professor of Nursing, PHD, Nursing, 1993, MS, Nursing, 1982, BSN, Nursing, 1969

Holtzendorff, Chris, E, Clinical Assistant Professor of Mathematics, MS, Mathematics, 2006

Hooks, Jerry, D, Coordinator of the Nurse Practitioner Program and Assistant Professor of Nursing, PHD, Nursing, 2015, MSN, Nursing, 2002, BSN, Nursing, 1990

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Horton, Donald, D, Associate Professor of Mechanical Engineering Technology, MS, Mechanical Engineering, 1972, BS, Mechanical Engineering, 1970

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Hwang, Kristine, H, Associate Professor of Art, MED, Counseling Psychology, 1988, MFA, Computer Graphics Design, 1998, BA, Graphic Design, 1994

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Hypolite, Karen, L, Limited Term Assistant Professor of Chemistry, PHD, Science/Mathematics Education, 2012, MED, Educational Technology, 2002, MS, Chemistry, 2002, BS, Chemistry, 1998

Ikegwuonu, Patricia, R, Lecturer of Criminal Justice, JD, Law, 1983, BS, Speech Communication, 1979

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Ingram, Katherine, H, Assistant Professor of Exercise Science, PHD, Sport Science, 2010, MS, Exercise Physiology, 1998, BS, Sport Management, 1993

Ingram, Ulrike, K, Lecturer of Geographic Information Systems, MA, Geography, 2005, BA, International Affairs, 1998

Inks, Scott, A, Associate Professor of Professional Sales, PHD, Business Administration, 1997, MBA, Business Administration, 1993, BS, Agricultural Economics, 1987

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Jackson, Virginie, , Limited Term Assistant Professor of Reading and Literacy Education, EDD, Education, 2014, MS, Curriculum and Instruction, 2009, BS, Family and Consumer Science, 2003

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Jenkins, Larry, B, Associate Professor of Electrical Engineering Technology, MSEE, Electrical Engineering, 1989, BSEE, Electronic Engineering, 1984

Ji, Jun, , Professor of Mathematics, PHD, Mathematics, 1993, MS, Mathematics, 1985, BS, Mathematics, 1982

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Jimenez, Albert, M, Assistant Professor of Educational Leadership, PHD, Educational Administration, 2014, MS, Sociology, 2004, BA, Sociology, 2000

Jin, Wenhua, , Associate Professor of Chinese, PHD, Linguistics, 2008, MA, English Language and Literature, 1997, BA, English Language and Literature, 1992

Joffe, David, N, Assistant Professor of Physics, PHD, Physics and Astronomy, 2004, MS, Physics, 1994, BS, Physics, 1992

Johnson, April, , Assistant Professor of Political Science and International Affairs, DPHIL, Political Science, 2014, MS, Psychology, 2008

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Johnson, Lisa, B, Associate Professor of Social Work, PHD, Social Work, 2006, MSW, Social Work, 1996, BSW, Social Work, 1995

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Johnson, Ping, H, Professor of Health Promotion and Physical Education, PHD, Education, 1997, MS, Health Education, 1994, BS, Medicine, 1982

Johnson, Sarah, , Lecturer of Communication, MAPW, Professional Writing, 2009, BS, Communication, 2003

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Jones, David, E, Professor of Philosophy, PHD, Philosophy, 1988, MA, Philosophy, 1975, AB, Philosophy and English, 1973

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Jones, Sandra, H, Limited Term Instructor of Software Engineering, MBA, Business Administration, 2005

Jones, Tiffany, R, Limited Term Associate Professor of Psychology, PHD, Physical Education, 2005, MS, Exercise Science and Sport Studies, 2004, BA, Psychology and English, 1999

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Jordan, Jeannette, , Limited Term Instructor of Communication, MA, Journalism and Media within Globalization, 2012, MDIV, Theology, 2006, BS, Communications, 1992

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Jung, Edward, , Associate Professor of Computer Science, PHD, Computer and Information Services, 1994, BS, Computer Science, 1987

Jung, Kyunghun, , Assistant Professor of Psychology, PHD, Psychology, 2013, MA, Experimental Psychology, 2006, BA, Psychology, 2004

Jurchenko, Jacqueline, A, Senior Lecturer of Chemistry, MS, Chemistry, 1996, BA, Chemistry, 1991

Kalamas, Maria, , Associate Professor of Marketing and Professional Sales, PHD, Administration, 2008, MBA, Business Administration, 1996, MS, Management Systems, 1997, BA, History, 1991, BS, Microbiology and Immunology, 1989, , ,

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Kang, Charles, Y, Lecturer of Mathematics, PHD, Mathematics, 2007, MS, Mathematics, 2004, BS, Mathematics, 2001

Kang, Lu, , Associate Professor of Chemistry, PHD, Chemistry, 2004, BS, Chemistry, 1994

Kang, Mingon, , Assistant Professor of Computer Science, PHD, Computer Science, 2015, MS, Computer Science, 2010, BS, Computer Science, 2006

Karim, Mohammed, A, Associate Professor of Civil Engineering, DENG, Civil Engineering, 2000, MS, Civil Engineering, 1992, BSCE, Civil Engineering, 1989

Karimi, Zamila, R, Lecturer of Architecture, BARCH, Architecture, 1982, MARCH, Cultural Mediations & Technology, 2013, MFA, Art, 2007

Kastello, Lisa, L, Assistant Professor of Art Education, EDD, Curriculum Studies, 2011, MS, Art, 1994, BS, Home Economics, 1987

Kathiresan, Kris, , Limited Term Assistant Professor of Mathematics, PHD, Engineering Science & Mechanics, 1976, ME, Aeronautical Engineering, 1973, BE, Mechanical Engineering, 1971

Katzman, Brett, E, Chair of the Department of Economics, Finance and Quantitative Analysis and Professor of Economics, PHD, Economics, 1996, MA, Economics, 1993, BS, Economics, 1991

Keating, Kenneth, , Lecturer of Mathematics, MS, Computer Science, 2008, MS, Mathematics, 2004, BS, Computational Mathematics, 1993

Keefe, Alison, M, Executive Director of EMBA Program and Associate Professor of Economics, PHD, Agricultural Business and Econ, 2002, MS, Fisheries and Allied Aquacultures, 1998, BS, Marine Biology, 1995

Keen, Diane, L, Clinical Assistant Professor of Nursing, MSN, Advanced Care Management and Leadership, 2011, BSN, Nursing, 2008

Kehler, David, T, Director of Bands and Professor of Music, DMA, Music, 2009, MM, Applied Music, 1992, BM, School Music - Instrumental, 1987

Keith, Melissa, D, Senior Lecturer of English, PHD, English, 2012, MA, English, 2008, BA, English Literature, 1975

Kelani, Zeynep, A, Lecturer of Economics, MS, Management, 2002, BS, Statistics, 1994

Keleher, Michael, , Director of Integrative Studies Program and Associate Professor of English, PHD, English, 2013, MA, English, 1997, BA, English, 1993

Kelley, Jennifer, M, Limited Term Instructor of Chemistry and Biochemistry, MS, Chemistry, 2011, BS, Chemistry, 2008

Kelley, Susanne, A, Coordinator of German Program and Associate Professor of German, PHD, Germanic Languages, 2005, MA, Germanic Languages, 1999, BA, German and International Studies, 1997

Kelly-Jackson, Charlease, P, Associate Professor of Science Education, EDD, Curriculum and Instruction, 2008, MAT, General Science, 2004, BS, Biology, 1998

Keltner, Stacy, K, Coordinator of Gender and Women's Studies and Professor of Philosophy, PHD, Philosophy, 2002, BA, Philosophy and Literature, 1997

Kennedy, Charles, R, Limited Term Instructor of Mechanical Engineering Technology, MBA, Business Administration, 2010, BS, Mechanical Engineering Technology, 1989

Kennett, Naynette, M, Lecturer of Social Work and Human Services, MSW, Social Work, 2006, BS, Kinesiology, 2002

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Kerfoot, Cameron, K, Limited Term Instructor of English, MAPW, Professional Writing, 2014, BA, English, 2010

Kersey, Timothy, E, Lecturer of Political Science and International Affairs, PHD, Political Science, 2011, BA, Political Science, 2001

Keyser, Robert, S, Assistant Professor of Industrial Engineering, PHD, Industrial Engineering, 2008, MBA, Business Administration, 1992, MS, Statistics, 2005, BSBA, Statistics, 1988

Khalid, Adeel, S, Associate Professor of Systems Engineering, PHD, Aerospace Engineering, 2006, MS, Aerospace Engineering, 2004, MS, Industrial Engineering, 2005, BS, Mechanical Engineering, 2000

Khayati, Amine, , Assistant Professor of Finance, PHD, Business Administration, 2010, MS, Business Administration, 2003, BA, Accounting, 2000

Khazaei, Ali, , Associate Professor of Mechanical Engineering, PHD, Mechanical Engineering, 1998, MSME, Mechanical Engineering, 1987, BS, Mechanical Engineering, 1982

Khote, Nihal, , Assistant Professor of TESOL, PHD, Language and Literacy Education, 2014, MED, TESOL, 2008, BS, English, 2004

Kidonakis, Nikolaos, , Professor of Physics, PHD, Physics, 1996, MA, Mathematics, 1991, BS, Physics, 1990

Kiernan, Philip, J, Assistant Professor of Art History, PHD, Archaeology, 2007, MA, Classics, 2003, BA, Classical Studies, 2001

Kilinc, Tulin, , Limited Term Instructor of Computer Science, BS, Computer Science, 2002

Kim, Dong-Hyun, , Assistant Professor of Computer Science, PHD, Computer Science, 2010, MS, Computer Science & Engineering, 2005, BS, Electrical and Computer Engineering, 2003

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King, Adrienne, L, Assistant Professor of Organismal Biology, PHD, Environmental Health Sciences, 2010, MS, Environmental Science, 2003, BS, Biology, 1998

King, David, A, Associate Professor of English, PHD, English, 2001, MA, English, 1992, AB, English, 1990

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King, Stephen, H, Assistant Professor of Human Services, PHD, Social Work, 2009, MSW, Social Work, 1990, BA, Social Work, 1985

King McKenzie, Ethel, L, Associate Professor of Elementary and Early Childhood Education, PHD, Curriculum and Instruction, 1999, EDS, Secondary Education, 1993, MA, Education, 1992, BED, Curriculum Theory and Social Studies, 1982

Kinnick, Katherine, N, Associate Dean of Honors College and Professor of Communication, PHD, Mass Communication, 1994, MC, Public Relations, 1987, BA, Advertising/Public Relations, 1984

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Kirk, Alan, B, Professor of Social Work, PHD, Social Work, 1986, MSW, Social Work, 1972, BS, Psychology, 1970

Kirk, Nancy, J, Senior Lecturer of Chemistry, PHD, Chemistry, 1984, BS, Chemistry, 1977

Kirsner, Beth, R, Associate Professor of Psychology, PHD, Psychology, 2005, MA, Psychology, 1999, BA, Economics, 1988

Kirwan, James, V, Assistant Professor of Mathematics Education, PHD, Mathematics Education, 2015, MA, Mathematics, 2009, BA, Master of Arts in Teaching, 2007

Klingler, Lori, , Clinical Assistant Professor of Chemistry Education, PHD, Chemistry, 1984, BS, Chemistry, 1979

Kluszczewicz, Brian, M, Assistant Professor of Exercise Science, PHD, Kinesiology, 2014, MS, Applied Physiology and Kinesiology, 2010

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Koether, Marina, , Professor of Chemistry, PHD, Chemistry, 1994, BS, Chemistry, 1989

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Kolenko, Thomas, A, Associate Professor of Management, PHD, Business, 1986, MBA, Business Administration, 1975, BIA, Organizational Development, 1974

Koppelman, Charles, , Senior Lecturer of Mathematics, MA, Mathematics, 1972, BS, Mathematics, 1968

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Kulasiri, Ratnappuli, L, Assistant Professor of Physics, PHD, Physics, 2005, MS, Physics, 1999, BS, Physics, 1996

Kunst, Kimberly, P, Lecturer of Reading and Literacy Education, EDS, Teaching and Learning, 2000, MED, Reading Education, 1996, BA, English, 1995

Kuykendal, Dorothy, L, Senior Lecturer of English, PHD, English, 2009, MA, English, 2004, BA, English, 2002

Kwon, Jayhyun, , Assistant Professor of Civil Engineering, PHD, Civil Engineering, 2007, MS, Civil Engineering, 2001, BS, Civil Engineering, 1999

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Lamle, Keaton, K, Limited Term Instructor of English, BA, Speech Communication, 2013

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Lang, Donald, G, Senior Lecturer of Management, MBA, General Business, 1988, BA, Economics, 1975

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Larisch, Scott, , Assistant Professor of Electrical Engineering Technology, MSEE, Electrical Engineering, 1985, BSEE, Electrical Engineering, 1981

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Larsen, Victor, , Assistant Professor of Mathematics, PHD, Mathematics, 2015, MS, Mathematics, 2014, BA, Mathematics, 2009

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Lawler, Brian, R, Assistant Professor of Mathematics Education, PHD, Mathematics Education, 2008, MA, Education, 1999, MA, Mathematics, 2006, BS, Mathematics, 1992

Lawless, John, , Senior Lecturer of Percussion Studies, BM, Orchestral Instruments, 1983

Lawson, M, L, Professor of Statistics, PHD, Epidemiology, 1998, MPH, Public Health, 1994, BS, Biology, 1981

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Lebron, Tamara, , Limited Term Instructor of English, MFA, Creative Writing, 2010, BA, Anthropology and Sociology, 2007

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Moran, Clarice, M, Assistant Professor of English Education, PHD, Curriculum and Instruction, 2014, MA, English, 1998, BA, Journalism, 1986

Moran, John, P, International Affairs Coordinator and Professor of Political Science, PHD, Political Science, 1998, MPHIL, Political Science, 1995, BS, Russian, 1986

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Mutlu, Sunay, , Assistant Professor of Accounting, PHD, Management Science, 2015, BA, Business Administration, 2007

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Owens, Clayton, , Limited Term Assistant Professor of Chemistry and Biochemistry, PHD, Chemistry, 2014, BS, Biochemistry, 2007

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Pierce, Patricia, R, Senior Lecturer of Programming, MS, Software Engineering, 2000, BA, Mathematics, 1963

Pierquet, Sandra, L, Lecturer of Marketing, MBA, Business Administration, 1982, BS, Home Economics and Business-Food Technology, 1977

Pincock, Heather, A, Assistant Professor of Conflict Management, PHD, Political Science, 2011, MA, Political Science, 2005, BHUM, Liberal Arts, 2003

Pittman, Willie, R, Academic Registration Coordinator and Associate Professor of Architecture, MARCH, Architecture, 1978, BS, Architecture, 1977

Pitts, Joshua, D, Assistant Professor of Sport Management and Economics, PHD, Graduate Applied Economics, 2010, MA, Economics, 2007, BS, Mathematics, 2006

Plate, Stephen, W, Director of the School of Music and Professor of Music Theory, DMA, Orchestral Conducting - Wind, 1986, MM, Orchestral Conducting - Wind, 1980, BME, Music Education, 1979

Plattner, Andrew, S, Lecturer of English, MA, English, 1991, BA, English, 1987

Popova, Velina, K, Assistant Professor of Accounting, PHD, Accounting, 2008, MACC, Accounting, 2003, BS, Accounting and Control, 1999

Porter, Kandice, J, Chair of the Department of Health Promotion and Physical Education and Associate Professor of Health Promotion and Physical Education, PHD, Human Performance, 2000, MS, Health Science Education, 1995, BS, Health Science Education, 1993

Porter, Tracy, L, Limited Term Instructor of Mathematics, MA, Teaching, 2003, ASBS, Mathematics, 2001

Poulter, Patricia, S, Dean of the College of the Arts and Professor of Music, EDD, Music Education, 1997, MA, Music, 1983, BM, Music, 1982

Pournaghshband, Hassan, , Professor of Software Engineering, PHD, Computer Science, 1980, MS, Computer Science, 1976, BS, Economics, 1968

Powell, Tamara, M, Director of Distance Education and Professor of English, PHD, English, 1999, MA, English, 1994, BA, English, 1992

Powis, Terry, , Associate Professor of Anthropology, PHD, Anthropology, 2002, MA, Anthropology, 1996, BSC, Anthropology, 1987

Pradhan, Kallol, , Limited Term Assistant Professor of Physics, PHD, Physics, 2013, MS, Physics, 2004, BS, Physics, 2004, BS, Physics, 2001

Preston, Jon, A, Interim Dean of the College of Computing and Software Engineering and Professor of Gaming, PHD, Computer Science, 2007, MS, Computer Science, 1998, BS, Computer Science, 1997

Price, Harry, E, Professor of Music & Music Education, EDD, Music Education, 1981, MMED, Music Education, 1975, BME, Music Education, 1974

Priestley, Jennifer Carroll, L, Director of the Ph.D. in Data Sciences and Professor of Statistics, PHD, Decision Sciences, 2004, MBA, Business Administration, 1991, BS, Economics, 1989

Pulinkala, Ivan, , Chair of the Department of Dance and Professor of Dance, EDD, Higher Education Administration, 2012, MFA, Dance, 2000, BCOM, Commerce, 1994

Pullen, Nancy, H, Geographic Information Science Program Director and Associate Professor of Geography, PHD, Geography, 2008, MA, Geography, 2002, BA, Geography, 1999, BS, Biology, 1999

Purcell, Jennifer, W, Assistant Professor of Leadership Studies, EDD, Adult Education, 2013, MPA, Public Administration, 2010, BA, Sociology, 2006

Pusateri, Thomas, P, Associate Director of the Center for Excellence in Teaching and Learning and Professor of Psychology, PHD, Psychology, 1984, MA, Psychology, 1982, BA, Psychology, 1979

Pynn, Thomas, , Interim Coordinator of Religious Studies and Senior Lecturer of Interdisciplinary Studies, MA, English, 1992, MA, Philosophy, 1992, BA, English, 1987

Qian, Kai, , Professor of Computer Science, PHD, Computer Science, 1990, ME, Computer Science, 1982, BS, Electrical Engineering, 1970

Queen, Trina, M, Lecturer of Interdisciplinary Studies, MA, Bioethics and Health Policy, 2009, BA, Technical Communication, 2003

Quinet, Gregory, R, Associate Professor of Strategic Management/Entrepreneurship, MS, Management, 1992, BS, Aeronautical Engineering, 1988

Quinlan, Meghan, R, Limited Term Instructor of Dance, PHD, Dance, 2016, BA, Dance, 2011, BA, English, 2011

Rabah, Diana, , Limited Term Assistant Professor of Information Technology, MS, Information Technology, 2014, BS, Information Systems, 2000

Race, Cassandra, H, Lecturer of Technical Communication, PHD, Teaching & Learning, 2005, EDS, Reading Education, 2002, MA, Reading Education, 1975, BA, English/Secondary Education, 1974

Racel, Masako, N, Assistant Professor of History, PHD, History, 2011, MA, History, 1998, BA, International Affairs, 1996, BA, History, 1996

Raczek, Teresa, P, Associate Professor of Anthropology, PHD, Anthropology, 2007, MA, Social Sciences, 2001, BA, History, 1991

Raines, Susan, S, Professor of Conflict Management, PHD, Public Policy, 2002, MA, Political Science, 1995, BA, Government (International Relations), 1992

Ramamoorti, Sridhar, , Associate Professor of Accounting, PHD, Psychology, 1995, MACC, Accounting and Management Information Systems, 1992

Ramirez, Gabriel, , Professor of Finance, PHD, Finance, 1989, MBA, Finance, 1983, BS, Marketing, 1980

Ranasinghe, Kisa, S, Associate Professor of Physics, PHD, Physics, 2002, MS, Physics, 2000, BS, Physics, 1996

Randall, Christopher, K, Assistant Chair of the Department of Psychology and Online Coordinator for the Department of Psychology and Professor of Psychology, PHD, Experimental Psychology, 1995, MS, Experimental Psychology, 1992, BA, Psychology, 1989

Randolph, Adriane, B, Associate Professor of Information Systems, PHD, Computer Information Systems, 2007, BS, Systems Engineering, 1999

Ray, Herman, E, Associate Professor of Statistics, PHD, Biostatistics, 2011, MS, Mathematics, 2004, BS, Mathematics, 2001

Redish, Traci, C, Chair of the Department of Instructional Technology and Professor of Instructional Technology, PHD, Business Education, 1997, EDS, Business Education, 1994, MBE, Comprehensive Business Education, 1990, BS, Comprehensive Business Education, 1988

Reese, Scott, A, Assistant Dean for Curriculum and Associate Professor of Biology, PHD, Biology, 2002, BS, Biology, 1998

Reeve, Kay, A, Professor of History, PHD, American History, 1977, MA, History, 1972, BSED, Secondary Education, 1969

Reeves, Teresa, B, Director of Curatorial Affairs, Zuckerman Museum and Assistant Professor of Art, PHD, Art, 2008, MFA, Painting and Printmaking, 1984, BFA, Art, 1976

Reidy, Julia, F, Limited Term Instructor of English, MAPW, Professional Writing, 2014, ABJ, Magazines, 2007

Remillard, Joseph, H, Professor of Art, JD, Law, 1981, MFA, Art, 1986, BA, History, 1978

Rendini, Virginia, A, Senior Lecturer of Health Promotion and Physical Education, MA, Physical Education, 1994, BA, Physical Education, 1980

Renfro, Crystal, L, Graduate Engineering Librarian and Librarian Associate Professor of Library Science, MA, Actuarial Science, 1992, MLS, Information and Library Science, 2004, BA, Mathematics, 1983

Rhea, James, W, Senior Lecturer of Information Systems, MBA, Business Administration, 2000, BBA, Marketing, 1987

Rhetts, Morgan, R, Government Documents Librarian and Librarian Assistant Professor of Library Science, MLS, Library Science, 2012, BA, Fine Arts, 2004

Rhodes, Jason, R, Limited Term Assistant Professor of Geography, PHD, Geography, 2013, MA, Applied Linguistics, 2001, B.A, History and Political Science, 1996

Ribeiro, Lucia, C, Limited Term Assistant Professor of Spanish, PHD, Higher Education Administration, 2003, MA, Spanish, 1992, BBA, Economics/Finance, 1983

Richards, Anne, R, Coordinator of the Peace Studies and Professor of English, PHD, Rhetoric and Professional Communication, 2003, MA, English, 1986, BA, Comparative Religions, 1983

Richardson, Ronny, L, Professor of Operations Management, PHD, Operations Management, 1991, MBA, Business Administration, 1982, MS, Decision Sciences, 1984, BS, Mathematics, 1980

Richey, Amanda, B, Assistant Professor of TESOL, PHD, Exceptional Learning, 2011, BS, Interdisciplinary Studies, 2003

Riemann, Paul, R, Director of Business Engagement and Lecturer of Management, MBA, Graduate Business, 1989, BA, Economics, 1987

Ritchie, James, S, Associate Professor of Language and Literacy Education, PHD, Language and Literacy Education, 2010, MED, Elementary and Early Childhood Education, 2000, AB, Philosophy, 1994

Ritter, Laura, R, Associate Professor of Mathematics, PHD, Applied Mathematics, 2003, MS, Applied Mathematics, 1999, BS, Mathematical Sciences, 1998

Rizzuto, Anthony, P, Chair of the Department of Architecture and Associate Professor of Architecture, PHD, Architecture, 2010, MARCH, Architecture, 1990, BA, Design, 1985

Roach, Amy, P, Clinical Assistant Professor of Nursing, MSN, Advanced Care Management and Leadership, 2013, BSN, Nursing, 2009

Roberts, Allen, D, Assistant Chair of the Department of Civil and Construction Engineering and Assistant Professor of Surveying and Mapping, PHD, Geography, 2010, MS, Geography, 2000, BS, Earth and Environmental Science, 1997

Robertson, Patricia, R, Lecturer of Finance, MBA, Business Administration, 2008, BS, Finance, 1982

Robinson, Karen, , Professor of Theatre and Performance Studies, MFA, Directing, 1984, BA, English Literature, 1980, BA, Theatre Arts, 1980

Robinson, Laura, L, Lecturer of Marketing, MBA, Business Administration, 1980, BA, International Studies, 1977

Robinson, Samuel, G, Assistant Dean of Admissions and Student Services and Senior Lecturer of Theatre, BS, English and American Literature and Language, 1993

Robinson-Dooley, Vanessa, M, Associate Professor of Social Work, PHD, Social Work, 2005, MPA, Public Administration, 1991, MSW, Social Work, 2000, BA, Political Science, 1989

Robson, Donald, L, Associate Professor of Art, MFA, Fine Arts, 1991, BFA, Painting, Drawing, 1986

Rodgers, Charner, L, Assistant Professor of Construction Management, PHD, Architecture, 2011, MENG, Engineering, 2006, BS, Construction Management, 2000

Rodriguez, Sanjuana, C, Assistant Professor of Reading and Literacy Education, PHD, Teaching and Learning, 2014, MS, Teacher Education, 2006, BS, Early Childhood Education, 2005

Rodriguez-Schaefer, Darlene, X, Assistant Professor of Social Work and Human Services, PHD, Public Administration, 2008, MPA, Public Administration, 2000, MSW, Social Work, 2007, BA, Liberal Studies, 1995

Roebuck, Deborah, M, Professor of Management, PHD, Business Education, 1990, MA, General Business, 1975, BS, Education, 1974

Rogers, Daniel, T, Professor of Psychology, PHD, Psychology, 2003, MA, Psychology, 2000, BA, Psychology, 1998

Rogers, Maryan, E, Lecturer of Mathematics, MA, Middle Grades Mathematics and Science, 1999, BA, Mathematics, 1997

Roman, Suzanna, , Clinical Assistant Professor of Science Education, MED, Teaching & Learning, 2011, BSC, Biology Education, 2004

Ronnenberg, Ryan, P, Associate Professor of History, PHD, History, 2007, MA, History, 2003, BA, East African Language, History, and Culture, 2000, BA, Anthropology, 2000, BA, History, 2000, , ,

Rorabaugh, Peter, W, Assistant Professor of English, PHD, English, 2011, MED, English Education, 1999, BA, English, 1995

Rotnem, Thomas, , Assistant Chair of the Department of Political Science and International Affairs and Professor of Political Science, PHD, Political Science, 1996, MA, Political Science, 1989, MBA, Business Administration, 2003, BA, International Studies, 1986, BA, Political Science, 1986, , ,

Rouse, Mary, S, Coordinator of Philosophy Major and Professor of Philosophy, PHD, Philosophy, 1992, PHD, History, 2009, MA, History, 2004, BA, English, 1978

Roy, Abhra, , Associate Professor of Economics & Finance, PHD, Economics, 2004, MA, Economics, 1998, BS, Economics, 1996

Ruhala, Laura, A, Associate Professor of Mechanical Engineering, PHD, Engineering Science/Mechanics, 1999, BS, Mechanical Engineering, 1991

Ruhala, Richard, J, Associate Professor of Mechanical Engineering, PHD, Interdisciplinary Program - Acoustics, 1999, BS, Mechanical Engineering, 1991

Rumsey, E Christine, , Senior Lecturer of Management, MBA, Business Administration, 1977, MED, Education, 1974, AB, Guidance and Counseling, 1972

Russell, Rachael, J, Limited Term Assistant Professor of Sociology, PHD, Sociology, 2015, MA, Sociology, 2010, BA, Sociology, 2006

Russov, Olga, , Director of Library Strategic Budgets and Licensing and Librarian Associate Professor of Library Science, MLS, Library Science and Bibliography, 1978

Rutherford, James, , Limited Term Assistant Professor of Math for Computing, MS, Departmental Curriculum in Mathematics, 1973, BA, Mathematics w minor in Physics, 1966

Rutherford, Rebecca, , Interim Assistant Dean of the College of Computing and Software Engineering and Chair of the Department of Information Technology and Professor of Information Technology, EDD, Guidance (Director of Guidance), 1975, MS, Computer Science, 1995, MS, Secondary School Teacher of Music, 1972, BS, Music, 1971

Rutherford, Brian, N, Doctoral in Business Administration (DBA) Program Coordinator for Marketing and Associate Professor of Marketing, PHD, Marketing, 2007, MBA, Business Administration, 2002, BBA, Marketing, 2001

Rutherford, Leann, G, Limited Term Assistant Professor of Economics, PHD, Consumer Science, 2014, MA, Accounting, 2006, BBA, Accounting, 2002

Ryan, Erin, L, Assistant Director of Media & Entertainment Studies Program and Associate Professor of Communication, PHD, Mass Communication, 2008, MA, Communication, 2005, AB, Psychology, 1999, BS, Communication, 2003

Ryburn, Ligia, X, Limited Term Instructor of Spanish, MAT, Spanish, 2014, BA, Modern Language and Culture, 2007

Sachs, Daniel, E, Assistant Professor of Art History, PHD, Art History, 1996, MA, Art History, 1990, BA, Art History, 1978

Sadre-Orafai, Jenny, R, Associate Professor of English, MA, English Writing, 2002, MFA, Creative Writing, 2010, BA, English and American Language and Literature, 2000

Salvador, Michael, S, Executive Director of Executive Education Programs and Senior Lecturer of Management, PHD, Operations Research, 1972, MS, Operations Research, 1970, BS, Mathematics, 1968

Salyer, Barbara, A, Assistant Professor of Science Education, PHD, Science Education, 1998, MS, Biology, 1972, BS, Biology Education, 1968

Sanchez, Wendy, B, Professor of Mathematics Education, PHD, Mathematics Education, 2001, MED, Mathematics Education, 1997, BSED, Mathematics Education, 1992

Sandefur, Amy, F, Lecturer of English, PHD, English, 2003, MA, English, 1995, BA, English, 1993

Santini, Federica, , Coordinator of Italian Program and Professor of Italian, PHD, Italian, 2004, BA, Comparative Literature, 1996

Scafidi, Benjamin, P, Professor of Economics, PHD, Economics, 1998, MA, Economics, 1992, BA, Economics, 1990

Schafer, Brad, A, Associate Professor of Accounting, PHD, Business Administration, 2003, MACC, Accounting, 1995, BBA, Accounting, 1993

Schafer, Jennifer, B, Associate Professor of Accounting, PHD, Business Administration, 2003, MACC, Accounting, 1994, BS, Accounting, 1992

Scheck, Lori, E, Senior Lecturer of Health Promotion and Physical Education, MS, Physical Education, 1983, BS, Physical Education, 1982

Scherer, Heidi, L, Coordinator of Criminal Justice and Assistant Professor of Criminal Justice, PHD, Criminal Justice, 2011, MS, Criminal Justice, 2007, BS, Criminal Justice, 2006

Scherrer, Christina, R, Professor of Industrial Engineering, PHD, Industrial Engineering, 2005, MS, Industrial Engineering, 2001, BIE, Industrial Engineering, 1999

Schlesinger, Nora, C, Assistant Professor of Reading Education, PHD, Speech and Hearing Science, 2016, MED, Elementary Education, 1998, BS, Food Science and Nutrition, 1981

Schmidt, David, M, Director of ESL Study Center and Senior Lecturer of English, MAPW, Professional Writing, 2005, BA, English, 2001

Schnur, Alesia, , Limited Term Assistant Professor of English, JD, Law, 2010, MPW, MAPW-Professional Writing, 2004

Schulzke, Kurt, S, Associate Professor of Accounting, JD, Law, 1998, BS, Accounting, 1986, MAC, Management Accounting, 1986

Schwaig, Kathy, S, Dean of the Coles College of Business and Tony and Jack Dinos Eminent Scholar Chair of Entrepreneurial Management and Professor of Management Information Systems, PHD, Business Administration, 1996, MBA, Information Systems Management, 1986, BBA, Accounting, 1984

Schwartz, Jesse, A, Professor of Economics & Finance, PHD, Economics, 1999, MA, Applied Economics, 1994, BA, Economics, 1992

Scott, Gail, , Senior Lecturer of Psychology, EDD, Foundations of Education, 1976, MED, Education, 1968, BA, Education, 1967

Scott, Heather, I, Assistant Professor of Leadership Studies, PHD, Educational Leadership, 2010, MED, College Student Affairs Administration, 2001, BA, Theatre, 1999

Scragg, Celia, K, Limited Term Instructor of History Education, MED, Educational Leadership, 2012, BS, Social Science Education, 1996

Seelarbokus, Chenaz, B, Associate Professor of Public Administration, PHD, Political Science, 2005, MA, Political Science, 2002, MPA, Public Administration, 2002, MS, Environmental Sciences, 1998, BS, Chemistry, 1990, BS, Environmental Studies, 1990

Selden, Gary, L, Professor of Marketing, EDD, Adult Education, 1998, MBA, Health Care Marketing, 1988, BA, Mathematics, 1969

Sen, Debarati, , Online Coordinator for Geography and Assistant Professor of Conflict Management and Anthropology, PHD, Anthropology, 2009, MA, Sociology, 2000, MA, Anthropology, 2006, MPHIL, Sociology, 2002, BA, Sociology, 1998, , ,

Seo, Youngguk, , Assistant Professor of Civil Engineering, PHD, Civil Engineering, 2003, MS, Civil Engineering, 1996

Serkedakis, Michael, G, Senior Lecturer of Marketing, MBA, Management, 1974, BBA, Management, 1971

Setiawan, Arief, B, Assistant Professor of Architecture, PHD, Architecture, 2010, BARCH, Architecture, 1997, MCP, Urban Design, 2001

Severson, Marvin, J, Lecturer of English, PHD, English, 2013, MA, English, 2008, BA, English and American Language and Literature, 2003, BS, Sociology and Anthropology: Anthropology, 2003

Shabo, Rebecca, L, Assistant Director of Undergraduate Nursing Programs and Associate Professor of Nursing, PHD, Nursing, 1998, MSN, Pediatric Nursing, 1989, BSN, Nursing, 1985

Shade, Sherri, L, Associate Professor of Information Systems, MSIS, Information Systems, 2000, BS, Information Systems, 1990

Shahriar, Hossain, M, Assistant Professor of Information Technology, PHD, Computing, 2012, MS, Computing and Information Science, 2008

Sharma, Divesh, S, Doctoral in Business Administration (DBA) Program Coordinator for Accounting and Professor of Accounting, PHD, Accounting Banking and Finance, 1999, MA, Accountancy, 1992, BA, Accountancy, 1988

Sharma, Vineeta, D, Associate Professor of Accounting, PHD, Accounting, 2006, BA, Accounting and Finance, 1997

Sharpe, Christopher, R, Instructional Services Coordinator and Librarian Associate Professor of Library Science, MLIS, Library and Information Science, 2008, MPA, Public Administration, 2013, BA, History, 1999

Shaver, Russell, T, Senior Lecturer of Information Systems, MS, Environmental Studies, 1978, MS, Systems Management, 1975, BS, Biology, 1970

Shaw, Alan, , Assistant Professor of Computer Science & Information Systems, PHD, Media Arts and Sciences, 1995, MS, Electrical Engineering and Computer Science, 1988, AB, Applied Mathematics, 1985

Shaw, Janet, L, Associate Professor of Chemistry, PHD, Chemistry, 2005, BS, Chemistry, 2000

Shelden, Ashley, T, Associate Professor of English, PHD, English, 2009, MA, English, 2007, BA, English and philosophy, 2002

Sherer, Robert, , Professor of Art, MFA, Fine Arts, 1992, BFA, Painting, 1986

Sherr, Laurence, E, Professor of Music, DMA, Musical Arts, 1988, MM, Music, 1981, BA, Music, 1978

Shi, Xiaohui, , Lecturer of Mathematics, PHD, Mathematics, 2013, MS, Mathematics, 2006, BS, Applied Mathematics, 2004

Shi, Yong, , Associate Professor of Computer Science & Information Systems, PHD, Computer Science and Engineering, 2006, ME, Computer Science, 1999, BE, Computer Science, 1996

Shields, Elisabeth, S, Graduate Librarian and Librarian Professor of Library Science, PHD, International Relations, 1989, MA, International Affairs, 1977, MLS, Library and Information Services, 1996, AB, Anthropology and History, 1972

Shinall, Cheryl, A, Lecturer of Professional Writing, MA, Professional Writing, 1998, BA, Political Science, 1980

Shock, David, R, Professor of Political Science, PHD, Political Science, 2002, MA, Political Science, 1997, BA, Political Science, 1996

Shpuza, Ermal, , Associate Professor of Architecture, PHD, Architecture, 2006, MS, Architecture, 1995, BS, Architecture, 1997

Shumate, Laura, S, Lecturer of Accounting, MACC, Accountancy, 2001, BS, Business Administration, 2000

Sichler, Karen, A, Limited Term Instructor of Communication, MA, American Studies, 2005, AB, History, 1998

Siddiqi, Khalid, M, Chair of the Department of Construction Management and Professor of Construction Management, PHD, Civil Engineering, 1997, MENG, Structural Engineering and Materials, 1980, BE, Civil Engineering, 1978

Siha, Samia, , Professor of Management, PHD, Industrial Engineering, 1989, MS, Electrical Engineering, 1976, BS, Electrical Engineering, 1968

Silva, Ernesto, P, Associate Professor of Interdisciplinary Studies and Spanish, PHD, Spanish, 2004, MA, Spanish, 1996, BA, Comparative Literature, 1993

Simon, Robert, , Coordinator of Portuguese Program and Professor of Spanish and Portuguese, PHD, Spanish, 2006, MA, Hispanic Language and Literatures, 2000, BA, Hispanic Language and Literatures, 2000

Simpson-Wilkey, Lajuan, E, Chair of the Department of Leadership and Integrative Studies and Professor of English, PHD, English, 1999, MA, English, 1996, BA, English, 1994

Singh, Rajnish, , Associate Professor of Chemistry, PHD, Physiology and Biophysics, 1999, MS, Biochemistry, 1991, BS, Biochemistry, 1989

Sinha, Mona, , Assistant Professor of Marketing, PHD, Marketing, 2008, MMS, Marketing, 1993, BS, Design, 1991

Sipp, George, C, Director of the School of Art and Design and Professor of Art, MFA, Visual Arts, 2000, BFA, Art, 1982

Sitton, Lara, S, Assistant Professor of English, PHD, English, 2015, BA, English, 2006

Skaggs, Carmen, T, Associate Dean for Academic Support and Associate Professor of English, PHD, English, 2006, MA, English, 2002, MTS, Theological Studies, 2000, BA, English, 1998

Skelton, Samuel, B, Director of Jazz Studies and Senior Lecturer of Saxophone, BM, Music, 1990

Skott Myhre, Hans, A, Associate Professor of Human Services, PHD, Education, 2002, MED, Education, 1980, BA, Comparative Literature, 1976

Slater-Moody, Judith, R, Associate Professor of Human Services, MSW, Social Work, 1991, BA, Psychology, 1972

Sledd, Erin, J, Lecturer of English, MA, English, 1995, BA, English/Political Science, 1988

Slinger-Friedman, Vanessa, , Associate Professor of Geography, PHD, Geography, 2002, MA, Latin American Studies, 1996, BA, Geography, 1994

Slutzky, Stuart, M, Limited Term Instructor of Culinary and Hospitality Management, MS, Secondary Education of Students Who Are Deaf/HH, 2004, BS, Food Management, 1993

Smalt, Steven, W, Associate Professor of Accounting & Information Systems, PHD, Accounting, 2000, MACC, Accounting, 1981, BBA, Accounting, 1979

Smith, Andrew, P, Clinical Assistant Professor of Health Promotion and Physical Education, MED, Physical Education, 1998, BSED, Exercise and Sport Science, 1995

Smith, Deborah, N, Interim Assistant Director of the Michael A. Leven School of Culinary Sustainability and Hospitality and Professor of Higher Education, PHD, Higher Education, 1995, MED, Student Personnel in Higher Education, 1989, BA, Psychology, 1986

Smith, Garrett, , Program Coordinator for the Online Bachelor of Science in Geography and Associate Professor of Geography, PHD, Geography, 1995, M.I.M., International Management, 1983, BA, International Relations, 1982

Smith, Herb, J, Professor of Digital Writing and Media Arts, PHD, English, 1980, MA, English, 1970, BA, English, 1968

Smith, Keith, W, Associate Professor of Art, MFA, Art, 1999, BS, Art Education, 1994

Smith, Marvin, E, Associate Professor of Elementary and Early Childhood Education, PHD, Curriculum and Instruction, 2000, MBA, Business Administration, 1974, BS, Electrical Engineering, 1972

Smith, Sabine, , Coordinator of German Community Engagement and Professor of German, PHD, German, 1996, MA, American Studies, 1989

Smith, Susan, K, Chair of the Department of Geography and Anthropology and Associate Professor of Anthropology, PHD, Anthropology, 1998, MA, Anthropology, 1993, BA, Anthropology, 1986

Smith, Susan, M, Professor of Biology, PHD, Biology, 1994, MS, Biology, 1990, BS, Biology, 1984

Smith, Wendy, S, Lecturer of Education, MA, Guidance and Counseling Education, 1995, BA, Journalism, 1992

Smith McKoy, Sheila, , Chair of the Department of English and Professor of English, PHD, English, 1994, MA, English, 1991, BA, English, Writing and Editing, 1989

Sneha, Sweta, , Director of the MS in Healthcare Management and Informatics Program and Associate Professor of Information Systems, PHD, Computer Information Systems, 2008, BS, Computer Science, 2000

Snook, Carl, D, Lecturer of Political Science, PHD, Political Science, 2013, MA, Political Science, 2007, MA, Political Science, 2003, BA, Political Science, 2000

Soiset, Roger, H, Senior Lecturer of History, MA, History, 1973, BA, History, 1968

Soldatenko, Gabriel, M, Assistant Professor of Philosophy, PHD, Philosophy Interpretation, 2011, MA, Philosophy Interpretation, 2004, BA, Philosophy, 1999, BA, History, 1999

Soleimani, Arash, , Assistant Professor of Architecture, PHD, Planning, Design and the Built Environment, 2015, BARCH, Architectural Engineering, 2008, MARCH, Architectural Design, 2010

Solohub, Jennifer, S, Clinical Assistant Professor of Nursing, MSN, Nursing, 2015, BSED, Education, 1979, BSN, Nursing, 2005

Sooklal, Valmiki, K, Assistant Professor of Mechanical Engineering, PHD, Mechanical Engineering, 2007, MS, Mechanical Engineering, 2002, BS, Mechanical Engineering, 1994

Sossah, Ayao, M, Limited Term Assistant Professor of Physics, PHD, Physics, 2011, MS, Physics, 2003, MS, Physics, 1991, BS, Physical & Mathematical Sciences, 1990

Sowell, Richard, L, Professor of Nursing, PHD, Nursing Administration, 1990, MSN, Nursing Administration, 1983, BSN, Nursing, 1980

Spisak, Rita, J, Strategic Marketing Librarian and Librarian Associate Professor of Library Science, M.L.I., Library and Information Science, 2007

Spoletini, Paola, , Associate Professor of Software Engineering, PHD, Information Technology, 2005, MS, Electrical Engineering and Computer Science, 2001, MS, Engineering of Computing Systems, 2001, BS, Engineering of Computing Systems, 2001

St Pierre, Peter, E, Associate Professor of Health Promotion and Physical Education, PHD, Physical Education, 2001, MS, Kinesiology, 1997, BS, Kinesiology: Physical Education Pedagogy, 1995, BS, Secondary Education, 1995

Stallings, Lucy, L, Interim Dean of University College and Professor of Mathematics Education, PHD, Mathematics Education, 1995, MED, General Education, 1990, BS, Education, 1984

Starks, Brian, M, Associate Professor of Sociology, PHD, Sociology, 2005, MA, Sociology, 2000

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Stephens, Cristina, S, Program Coordinator for the Online Bachelor of Science in Sociology and Assistant Professor of Sociology, PHD, Sociology, 2005, MA, Public Policy, 1998, BS, Economics, 1996

Stephens, Jacqueline, F, Assistant Professor of Construction Management, BARCH, Architecture, 2009, MS, Construction Management, 2011

Stephenson, Charlotte, , Lecturer of English, MA, Speech and Drama, 1966, BA, Speech and Drama, 1964

Stephenson, Jessica, J, Assistant Professor of Art History, PHD, Art History, 2006, MA, Art History, 2000, BA, Art History, 1993

Stephenson, Sandria, S, Assistant Professor of Accounting, PHD, Adult Education, 2008, MBA, Business Administration Grad, 1998

Steppe, Johnathan, D, Clinical Assistant Professor of Nursing, MSN, Advanced Care Management and Leadership, 2013, BA, Theatre, 1995, BSN, Nursing, 2010

Sterling, Evelina, W, Lecturer of Sociology, PHD, Sociology, 2013, MHS, Public Health, 1995, BS, Biology, 1992

Stewart, Linda, S, Associate Professor of English, MA, English Literature, 1997, MAT, Secondary Education, 1991, BA, English, 1990

Stewart, Tracie, L, Associate Professor of Psychology, PHD, Psychological Sciences, 1995, MS, Psychological Sciences, 1993

Stiles, Cheryl, , Director of the Graduate Library and Librarian Associate Professor of Library Science, MLN, Librarianship, 1983, BA, Religion, 1980

Stockdale, Susan, L, Professor of Educational Psychology, PHD, Education, 2003, MED, Special Education, 1995, BSED, Elementary Education/Special Education, 1987, BSED, Middle/Junior High School Education, 1987

Stokes, Kevin, L, Chair of the Department of Physics and Professor of Physics, PHD, Physics, 1995, MS, Physics, 1989, BS, Physics, 1985

Stollberg, David, W, Assistant Professor of Mechanical Engineering Technology, PHD, Materials Science and Engineering, 2000, MS, Materials Science and Engineering, 1990, BE, Mechanical and Materials Engineering, 1988

Stollenz, Michael, , Assistant Professor of Inorganic Chemistry, PHD, Natural Science, 2003, MSC, Chemistry, 1998

Story, Paul, A, Assistant Professor of Psychology, PHD, Psychology, 2008, MS, Psychology, 2004

Stotz, Daniel, , Limited Term Instructor of Management, MS, Business, 1980, BBA, Business Management, 1976

Stout, John, D, Limited Term Instructor of Physics, MS, Physics, 2007, BS, Physics, 1996

Stricko, Tara, W, Internship Coordinator for Political Science and International Affairs and Associate Professor of Political Science, PHD, Political Science, 2006, MA, Political Science, 2006, BA, Political Science, 1999

Strieker, Toni, S, Professor of Special Education, PHD, Education, 1981, MA, Special Education, 1979, BA, Special Education, 1973

Stuart, Randy, S, Associate Professor of Marketing and Professional Sales, MBA, Business Administration, 1989, BS, Fashion Merchandising, 1974

Sullivan, Ian, M, Lecturer of Philosophy, MA, Philosophy, 2010, BA, Religion, 2008

Sumner, Melanie, D, Associate Professor of English, MA, Creative Writing, 1987, BA, Religious Studies, 1986

Suther, Bradley, E, Assistant Professor of Geography, PHD, Geography, 2013, MS, Geography, 2006, BS, Natural Resources, 2000

Sutton, Heather, , Assistant Professor of Biology, PHD, Environmental Toxicology, 1996, BSC, Biology, 1990

Sutton, Linda, J, Clinical Assistant Professor of Nursing, MS, Perinatal Data System, 1989, BSN, Nursing, 1985

Sutton-Brown-Fox, Camille, A, Assistant Professor of Elementary and Early Childhood Education, PHD, Educational Policy Studies, 2011, MED, Behavior/Learning Disabilities, 2006, BS, Family and Society, 2003

Swaim, James, A, Clinical Assistant Professor of Management, DBA, Business Administration, 2013, MBA, Business Administration, 1981, BSBA, Marketing, 1979

Swain, Brian, S, Assistant Professor of History, DPHIL, History, 2014, MA, History, 2009, BA, History, 2006

Sweigart, John, , Associate Professor of Mechanical Engineering Technology, MS, Engineering Mechanics, 1983, BS, Mechanical Engineering, 1976

Swint, Kerwin, C, Chair of the Department of Political Science and International Affairs and Professor of Political Science, PHD, Political Science, 1995, MED, Social Science Education, 1990, AB, Political Science, 1984

Tagliatela, Jared, P, Associate Professor of Biology, PHD, Biological Sciences, 2004, BA, Biology, 1997

Tagliatela, Lauren, A, Associate Professor of Psychology, PHD, Psychology, 2005, MA, Psychology, 2000, BA, Psychology, 1995

Tapu, Daniela, , Professor of Chemistry, PHD, Chemistry, 2005, MS, Chemistry, 2000, BS, Chemistry, 1998

Tashchian, Armen, , Professor of Marketing, PHD, Marketing, 1980, MBA, Business Administration, 1978, BBA, Statistics and Operations Research, 1975

Tatum, Dawn, , Lecturer of Information Technology, MS, Information Technology, 2012, BS, Computer Science, 1986

Taylor, Gloria, A, WellStar Distinguished Scholar in African American Health and Professor of Nursing, PHD, Nursing, 1998, MSN, Nursing, 1983, BSN, Nursing, 1968

Taylor, Katherine, J, Lecturer of Education, MED, Education, 1993, BA, French, 9999

Tekes, Ayse, , Assistant Professor of Mechanical Engineering, PHD, Mechanical Engineering, 2012, MS, Mechanical Engineering, 2007, BS, Mechanical Engineering, 2003

Thackston, Michael, G, Professor of Physics, PHD, Physics, 1981, MS, Physics, 1976, BS, Physics, 1974

Thain, Walter, E, Associate Professor of Electrical Engineering Technology, PHD, Electrical Engineering, 1994, MS, Electrical Engineering, 1982, BEE, Electrical Engineering, 1981

Therault, Corrie, L, Director of Collaborative Graduate Programs and Associate Professor of Educational Research, PHD, Educational Policy Studies, 2008, MA, Special Education, 1999, BS, Elementary Education, 1998

Thibdeau, Christopher, L, Limited Term Assistant Professor of Music Education, MM, Orchestral Conducting, 2011, BM, Cello Performance, 2007

Thomas, Griselda, D, Coordinator of African and African Diaspora Studies and Associate Professor of English, PHD, African-American Studies, 2008, MA, African-American Studies, 2002, MA, English, 1996, BA, English, 1994

Thomas, Lawrence, B, Senior Lecturer of Mathematics, MS, Mathematics, 1972, BS, Mathematics, 1967

Thompson, Lauren, M, Limited Term Assistant Professor of History, PHD, History, 2016, MHP, Heritage Preservation, 2006, BA, History, 2003

Thorne, Charles, J, Lecturer of English, MA, English, 2008, BA, English, 2006

Thornton, Natasha, A, Assistant Professor of Reading Education, PHD, Teaching and Learning, 2014, MED, Educational Administration and Supervision, 2004, BS, Early Childhood Development Pre-k - 3, 2002

Thrash, Mary, K, Clinical Assistant Professor of Nursing, DNP, Nursing, 2014, MSN, Pediatric Nurse Practitioner, 1999, BS, Health and Exercise Science, 1995

Tierce, Michael, T, Associate Chair of the Department of English and Associate Professor of English, PHD, English, 1985, MA, English, 1980, BA, English, 1978

Tillman, Mark, D, Dean of the WellStar College of Health and Human Services and Professor of Exercise Science and Sport Management, PHD, Health and Human Performance, 1999, MS, Engineering Mechanics, 1995, BS, Engineering Science, 1994

Tippens, Scott, , Professor of Computer Engineering Technology, MS, Electrical Engineering, 1989, BEE, Electrical Engineering, 1988

Tis, Laurie, L, Professor of Sports Medicine and Exercise Science, PHD, Education-Physical Education, 1992, MED, Education-Physical Education, 1989, BS, Physical Education, 1987

Tompkins, James, , Professor of Finance, PHD, Business Administration, 1994, MBA, Business Administration, 1986, BS, Marine Transportation, 1979

Torkornoo, Hope, K, Professor of Marketing and International Business, PHD, International Business, 1992, MBA, Business Administration, 1982, BS, Management, 1979

Toson, Sonia, J, Assistant Professor of Business Law, JD, Law, 2000, MBA, Law, 2000, BA, Asian Studies, 1997

Totten, Christopher, D, Interim Director of Master of Science in Criminal Justice Program and Associate Professor of Criminal Justice, JD, Law, 2000, LLM, International and Comparative Law, 2002, AB, History, 1997

Traficante, Debra, L, Director of Athletic Bands and Assistant Professor of Music, DMA, Music-Conducting, 2010, MM, Music, 2007, BM, Music Education, 2001

Traille, Ethel, K, Associate Professor of History Education and History, PHD, History in Education, 2006, MA, History, 1988, BA, History and English, 1980

Treiber, Linda, A, Professor of Sociology, PHD, Sociology, 2005, MS, Nursing, 1997, BA, Sociology, 1979, BSN, Nursing, 1989

Tresham, Harriet, , Senior Lecturer of Biology, MS, Biological Sciences, 1981, BS, Biology, 1976

Trivedi, Nirmal, H, Director of First-Year Seminars and Assistant Professor of English, PHD, English, 2009, BA, Comparative Literature, 2000

True, Sheb, L, Senior International Officer and Assistant to the Dean for Special Projects, MSHMI Graduate Program Coordinator and Professor of Marketing and Professional Sales, PHD, Business Administration, 1992, MBA, Business Administration, 1987, BBA, Business Administration, 1985

Tsay, Bor-Yi, , Professor of Accounting, PHD, Business Administration, 1986, MBA, Business Administration, 1982, BS, Agricultural Business and Econ, 1977

Tseng, Tsai-Tien, , Assistant Professor of Biology, PHD, Biophysics & Computational Biology, 2005, MS, Biology, 1999, BS, Molecular Biology, 1998

Tu, Jun, , Associate Professor of Geography, PHD, Earth and Environmental Science, 2008, ME, Environmental Geochemistry, 1998, MPHIL, Earth and Environmental Science, 2006, BS, Geology, 1995

Tudor, Robert, K, Professor of Marketing, PHD, Business Administration, 1992, MBA, Administration, 1985, BA, History, 1980

Turner, Ariel, K, Discovery Librarian and Librarian Assistant Professor of Library Science, MLIS, Library and Information Science, 2012

Turner, Nancy, J, Senior Lecturer of Civil Engineering, MSCE, Civil Engineering, 1980, BSE, Engineering, 1979

Tutterow, Roger, C, Professor of Economics, PHD, Economics, 1990, MA, Economics, 1988, BS, Decision Science and Economics, 1983

Uddin, Mohammed, S, Professor of Architecture, PHD, Architecture, 1999, BARCH, Architecture, 1981, MARCH, Design, 1988

Ukeje, Ikechukwu, C, Professor of Elementary and Early Childhood Education, EDD, Special Education, 1990, MBA, Business Administration, 1992, MS, Developmental and Child Psychology, 1985, MS, Education, 1985, BA, Psychology, 1981, , ,

Usher, Carlton, A, Associate Professor of Political Science, PHD, Political Science, 2002, MA, History, 1994, BS, Business Management, 1991

Utschig, Tristan, T, Associate Director for the Learning Sciences and Associate Professor of Nuclear Engineering, PHD, Nuclear Engineering and Engineering Physics, 2001, MS, Nuclear Engineering and Engineering Physics, 1994, BS, Nuclear Engineering, 1994

Vaezi, Seyed, M, Assistant Professor of Information Systems, PHD, Business Administration, 2013, MS, Management Information Systems, 2007

Van Horne, Wayne, W, Coordinator of Anthropology and Associate Professor of Anthropology, PHD, Anthropology, 1993, MA, Anthropology, 1987, BA, Anthropology, 1981

VanBrackle, Anita, S, Paulding Site Director and Faculty in Residence and Professor of Elementary and Special Education, EDD, Curriculum and Instruction, 1991, MA, Curriculum and Instruction, 1977, BS, Elementary Education, 1969

VanBrackle, Lewis, N, Chair of the Department of Statistics and Analytical Sciences and Professor of Mathematics, PHD, Statistics, 1991, MS, Physics, 1972, MS, Statistics, 1977, BS, Physics, 1970

VanDusseldorp, Trisha, A, Assistant Professor of Exercise Science, PHD, Physical Education, Sports & Exercise Science, 2016, MS, Exercise and Sport Science, 2013, BS, Physical Education, 2011

VanDyke, Michael, W, Associate Professor of Biochemistry, PHD, Chemistry, 1984, BA, Chemistry, Physics, 1979

VanHeirseele, Catherine, L, Limited Term Instructor of English, MA, English, 2005, BA, English, 1996

VandeVen, Susan, H, Senior Lecturer of Information Technology, MBA, Finance, 1985, MS, Computer Science, 1993, BS, Chemistry, 1979

Vandenbussche, Jennifer, R, Associate Professor of Mathematics, PHD, Mathematics, 2008, MS, Mathematics, 2005, BMUS, Music Education, 2000

Varagona, Lynn, M, Assistant Professor of Nursing, PHD, Psychology, 1997, MBA, Business Administration, 2005, MSN, Psychiatric-Mental Health Nursing, 1987, BSN, Nursing, 1983

Varon, Martin, S, Limited Term Assistant Professor of Accounting and Business Law, JD, Law, 1980, MS, Accounting, 1976, BA, Political Science, 1975

Vasa-Sideris, Sandra, , Professor of Organizational Behavior/Human Resources Management, PHD, Industrial Relations, 1989, MA, French, 1975, MBA, Business Administration, 1981, BA, French, 1971

Vasquez, Anete, , Associate Professor of Curriculum & Instruction, PHD, Curriculum and Instruction, 2008, MED, English Education, 1992, BA, English, 1990

Vaught, Seneca, D, Associate Professor of History, PHD, History, 2006, MA, History, 2003, BA, History, 2001

Veazie, David, R, Professor of Mechanical Engineering, PHD, Mechanical Engineering, 1993, MS, Mechanical Engineering, 1987, BS, Mechanical Engineering, 1986

Vega, Anissa, L, Associate Professor of Instructional Technology, PHD, Instructional Technology, 2010, MS, Education, 2002, BS, Pre-Teaching, 2001

Veliyath, Rajaram, , Associate Dean of Research and Graduate Programs and Professor of Management and Entrepreneurship, PHD, Business Administration, 1985, MBA, Finance, 1978, MBA, Marketing, 1978, BS, Aeronautical Engineering, 1973

Verma, Monisha, , Lecturer of Computer Science, MBA, Management, 2007, MS, Computer Science, 1999, BS, Computer Science, 1999

Viakinnou-Brinson, Lucie, , Associate Professor of French, PHD, Educational Studies, 2006, MA, English, 1987, MA, French, 2001, BA, English Literature, 1985

Vickrey, Mark, D, Senior Lecturer of History, MA, History, 1987, BA, History, 1979

Vladimirov, Katya, , Professor of History, PHD, History, 1998, MA, History, 1993, MA, History, 1985, BA, History, 1982

Vogelien, Dale, , Professor of Biology, PHD, Botany, 1993, MS, Life Sciences, 1987, BS, Biology, 1981

Vona, Bi Roubolo, , Limited Term Associate Professor of Mathematics, PHD, Mathematics, 1992, MA, Mathematics, 1985, MA, Mathematics, 1982

Voogt, Pieter, G, Professor of History, PHD, History, 1997, MA, History, 1980, BS, History, 1976

Wade-Berg, Jennifer, A, Campus Executive Director of the Nonprofit Leadership Alliance and Primary Investigator and Program Administrator of the Goizueta Foundation Grant and

Associate Professor of Human Services, DPA, Public Administration, 2000, MPA, Public Administration, 1995, BA, American Government, 1992

Wadsworth, Benjamin, K, Associate Professor of Music Theory, PHD, Music Theory, 2008, MA, Music Theory, 2003, BM, Performance Music Theory, 1998

Wagner, Jeffrey, H, Assistant Professor of Electrical Engineering Technology, MSEE, Electrical Engineering, 1990, BEE, Electrical Engineering, 1989

Wagner, Vanda, D, Associate Professor of Nursing, PHD, Nursing Science, 2007, MS, Nursing, 1993, ASN, Nursing, 1984

Wakeling, Victor, K, Senior Lecturer of Finance, MBA, Finance, 1989, BA, Economics, 1973, BA, Political Science, 1973

Wakeman, Paul, R, Lecturer of English, PHD, Literature, 2013, MA, Literature, 2007, BA, English, 1993

Wallace, Carolyn, S, Associate Professor of Elementary Science Education, EDD, Education, 1993, MS, Botany, 1983, BS, Biological Science, 1978

Waller, Matthew, T, Undergraduate Advisor and Lecturer of Geography, MA, Geography, 2010, MED, Social Science Education, 1997, BSED, Social Science Education, 1995

Walters, Margaret, B, Executive Director of Georgia Writers Association and Associate Professor of English, PHD, English, 1996, MA, Literature, 1983, BA, Literature, 1976

Wang, Liancheng, , Professor of Mathematics, PHD, Mathematical Sciences, 2000, MS, Applied Mathematics, 1989, BS, Mathematics, 1984

Wang, Long, , Professor of Mathematics, PHD, Mathematics w Minor in Computer Science, 1995, MS, Mathematics, 1989, BS, Mathematics, 1984

Wang, Ying, , Associate Professor of Mechatronics Engineering, PHD, Mechanical Engineering, 2008, MS, Power Machinery and Engineering, 1999, BS, Power Machinery and Engineering, 1991

Warner, Mark, L, Professor of Elementary and Early Childhood Education, EDD, Educational Leadership, 1997, MED, Guidance and Counseling, 1974, BS, Economics, 1970

Warren, John, A, Associate Professor of Clarinet, BM, Clarinet, 1984

Washington, Lynn, M, Lecturer of English, PHD, English, 2013, MA, English, 2004, BA, English, 2003

Watanabe, Tadanobu, , Assistant Chair of the Department of Mathematics and Professor of Mathematics Education, PHD, Math Education, 1991, MS, Mathematical Sciences, 1986, BA, Mathematics, 1984

Watson, Steven, C, Associate Professor of English, PHD, English, 1996, MA, English, 1992, BA, English, 1991

Watson, Virginia, R, Associate Professor of Mathematics, PHD, Mathematical Sciences, 1988, MS, Mathematical Sciences, 1986, BS, Mathematics and Chemistry, 1984

Watts, Alan, P, Lecturer of Spanish, MA, Spanish, 2005, BA, Spanish, 2003, BS, Journalism, 2003

Way, Albert, G, Associate Professor of History, PHD, History, 2008, MA, Southern Studies, 1999, BA, History, 1995

Way, Irene, H, Lecturer of History, PHD, History, 2010, MA, History, 2001, AB, English, 1995, AB, History, 1995

Weand, Matthew, , Associate Professor of Organismal Biology, PHD, Soil Science, 2010, MS, Environmental Studies, 2001, BS, Engineering, 1997

Webb, Catherine, A, Lecturer of Foreign Language Education, MA, Spanish, 2014, BA, Spanish, 1999

Wedge, Todd, , Assistant Professor of Music, MM, Voice and Opera, 2005, BM, Music Education - Vocal, 2003

Weidner, Maureen, M, Senior Lecturer of Construction Management, MS, Building Construction, 1980, BS, Environmental Design and Planning, 1978

Weldy, Nina, E, Lecturer of Chemistry and Biochemistry, PHD, Chemistry, 2015, BS, Chemistry, 2010

Wells, Jennifer, B, Director of Assessment and Assistant Professor of Higher Education, PHD, Counsel and Student Personnel Services, 2015, MA, Student Affairs Administration, 2013, BA, German and History, 2001

Welty, Christopher, , Chair of Academic Committee and Associate Professor of Architecture, MARCH, Architecture, 1996, BS, Architecture, 1990

Wermert, James, F, Senior Lecturer of Management, MBA, Business Administration, 1978, BA, Government, 1971

Wertz, Emma, K, Associate Professor of Communication, PHD, Communication and Information, 2008, MS, Communication, 2005, BS, Journalism, 1997

Wesselink, Brian, J, Limited Term Assistant Professor of Mathematics, PHD, Mathematics, 1973, BA, Mathematics, 1969

Westlund, Erik, E, Assistant Professor of Mathematics, PHD, Mathematical Sciences, 2010, MS, Mathematics, 2006, BS, Mathematics, 2003

White, Denise, C, Senior Lecturer of English, PHD, English, 2012, MA, English, 2000, BA, English, 1998

White, Katherine, R, Assistant Professor of Psychology, PHD, Psychology, 2012, MA, Experimental Psychology, 2009, BS, Psychology, 2007

White, Kenneth, M, Associate Professor of Political Science and Criminal Justice, JD, Law, 2001, MA, Political Science, 2004, BA, English, 1998

White, Mary, A, Professor of Nursing, PHD, Nursing, 2000, MN, Nursing, 1980, BS, Nursing, 1975

White-Johnson, Adair, F, Limited Term Assistant Professor of Education, PHD, Social Foundations, 1996, MED, School Counseling, 1987, BA, Psychology, 1986

Whitehead, Andrew, K, Assistant Professor of Philosophy, PHD, Philosophy, 2012, MA, Philosophy, 2008, BA, Philosophy, 2007

Whitlock, Reta, U, Chair of the Department of Educational Leadership and Professor of Curriculum & Instruction, PHD, Curriculum and Instruction, 2005, MED, Curriculum and Instruction, 2001, BSED, Secondary Education, English, History, 1987

Whitlock, Susan, B, Assistant Professor of Health Promotion and Physical Education, MED, Physical Education, 1979, BS, Health and Physical Education, 1976

Whitman, Michael, E, Executive Director of the Center for Information Security Education and Professor of Information Security and Assurance, PHD, Management Information Systems, 1994, MBA, Business Administration, 1991, BSBA, Management, 1986

Widmier, Scott, , Associate Professor of Marketing and Professional Sales, PHD, Business Administration, 1999, BA, Marketing, 1991

Wikstrom, Jan, K, Assistant Professor of Voice and Acting, MFA, Classical Acting, 2011, BFA, Drama, 1974

Wilcox, Daren, R, Assistant Professor of Electrical Engineering Technology, MSEE, Electrical Engineering, 1992, BSEE, Electrical Engineering, 1990

Wiles, Gregory, L, Interim Chair of the Department of Systems and Industrial Engineering and Assistant Professor of Industrial Engineering, PHD, Management, 2014, MS, Industrial Engineering, 1992, BS, Industrial Engineering, 1981

Willard, Jennifer, L, Associate Professor of Psychology, PHD, Psychology, 2008, MS, Psychology, 2006, BA, Psychology, 2002

Willett, Jennifer, B, Associate Professor of Sport Management, PHD, Human Performance, 2002, MS, Human Performance, 1999, BS, Exercise Science, 1998

Williams, Brandi, L, Undergraduate Program Coordinator and Assistant Professor of Construction Management, MED, Adult Education, 2012, MS, Construction Management, 2011, BS, Construction Management w minor in Business Administration, 2008

Williams, Desha, L, Interim Chair of the Department of Secondary and Middle Grades Education and Associate Professor of Mathematics Education, PHD, Teaching and Learning, 2008, MED, Mathematics Education, 2001, BS, Mathematics, 1995

Williams, Emily, J, Metadata & Resource Management Librarian and Librarian Assistant Professor of Library Science, M.L.I., Library and Information Science, 2014, BA, Anthropology, 1998

Williams, Stacey, G, Lecturer of Psychology, MA, Counseling & Psychological Services, 1992, BA, Psychology, 1988

Williamson, Adrienne, L, Associate Professor of Psychology, PHD, Psychology, 2006, MS, Psychology, 1995, BS, Chemistry, 1991

Williamson, Jo, , Professor of Instructional Technology, PHD, Education, 2002, MA, Education, 1991, BA, English Education, 1987

Williamson, Kenneth, M, Associate Professor of Anthropology, PHD, Anthropology, 2005, BA, Anthropology, 1988

Wills, Brian, , Director of the Center for the Civil War Era and Professor of History, PHD, History, 1991, MA, History, 1985, BA, History, 1981

Wilson, Matthew, M, Professor of Surveying and Mapping, MS, Civil Engineering, 1993, BS, Civil Engineering, 1991

Wilson, Maurice, , Director of Education Student Services and Associate Professor of Elementary and Early Childhood Education, EDD, Education, 2002, MS, Mathematical Sciences, 1996, BS, Mathematics, 1994

Wilson, Ralph, T, Professor of English, PHD, English, 1993, MA, English, 1983, BA, English, 1979

Winsor, Aubrey, B, Lecturer of Mechanical Engineering Technology, BID, Industrial Design, 1986, MS, Post Sec. Educ. - Instructional Technology, 2009

Witt, Leonard, , Professor of Communication, MA, English, 1978, BS, Business Administration, 1966

Wolf, Erin, L, Executive Director of the Women's Leadership Center and Executive in Residence and Lecturer of Management, MBA, Business Administration, 1984, BA, Economics and Spanish, 1979

Wolfe, Amanda, M, Lecturer of Psychology, PHD, Counselor Education and Practice, 2012, EDS, Professional Counseling, 2007, MA, Religious Studies, 2011, MS, Professional Counseling, 2006, BS, Child and Family Development, 2003, BS, Psychology, 2003

Womack, Deanna, F, Assistant Director of Organizational Communication Program and Professor of Communication, PHD, Speech and Drama, 1982, MA, Speech and Drama, 1980, BA, Speech - Teacher Education, 1971

Wood, Barbara, A, Graduate Librarian of Health and Human Services and Librarian Associate Professor of Library and Information Science, M.L.I., Library and Information Science, 2001, BS, Liberal Arts, 1978

Wood, Patricia, P, Co-Coordinator of Spanish Program and Senior Lecturer of Spanish, MA, Spanish Language and Culture, 2008, MBA, Business Administration, 1987, BS, Information Systems, 1983

Wooten, M, B, Executive Director of Community Engagement and Assistant Professor of Public Administration, MPA, Public Administration, 2001, BA, History, 1994

Worthy, Roneisha, , Assistant Professor of Civil Engineering, PHD, Interdisciplinary, 2014, MENG, Engineering, 2008, BS, Civil Engineering, 2006

Woszczynski, Amy, B, Professor of Information Systems, PHD, Industrial Management, 2000, MBA, Business Administration, 1991, BS, Industrial Engineering, 1988

Wright, Charles, W, Senior Lecturer of Jazz Studies and Jazz Guitar, MM, Music, 2002, BA, Sociology, 1995

Wright, James, M, Assistant Professor of Instructional Technology, EDD, Teacher Leadership for Learning, 2012, EDS, Educational Leadership for Learning, 2008, EDS, Instructional Technology, 1993, MED, Social Studies Education, 1990, BSED, Social Science Education, 1989, ,

Wu, Tong, , Limited Term Instructor of Mathematics, MS, Mechanical Engineering, 1993

Wuertz Hurley, Stefanie, C, Lecturer of German, MA, German, 2007

Wurl, Karen, A, Limited Term Assistant Professor of English, MAPW, Creative Writing, 2004, MFA, Creative Writing, 2010, BA, Theatre and Performance Studies, 2001

Wynn, Charles, T, Associate Professor of History Education and History, PHD, Social Studies Education, 1989, MA, History, 1983, AB, History, 1981

Xie, Ying, , Professor of Computer Science & Information Systems, PHD, Computer Science, 2004, ME, Computer Science, 1998, MS, Computer Science, 2001, BS, Computer Science, 1995

Xu, Xiaohua, , Assistant Professor of Computer Science, PHD, Computer Science, 2012, MS, Computer Science, 2011, BE, Computer Science, 2007

Yang, Bo, , Professor of Mathematics, PHD, Mathematical Sciences, 2002, MS, Applied Mathematics, 1994, BS, Mathematics, 1991

Yang, Jidong, , Assistant Professor of Civil Engineering, PHD, Civil Engineering, 2004, MSCE, Civil Engineering, 2001, BSCE, Civil Engineering, 1996

Yang, Ming, , Associate Professor of Information Technology, PHD, Computer Science & Engineering, 2006, ME, Signal and Information Processing, 2000, BS, Electrical Engineering, 1997

Yarde, Cheryl, A, Clinical Assistant Professor of Nursing, MSN, Advanced Care Management and Leadership, 2011, BS, Professional Nursing, 1988

Yee, Tien, M, Assistant Professor of Civil Engineering, PHD, Civil Engineering, 2009, MSCE, Civil Engineering, 2001, BSCE, Civil Engineering, 1999

Young, Jana, , Assistant Professor of Music, MM, Music, 1985, BM, Vocal Pedagogy, 1976, BME, Music Education, 1976

Young, Larry, , Director of CIFAL-KSU and Limited Term Assistant Professor of International Policy, JD, Law, 2006, BS, History, Technology, Society, 2000

Young, Susan, L, Doctoral in Business Administration (DBA) Program Coordinator for Management and Assistant Professor of Management, PHD, Business Administration, 2012, MBA, Business Administration, 2003, BA, English Literature, 1989

Yun, Soohyun, , Assistant Professor of Music, DMA, Music, 2008, MM, Music, 2002, MM, Music, 2000, BM, Piano Performance, 1995

Yunek, Jeffrey, S, Assistant Professor of Music Theory, PHD, Music, 2013, MM, Music Theory, 2009, BA, Music Education, 2006

Zafar, Humayun, , Associate Professor of Information Security and Assurance, PHD, Business Administration, 2010, MS, Information Technology, 2005, BS, Computer Science, 2003

Zamani, Pegah, , Associate Professor of Architecture, PHD, Architecture, 2008, MARCH, Architecture, 1996, MPHIL, Architectural Engineering, 2001

Zargouni, Ikbil, , Limited Term Instructor of Mathematics, MS, Applied Mathematics, 1992, BME, Mechanical Engineering, 1989

Zearfoss, Sean, R, Limited Term Instructor of English, MAPW, MAPW-Applied Writing, 2013, BA, English, 2009

Zhan, Ginny, Q, Professor of Psychology, PHD, Developmental Psychology, 1995, MA, Developmental Psychology, 1991, BA, English and American Literature, 1986

Zhan, Zhaoguo, , Assistant Professor of Economics, PHD, Economics, 2011, MA, Economics, 2007, MS, Econometrics and Mathematical Economics, 2005, BS, Computer Science and Technology, 2003

Zhang, Chi, , Interim Chair of the Department of Software Engineering and Game Design and Associate Professor of Information Technology, PHD, Information Technology, 2009, MS, Computer Science, 2000, MSED, Instructional Technology, 1998, BS, Educational Technology, 1990

Zhang, Jiayan, , Professor of History, PHD, History, 2004, MA, Agricultural History, 1990, MA, History, 2000, BA, Agronomy, 1984

Zhang, Minjiao, , Assistant Professor of Quantitative Analysis, PHD, Industrial & Systems Engineering, 2013, MS, Industrial & Systems Engineering, 2010, BE, Finance, 2009, BS, Management Sciences, 2009

Zheng, Binyao, , Professor of Educational Psychology and Research, PHD, Educational Psychology and Research, 1996, MS, Foundations of Education, 1991, BA, English, Language and Literature, 1982

Zheng, Guangzhi, , Assistant Professor of Information Technology, PHD, Computer Information Systems, 2009, MS, Business Administration, 2003, BA, Accounting, 1999

Zhou, Wei, , Associate Professor of Chemistry, PHD, Chemistry, 2005, MS, Environmental Science, 2000, BS, Applied Chemistry, 1998

Ziegler, Christine, B, Director of the Institutional Review Board and Professor of Psychology, PHD, Developmental Psychology, 1982, MS, Developmental Psychology, 1981, BS, Psychology, 1978

Ziegler, Marcella, Y, Clinical Assistant Professor of Nursing, MSN, Health Care Systems Management, 2009, BS, Nursing, 1990

Zimmer, Katherine, E, Assistant Professor of Special Education, PHD, Special Education, 2013, MED, Curriculum and Instruction, 2007, BA, Elementary Education, 2002

Zimmermann, Ulf, , Professor of Public Administration, PHD, Germanic Languages, 1971, MA, German, 1967, MA, Urban Studies, 1981, BA, German and Economics, 1965

Zong, Guichun, , Interim Chair of the Department of Inclusive Education and Professor of Curriculum & Instruction, EDD, Curriculum and Instruction, 1999, MA, Comparative Education, 1991, BA, Social Studies Education, 1988

## **Emeriti Faculty**

Adams, Janet, S, Professor Emeritus, Management

Akanbi, Linda, B, Professor Emeritus, Reading Education

Alexander, Carole, L, Assistant Professor Emeritus, History

Alsup, Rodney, G, Professor Emeritus, Accounting

Anderson, Jeffrey, F, Associate Professor Emeritus, Communication

Aronoff, Craig, E, Professor Emeritus, Management

Ash, Charles, W, Professor Emeritus, Health, Physical Education & Sport Science  
Bairan, Annette, Professor Emeritus, Nursing  
Barrier, Robert, G, Professor Emeritus, English  
Bennett, David, N, Professor Emeritus, Nursing  
Bernal, Barbara, V, Professor Emeritus, Software Engineering  
Bill, M, L, Professor Emeritus, Social Work Administration  
Bobia, Rosa, Professor Emeritus, French  
Boeri, Miriam, W, Associate Professor Emeritus, Sociology  
Bostick, Peter, E, Professor Emeritus, Biology  
Braden, Stephen, W, Associate Professor Emeritus, Communication  
Brown, Susan, B, Professor Emeritus, Special Education  
Bumgarner, Mary, K, Professor Emeritus, Economics  
Butler, Frank, A, Professor Emeritus, Physics  
Camann, Mary, A, Associate Professor Emeritus, Nursing  
Capozzoli, Ernest, A, Associate Professor Emeritus, Information Systems  
Casey, Rebecca, S, Associate Professor Emeritus, English  
Chan, Tak, C, Professor Emeritus, Educational Leadership  
Collins, Mitchell, A, Professor Emeritus, Health and Physical Education  
Combs, Leon, L, Professor Emeritus, Chemistry & Biochemistry  
Crutchfield, Ann, D, Assistant Professor Emeritus, Nursing  
Curley, Michael, D, Professor Emeritus, Economics & Finance  
Dabundo, Laura, Professor Emeritus, English  
Damico, Linda, H, Associate Professor Emeritus, Philosophy  
Daniell, Beth, Professor Emeritus, English  
Davis, Bowman, Professor Emeritus, Biology  
Davis, Dorothy, D, Assistant Professor Emeritus, Biology  
Desman, Robert, A, Associate Professor Emeritus, Management  
Donovan, Thomas, J, Associate Professor Emeritus, Health Promotion and Physical Education  
Dreyer, Robert, N, Professor Emeritus, Electrical Engineering Technology  
Economopoulos, Marjorie, P, Professor Emeritus, Middle Grades Mathematics Education  
Elango, Lovett, Z, Professor Emeritus, History  
Elledge, James, M, Professor Emeritus, English  
Farnsworth, Beverly, J, Professor Emeritus, Nursing  
Fay, Donald, J, Associate Professor Emeritus, English  
Fedeli, Lynn, P, Professor Emeritus, Spanish and Italian  
Ferguson, Barbara, W, Professor Emeritus, Mathematics and Mathematics Education  
Firment, Michael, J, Associate Professor Emeritus, Psychology  
Fitzgerald, Elizabeth, M, Professor Emeritus, Management  
Fleiszar, Kathleen, Professor Emeritus, Biology  
Gabrielli, Alan, M, Professor Emeritus, Chemistry  
Garner, Mary, L, Professor Emeritus, Mathematics  
Golden, Ben, R, Professor Emeritus, Biology  
Graham, Dorothy, H, Professor Emeritus, English  
Greenwell, Gregory, A, Associate Professor Emeritus, Accounting  
Griffin, Roberta, T, Associate Professor Emeritus, Art  
Griffith, Martha, A, Associate Professor Emeritus, Public Administration  
Hair, Joseph, F, Professor Emeritus, Marketing and Professional Sale

Hall, Nancy, G, Professor Emeritus, Decision Sciences  
Hall, Tommy, P, Professor Emeritus, Accounting  
Harrell, Carol, P, Professor Emeritus, English  
Hicks-Coolick, Anne, Associate Professor Emeritus, Human Services  
Hill, Elliott, M, Associate Professor Emeritus, English  
Hill, G William, Professor Emeritus, Psychology  
Hill, Robert, W, Professor Emeritus, English  
Holbein, Marie, F, Professor Emeritus, Teaching, Learning and Leadership  
Holzman, Judy, M, Professor Emeritus, ESOL  
Horne, Christina, D, Professor Emeritus, Nursing  
Howell, Loretta, L, Professor Emeritus, Elementary and Early Childhood Education  
Hunt, Hugh, C, Associate Professor Emeritus, Philosophy  
Karcher, Barbara, C, Professor Emeritus, Sociology  
Kaufman, Harry, F, Professor Emeritus, Architecture  
Keene, Thomas, H, Professor Emeritus, History  
King, Merle, S, Associate Professor Emeritus, Information Systems  
King, Nancy, S, Professor Emeritus, English  
Lapides, Paul, D, Associate Professor Emeritus, Management  
Lasher, Harry, J, Professor Emeritus, Management  
Lewis, Gary, C, Professor Emeritus, Computer Science and Physics  
Manners, George, E, Professor Emeritus, Accounting and Management  
Martin, David, J, Professor Emeritus, Science Education  
McCullagh, Steven, P, Associate Professor Emeritus, Biology  
Meeks, Joseph, D, Dean and Professor Emeritus, Music  
Mitchell, Beverly, F, Professor Emeritus, Health Promotion and Physical Education  
Morris, Paula, H, Professor Emeritus, Accounting  
Moses, Oral, L, Professor Emeritus, Music  
Noble, Linda, M, Professor Emeritus, Psychology  
Nystrom, Elsa, A, Professor Emeritus, History  
Orlandella, Michael, R, Associate Professor Emeritus, Civil Engineering  
Papageorge, Linda, M, Associate Professor Emeritus, History  
Peterson, Laurence, I, Dean and Professor Emeritus, Chemistry  
Pierannunzi, Carol, A, Professor Emeritus, Political Science  
Pritchett, Thomas, K, Professor Emeritus, Marketing  
Prochaska, Nancy, A, Associate Professor Emeritus, Management  
Pullen, Ann, W, Professor Emeritus, History  
Rascati, Ralph, J, Dean and Professor Emeritus, Biology  
Rhodes, Dallas, D, Professor Emeritus, Geology  
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