Kennesaw State University

www.kennesaw.edu

2010-2011
Graduate Catalog

•General Directory•

Kennesaw State University
1000 Chastain Road
Kennesaw, Georgia 30144-5591
www.kennesaw.edu

Admissions
(770) 423-6300
http://www.kennesaw.edu/admissions

Bookstore
(770) 423-6261
http://bookstore.kennesaw.edu

Student Success Services
(770) 423-6600
http://www.kennesaw.edu/studentsuccess

Financial Aid
(770) 423-6074
http://www.kennesaw.edu/financial_aid

Financial Services
(770) 423-6021
http://financialservices.kennesaw.edu/

Library
(770) 423-6202
http://www.kennesaw.edu/library

Registrar
(770) 423-6200
http://web.kennesaw.edu/registrar

For specific registration deadlines, refer to the ***Schedule of Credit Courses.*** ***https://web.kennesaw.edu/registrar/students/schedule_of_classes/main***

See the back of the catalog for a campus map and an application for admission.

Online admission is available at: ***www.kennesaw.edu/admissions***

Academic Deans:

College of the Arts
(770) 423-6742
http://www.kennesaw.edu/arts

Michael J. Coles College of Business
(770) 423-6425
http://coles.kennesaw.edu

Bagwell College of Education
(770) 423-6117
http://www.kennesaw.edu/education

Wellstar College of Health and Human Services
(770) 423-6565
http://www.kennesaw.edu/col_hhs

College of Humanities and Social Sciences
(770) 423-6124
http://hss.kennesaw.edu/

College of Science and Mathematics
(770) 423-6160
http://science.kennesaw.edu

Undergraduate Studies and University College
(770) 499-3550
http://www.kennesaw.edu/universitycollege

INSIGHT Information Sessions

Each week Monday through Thursday afternoons from 4:00 p.m. to 5:00 p.m. and on Fridays from 10:00 a.m. to 11:00 a.m., the Office of Admissions hosts INSIGHT information sessions for prospective students. These sessions include a video, student testimonials, overview with an admissions counselor and optional campus tour. Call (770) 423-6300 for the location of this week's INSIGHT information session.

Additional directory information is located on the inside back cover.

Kennesaw State University

A Unit of the University System of Georgia

2010-2011 Graduate Catalog

1000 Chastain Road

Kennesaw, Georgia 30144-5591

(770) 423-6000

www.kennesaw.edu

The information herein is accurate as of July 2010. For the most up-to-date information, please consult our website at: ***http://catalog.kennesaw.edu.***

The 2010-2011 University Graduate Catalog

This catalog was prepared in the Fall of 2010. The material presented 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* (***http://www.kennesaw.edu/registrar***) are always the most current, and printed copies are available in the Office of Admissions and the Registrar, respectively.

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 bulletin boards 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.

Equal Opportunity/ Affirmative Action

Kennesaw State University is an affirmative action/equal educational and employment opportunity institution and does not discriminate on the basis of race, religion, color, sex, age, disability, national origin, or sexual orientation.

Kennesaw State University
1000 Chastain Road
Kennesaw, GA 30144-5591
(770) 423-6000
http://www.kennesaw.edu

Cover design by Jamie Grimes.

Welcome from the President

Dear Students:

Welcome to Kennesaw State University! You are attending a fine university, and during the course of this and upcoming years, it will become even better. KSU's faculty, staff, and administration are committed to excellence in everything we do, and I am sure that you, as a student, are also committed to excellence.

Over the years, Kennesaw State has grown from a small two-year institution to what it is today —a comprehensive university with more than 20,000 students offering bachelors, masters, and doctoral degrees, and a host of programs centered on students, student life, and student learning. KSU is now a destination campus, and an exciting place to be.

At both the undergraduate and graduate levels, KSU is first and foremost a learning community, a diverse body of people of all ages, each of whom is striving to learn and to understand more about himself or herself, the world, and the many activities and endeavors that humans pursue. During your time here at Kennesaw State, you will discover many things about yourself and your world, and you will grow in ways you never imagined as you improve your capabilities and skills. I wish you well in your journey of discovery and growth.

KSU has also long prided itself, and rightfully so, on being an engaged learning community. Kennesaw State's students, faculty, staff, and administration are engaged with each other, learn from each other, and help each other learn. Members of the KSU family are also engaged with the world beyond the campus, playing a large and growing role in business and industry, government and public affairs, and the service and support sectors, both as leaders and as active participants.

Again, welcome to Kennesaw State! I am pleased that you have chosen KSU as your university, and we all look forward to helping you learn, and to learning from you.

Sincerely,

Daniel S. Papp

Daniel S. Papp
President

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Programs of Study

Undergraduate Degrees

Accounting B.B.A.
African and African Diaspora Studies B.A.
Anthropology B.S.
Art B.F.A.
Art Education B.S.
Biochemistry B.S.
Biology B.S.
Biology Education B.S.
Biotechnology B.S.
Chemistry B.S.
Communication B.S.
Computer Science B.S.
Criminal Justice B.S.
Dance, B.A.
Economics B.B.A.
Early Childhood Education B.S.
English B.A.
English Education B.S.
Exercise and Health Science B.S.
Finance B.B.A.
Geographic Information Science B.S.
Geography B.A.
Health and Physical Education B.S.
History B.A.
History Education B.S.
Human Services B.S.
Information Security and Assurance B.S.
Information Systems B.S.
Interdisciplinary Studies B.S.
International Affairs B.A.
International Business B.B.A.
Management B.B.A.
Marketing B.B.A.
Mathematics B.S.
Mathematics Education B.S.
Middle Grades Education B.S.
Modern Language and Culture B.A.
Music B.A.
Music Education B.M.
Music Performance B.M.
Nursing B.S.N.
Political Science B.S.
Professional Sales B.B.A.
Psychology B.S.
Sociology B.S.
Sport Management B.S.
Theatre and Performance Studies B.A.

Undergraduate Certificate Programs

Alternative Dispute Resolution (ADR)
American Humanics
Applied Mathematics
Applied Statistics and Data Analysis
e-Business Systems
European Union Studies
Forensic Chemistry
Geographic Information Systems (GIS)
Information Security and Assurance (ISA)
Information Technology (IT)
Latin American Studies
Professional Politics
Public History

OFF-CAMPUS AND DISTANCE EDUCATION PROGRAMS

Undergraduate Degree Programs Off-Campus

Nursing B.S.N. at Appalachian Technical College
Nursing B.S.N. at Georgia Highlands College

Graduate Degree Programs Off-Campus
Coles MBA at Cobb Galleria
Coles MBA at Dalton State College
AT&T on-site EMBA

Fully Distance Education
Management B.B.A.

Collaborative and Fully Distance Education
Georgia Web M.B.A.

Honors Program
(See University College section of this catalog)

Formal Minors
Accounting
African & African American Studies
American Studies
Anthropology
Applied Mathematics
Applied Statistics and Data Analysis
Art History
Asian Studies
Business Law
Chemistry
Chinese Studies
Coaching
Criminology
Dance
Economics
Environmental Studies
Film Studies
Finance
French and Francophone Studies
Gender and Women's Studies
Geography
German Studies
Gerontology
History
Information Security and Assurance
International Affairs
Italian Studies
Language and Literary Studies
Latin American Studies
Legal Studies
Management
Marketing
Music
Native American Studies
Operations and Purchasing
Peace Studies
Philosophy
Professional Practice with Hispanic Populations
Professional Sales
Professional Writing
Sociology
Spanish

Preprofessional Study
Army Military Science, ROTC
Dentistry
Engineering
Forestry
Law
Medicine
Optometry
Pharmacy
Podiatry
Veterinary Medicine

Accelerated Bachelor's-Master's Degree Option
(See Preparation for Post-Baccalaureate Study section of this catalog)

Doctorate, Specialist, Graduate and Professional Degrees
Accounting MAcc
Adolescent Education MEd
Advanced Care Management and Leadership MSN
American Studies MA
Applied Computer Science MS
Applied Exercise and Health Science MS
Applied Statistics MSAS
Coles DBA
Coles MBA
Coles Executive MBA
Conflict Management MSCM
Doctor of Education in Teacher Leadership for Learning EdD
Early Childhood Education MEd
Educational Leadership MEd
Educational Specialist in Leadership for Learning EdS
Inclusive Education MEd
Information Systems MS
International Conflict Management PhD
International Policy Management MS
Nursing Science DNS
Public Administration MPA
Professional Writing MAPW
Social Work MSW
Teaching MAT
Special Education MEd
Web MBA
Wellstar Primary Care Nurse Practitioner MSN

Academic Calendar

University Calendar

Summer Term 2010

MARCH 2010
March 22 - May 3, 2010
Early Registration
APRIL 2010
April 9
Last Day to Petition to Graduate for Summer 2010
April 9
Admissions and Document Deadline for Summer Term 2010
MAY 2010
May 3
Early Registration Payment Deadline
May 6 - 24
Final Registration
May 10
First Day of Classes: May Session Last Day to Register and Drop/Add for May Session
May 14
Last Day to Withdraw Without Academic Penalty - May Session
May 21
Last Day of Classes and Exams, May Session
May 25
Departmental Planning Day - No Registration
May 26 - June 1
Drop/Add
May 26
First Day of Classes: Four Week Session I and Eight Week Session
May 31
Holiday - NO CLASSES

JUNE 2010
June 4
Final Grades Due, 10:00 a.m., May Session
June 7
First Day of Classes: Six Week Session
Drop/Add (in person in the Office of the Registrar): Six Week Session
Final Payment Deadline
June 10
Last Day to Withdraw Without Academic Penalty - Four Week Session I
June 23
Last Day of Classes: Four Week Session I
June 24
Final Exams: Four Week Session I
June 25
Last Day to Withdraw Without Academic Penalty - Eight Week Session
June 28
Drop / Add (in person in the Office of the Registrar): Four Week Session II
First Day of Classes: Four Week Session II
June 29
Last Day to Withdraw Without Academic Penalty - Six Week Session
JULY 2010
July 1
Final Grades Due, 5:00p.m., Four Week Session I
July 3 - 5
Holiday – NO CLASSES
July 13
Last Day to Withdraw Without Academic Penalty - Four Week Session II
July 16
Last Day of Classes: Six Week Session
July 19 - 20
Final Exams: Six Week Session
July 22
Last Day of Classes:
Four Week Session II
Eight Week Session
July 23 - 27
Final Exams
Four Week Session II
Eight Week Session
July 28 - 29
Graduation
July 30
Final Grades Due, 5:00 p.m., Four Week Session II, Six Week Session, and Eight Week Session

Fall Semester 2010

JANUARY 2010
January 15
Admissions and Document Deadline for JEHP
APRIL 2010
April 15 - May 24
Early Registration (Tentative)
MAY 2010
May 14
Application and Document Deadline for Freshmen and Transfer/Freshmen students
JUNE 2010
June 25
Application and Document Deadline for all other classifications
JULY 2010
July 1
Last Day to Petition to Graduate for Fall Semester 2010
July 19 - August 4
Early Registration Continued

AUGUST 2010
August 4
Early Registration Payment Deadline
August 11 - 12
Final Registration
August 13
Departmental Planning Day - No Registration
August 14 - 20
Drop / Add
August 14
First Day of Classes
August 24
Final Payment Deadline
SEPTEMBER 2010
September 4 - 6
Labor Day Break - NO CLASSES (Saturday – Monday)
OCTOBER 2010
October 11
Last Day to Withdraw Without Academic Penalty
NOVEMBER 2010
November 24 - 28
Fall Break - NO CLASSES (Wednesday – Sunday)
November 25 - 28
University Closed
DECEMBER 2010
December 2
Last Day of Classes
December 3 - 9
Final Exams
December 12
Final Grades Due: 5:00 p.m.
December 14 - 15
Graduation (Tentative)

AUGUST MINIMESTER 2010
July 30
Registration and Drop / Add (In person in Registrar's Office for New Students)
July 30
Payment Deadline
July 31
First Day of Classes
August 3
Last Day to Withdraw Without Academic Penalty
August 6
Last Day of Classes and Final Exams
August 13
Final Grades Due: 10:00 a.m.

Spring Semester 2011

NOVEMBER 2010
November 1
Last Day to Petition to Graduate Spring 2011
November 1 - December 6
Early Registration (Tentative)
November 12
Application and Document Deadline for New and Transfer Freshmen, Undergraduates, Graduates and Readmission for Spring Semester 2011
DECEMBER 2010
December 6
Early Registration Payment Deadline (Tentative)
December 20 - 31
University Closed (Tentative)
JANUARY 2011
January 1 - 2
University Closed (Tentative)

January 5 - 6
Final Registration (Tentative)
January 7
Departmental Planning Day – No Registration
January 8
First Day of Classes
January 8 - 14
Drop/Add (Tentative)
January 17
HOLIDAY - No Classes
January 20
Final Payment Deadline
MARCH 2011
March 5 - 11
Spring Break - NO CLASSES (Saturday - Friday)
March 14
Last Day to Withdraw Without Academic Penalty
MAY 2011
May 2
Last Day of Classes
May 3 - 9
Final Exams
May 12
Final Grades Due: 5:00 p.m.
May 10 - 12
Graduation (Tentative)
DECEMBER MINIMESTER 2010
December 10
Registration and Drop/Add (In person in Registrar's Office for New Students)
December 11
First Day of Classes
December 14
Last Day to Withdraw Without Academic Penalty
December 17
Last Day of Classes and Final Exams
January 7, 2011
Final Grades Due: 5:00 p.m.

https://web.kennesaw.edu/registrar/share/academic_calendars

Refer to the *Schedule of Credit Courses* for specific registration deadlines.

About Kennesaw State

KSU Today

Kennesaw State University, one of the fastest-growing members of the University System of Georgia, offers high-quality education to students throughout metro-Atlanta and northwest Georgia.

To meet the needs of today's students, Kennesaw State offers day, evening and weekend classes on its spacious suburban campus. Both traditional and nontraditional students will find programs of study to fit their lifestyles and interests.

Kennesaw State's mission of education and service will grow with northwest Georgia. Providing the leadership in this mission is President Daniel S. Papp, former senior vice chancellor for the University System of Georgia.

Accreditation

Kennesaw State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, specialist and doctoral degrees. Inquiries related to the university's accreditation by the Commission may be directed to COC/SACS, 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, Website: ***http://www.sacscoc.org.*** Questions related to admissions and the policies, programs, and practices of KSU should be directed to the university's offices, catalogs, publications, or websites.

The Commission on Colleges of the Southern Association of Colleges and Schools (COC/SACS) is the recognized regional accrediting body in eleven U.S. Southern states and in Latin America for institutions of higher education that award associate, baccalaureate, master's or doctoral degrees.

The bachelor's and master's degree programs in business are fully accredited by The Association to Advance Collegiate Schools of Business (AACSB International). ***http://www.aacsb.edu.***

The undergraduate and graduate degrees in accounting also have separate AACSB accreditation.

The undergraduate and graduate professional education programs are approved by the Georgia Professional Standards Commission for state certification, are nationally recognized by specialized professional associations (SPA's), and are fully accredited by the National Council for Accreditation of Teacher Education (NCATE).

The undergraduate music programs are fully accredited by the National Association of Schools of Music (NASM). The bachelor's program in theatre is fully accredited by the National Association of Schools of Theatre (NAST). The undergraduate programs in visual arts are fully accredited by the National Association of Schools of Art and Design (NASAD).

The baccalaureate program in nursing is approved by the Georgia Board of Nursing, and both the baccalaureate and master's nursing programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN) at One Dupont Circle, NW, Suite 530, Washington, DC 20036-8476. ***www.aacn.nche.edu***.

The undergraduate computer science and information systems programs are fully accredited by the Accreditation Board for Engineering & Technology (ABET). The undergraduate chemistry and biochemistry programs are nationally approved by the American Chemical Society (ACS).

Institutional Mission

Kennesaw State University Vision
Kennesaw State University is among the best learning-centered comprehensive universities in the country and is expanding its programs of distinction to meet state and national needs. KSU provides excellent and accessible education, promotes research and scholarship, fosters community engagement, supports intellectual inquiry, and contributes to economic development. KSU alumni are well educated in the liberal arts, leaders in their chosen professions, and engaged citizens whose global awareness and lifelong learning make them visionary leaders for Georgia, the nation, and the world.

Kennesaw State University Mission
Kennesaw State University is a comprehensive public university that serves primarily northwest Georgia and Atlanta. With nationally recognized liberal arts, professional, and continuing education programs, KSU offers exemplary disciplinary and interdisciplinary education at the baccalaureate, master's, specialist, and professional doctoral levels. KSU's students prosper in a supportive environment with faculty, staff, and administrators who are vitally engaged in student life. KSU's academic programs are collaborative and creative, emphasizing both the development and application of knowledge. The KSU community values and promotes integrity, global awareness, technological literacy, diversity, and lifelong learning.

Kennesaw State University Goals
KSU's 2007-2012 Strategic Plan identifies the following as the University's five leading goals:

Goal 1: *To enhance and expand academic programs and delivery.*

Goal 2: *To improve retention, progression, and graduation rates while maintaining high quality.*

Goal 3: *To expand campus resources and enhance campus infrastructure.*

Goal 4: *To enhance student life activities and prepare students to be leaders.*

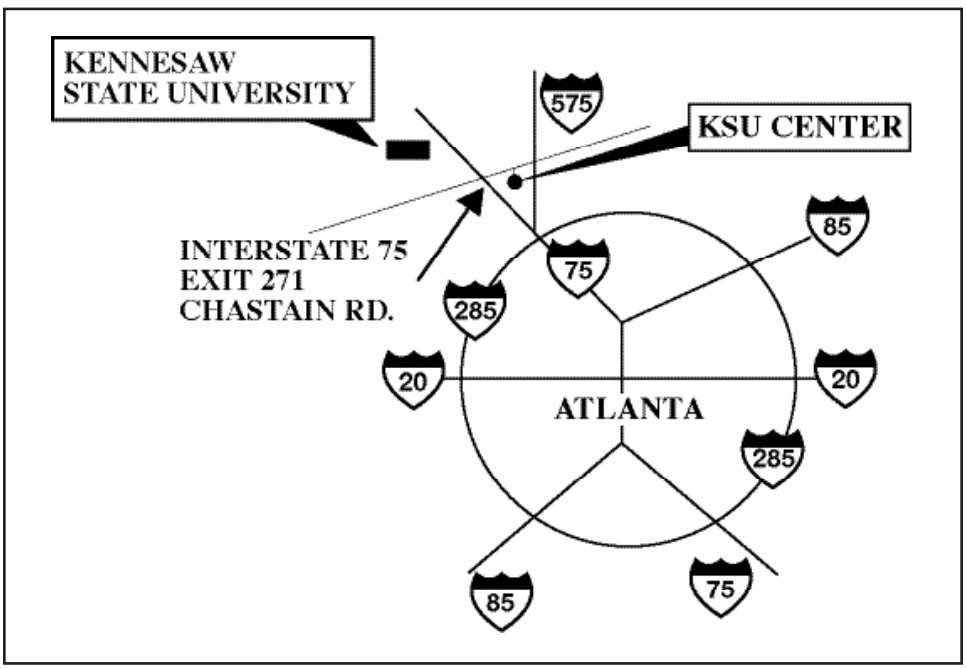
Goal 5: *To improve service, strengthen accountability, and establish a stronger sense of community.*

Goal 6: *To promote an inclusive campus environment through the adoption of policies, procedures, and curricula that are guided by the principles of diversity, equity, transparency, and shared governance*

The Campus

Kennesaw State University is convenient to the greater Atlanta area and Northwest Georgia. To visit the main campus, take I-75 to Chastain Road, Exit 271, and go west on Chastain Road, about one-quarter mile. See a campus map at ***http://www.kennesaw.edu/campusmaps.shtml***. Additionally, a KSU campus map is included in the back of this catalog.

Location Map



Graduate Admission

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 colleges 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.

Requirements for admission to individual graduate programs are listed within each program section of this catalog.

How to Apply

Applicants for the MBA for Experienced Professionals should contact the program office for application materials. Applicants for the Doctor of Business Administration Program should view the 5-step admission process on the Coles DBA web site a ***http://coles.kennesaw.edu/graduate/dba/admission-process.htm***. All other candidates should follow these guidelines:

- Complete the online application for graduate admission: Go to ***http://www.kennesaw.edu/graduate/admissions/forms.html*** and select Online Graduate Application. There is a non-refundable $60.00 application fee and you will receive a confirmation message indicating that your application has been submitted.
- Schedule the graduate entrance exam required for your program (consult program information). To insure adequate time for processing, the Office of Graduate Admissions recommends you take the exam six weeks prior to the application deadline. The scores are reported directly to the Office of Graduate Admissions when you select Kennesaw State University on the exam registration menu. Official test results must be received before your file is considered complete; however, a photocopy of your personal test report may be submitted to verify that the exam has been taken. Some departments may use this unofficial report for review purposes and may admit applicants contingent upon receipt of official scores.
- Request that official transcripts from each institution attended be sent to you in a sealed envelope for inclusion in your admission packet. Do not open any envelopes or the transcript will not be considered official.
- Prepare any additional supplemental documents that may be required by the academic department as indicated in the program information (i.e.,

recommendation letters, résumé, writing samples, etc.). Many of these documents can be uploaded into the online application.
- International applicants should consult the "International Applicants" section below for additional documents that must be submitted.
- All required documents and official transcripts, should be compiled in one large envelope and mailed directly to:

Office of Graduate Admissions
Kennesaw State University
1000 Chastain Road
Box #9109
Kennesaw, GA 30144-5591

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. Then the department will send a letter informing the applicant of the admission decision. Admission to Graduate College does not imply that the student is a candidate for a degree. No commitment is made on this matter until the student is admitted to candidacy. Refer to the Academic Policies section in this catalog for more information about candidacy.

Additional Graduate Admission Policies

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.

Transient Student Status

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:

- Application form: ***http://www.kennesaw.edu/graduate/admissions/forms.html*** and select "Graduate Transient Application"
- A transient letter from the applicant's home institution stating the following:
  1. The applicant is in good academic standing
  2. The specific KSU course(s) in which the applicant wishes to enroll; and
  3. The home institution will accept the credit from KSU as transfer credit toward the applicant's degree.

Mail the letter to the Office of Graduate Admissions, Kennesaw State University, 1000 Chastain Road, #9109, Kennesaw, GA 30144-5591, or email to ksugrad@kennesaw.edu or fax to 770-423-6885.

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 shall be considered as transfer credit.

Transient work is not permissible for any part of the last 27 hours of credit toward any KSU MBA degree or 24 hours of MAcc degree, except under unusual circumstances and then only with written permission of the MBA program director prior to enrollment in transient work. (Student must not be on probation and must have a cumulative GPA of at least 3.0.)

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): Paper Based – 550;

Computer Based (CBT) – 213; Internet Based (IBT) – 80; or a score of 6.0 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, Sierre 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 an independent evaluation service that is a member of the National Association of Credential Evaluation Services, Inc (***http://www.naces.org/members.htm***). 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 ***http://www.kennesaw.edu/graduate/admissions/intllinks.html*** for a list of accredited evaluation services.)

Include the following in your application packet: a copy of TOEFL scores, immigration documents, and an original official evaluation of foreign credentials (in a sealed envelope).

Readmission to Graduate Study

Any graduate student who has a break in attendance of two calendar years or more, must apply for readmission to the graduate program by completing the Online Graduate Application and submitting it to the Office of Graduate Admissions. The application and a $60.00 nonrefundable application processing fee must be received by the established deadline for the semester of re-enrollment. Complete the online application at ***http://www.kennesaw.edu/graduate/admissions/forms.html*** or in the Office of Graduate Admissions. If the student has taken course work at another institution during the period of non-enrollment at KSU, the course work may be considered as transfer credit and, upon receipt of an official transcript, reviewed accordingly. All students requesting readmission to the MBA or MAcc programs must meet the admissions criteria (GMAT scores and GPA) in place at the time of readmission. The six-year time limit for degree completion applies.

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.

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:

KSU Health Clinic
1000 Chastain Road House #52
Kennesaw, GA 30144-5591
Mailstop #5200
http://www.kennesaw.edu/col_hhs/hc

Tuition, Expenses, & Financial Aid

Tuition and Fees

2010-2011 Expenses/Fees

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.

All tuition charges or other charges are subject to change at the end of any academic term.

In-State Tuition

Graduate students enrolled for less than twelve semester hours are considered part-time students for fee schedule purposes and are charged an in-state tuition of $225.00 for each credit hour of course work. The total in-state tuition for full-time students (those registered for 12 credit hours or more) is $2,693.00.

Out-of-State Tuition

Graduate students who are not residents of Georgia and who register for 12 or more credit hours are required to pay an out-of-state tuition fee of $9,749.00 per semester in addition to all other regular fees. Nonresident students registered for fewer than 12 credit hours are required to pay an out-of-state tuition fee of $813.00 per credit hour in addition to all other regular fees.

Mandatory Student Fees

- Technology Fee: $50
- Transportation Fee: $60
- Health Clinic: $51
- Student Activity Fee: $72
- Intercollegiate Athletic Fee: $144
- International Fee: $14
- Student Recreation and Wellness Center: $42
- Land Acquisition Fee: $75
- Institutional Fees: $165

Motor Vehicle Parking Fee

A $50.00 parking permit fee 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 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 219.

It is the responsibility of all KSU students to review and abide by Kennesaw State University Parking Policies and Procedures available online at ***http://www.kennesaw.edu/police/frames.html*** . 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 (770) 423-6206. Questions related to your parking decal can be answered by the Card Services Center. Students may report lost/stolen decal information to either office.

Student Health Fees

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

- All graduate students receiving a 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.

Students will be billed at the time of registration. The fee for the 2010-2011 academic year is $483 for fall semester and $639 for spring and summer semesters.

A waiver of the health insurance fee may be applied for directly with the insurer. This plan is optional for all other students.

Summary of Expenses 2010-2011

Students taking 12 hours or more		
Per semester	Resident	Non-Resident
In-state Tuition	$2,693.00	N.A.
Out-of State Tuition	N.A.	$9,749.00
Technology Fee	$50.00	$50.00
Transportation Fee	$60.00	$60.00
Student Health Clinic Fee	$51.00	$51.00
Student Activity Fee	$72.00	$72.00
Intercollegiate Athletic Fee	$144.00	$144.00
International Fee	$14.00	$14.00
Student Recreation & Wellness Center	$42.00	$42.00
Land Acquisition Fee	$75.00	$75.00
Parking Permit Fee	$50.00	$50.00
Institutional Fee	$165.00	$165.00

Students taking fewer than 12 hours		
Per semester	Resident	Non-Resident
In-state Tuition	$225.00	N.A.
Out-of State Tuition	N.A.	$813.00
Technology Fee	$50.00	$50.00
Transportation Fee	$60.00	$60.00
Student Health Clinic Fee	$51.00	$51.00
Student Activity Fee	$72.00	$72.00
Intercollegiate Athletic Fee	$144.00	$144.00
International Fee	$14.00	$14.00
Student Recreation & Wellness Center	$42.00	$42.00
Land Acquisition Fee	$40.00	$40.00
Parking Permit	$50.00	$50.00
International Fee	$165.00	$165.00

Housing Fees

Housing at Kennesaw State University is privately owned and managed, and all leasing and financial matters are handled by the KSU Foundation Housing Management, LLC. Housing fees for 2010-2011 range from $410-$630 per month depending on the community and housing unit selected, paid in twelve monthly installments. For more specific information, please go to ***http://www.ksuhousing.com*** or call (770) 426-0668.

Coles Doctor of Business Administration Program Fees

The cost for the 3-year program is $83,475. This fee includes a nonrefundable deposit of $2,500 which is due upon acceptance to the program to reserve a seat in the class. The remaining $80,975 is prorated over each semester. Meals, textbooks, and course software (for Windows Operating Systems only) are included. This does not include travel and lodging to KSU for the residencies/weekend sessions or to meet with faculty.

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. Finally, students provide a laptop computer, with regular access to the Internet, to aid in their participation in the online and virtual components of the program, to support their research, and to use in class.

Coles MBA Fees

Program Fees: Students pay a fee of $100.00 each semester independent of the number of credit hours taken. This fee is for services offered exclusively to CGMBA students.

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

Off Campus Course Fees: Students taking courses at the Cobb Galleria are charged an additional fee per course to cover facility rental.

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

Master of Accounting Fees

Program Fees: Students pay a fee of $100.00 each semester independent of the number of credit hours taken. This fee is for services offered exclusively to MAcc students.

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

Off Campus Course Fees: Students taking courses at the Cobb Galleria are charged an additional fee per course to cover facility rental.

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

Coles Executive MBA Program Fees

The cost for the 18-month program is $52,500. This fee includes a nonrefundable deposit of $500 which is due upon acceptance to the program. The remaining $52,000 is prorated over the entire program. Meals, textbooks, notebook computer, retreat and the International Residency for Experienced Professional Program are included.

Georgia WebMBA

The cost of the Georgia WebMBA is $19,350, which includes tuition for ten courses and a one-credit hour mandatory two-day orientation. This does not include books or travel and lodging for the orientation. All costs are subject to change without notice.

The Master of Science in Conflict Management Program Fees

The cost of the program is $25,225, 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.

The Master of Science in Nursing Program Fees

The cost of the WellStar Primary Care Nurse Practitioner Program is $15,050, paid over four semesters. The following is tuition by semester, effective 07/01/2009:

Fall Semester: $3,788
Spring Semester: $3,788
Summer Semester: $3,634
Final Fall Semester: $3,840

Tuition includes in-state graduate tuition; mandatory student fees; parking permit; and program enhancements and other premium features, including a PDA and its appropriate software; malpractice insurance premiums, drug screen and background check associated with requirements by the University for clinical experiences; pre-Boards prep course; certification exam; orientation and customized program advisement and clinical placement.

NOTE: Books, lab fees, and mandatory graduate student health insurance are not included in the cost of the program. All costs are subject to change without notice.

The Master of Science with a Major in Applied Computer Science Program Fees

The MSACS Premium Program includes premium features that enrich the student's education with a variety of resources and experiences. The cost of the program is $5500 per semester over five semesters for a $27,500 total. This tuition includes fees, books and class materials, access to lectures using distance learning technology, recorded lectures, a graduation banquet and hooding ceremony, and other premium features currently including a laptop, PDA, digital logic lab kit including microprocessor and components, membership in the Association for Computing Machinery (ACM), and optional research project.

All MSACS 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 Master of Science in Applied Computer Science section of this catalog for further details on fee schedules, deadlines, payment of fees, and other pertinent program information.

Special Fees and Expenses

Diploma Fee: A diploma fee of $35.00 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. Fax Fee: Priority fee for electronic transmission (fax) of unofficial transcripts or certifications forms/letters of $10.00 per document.

Late Payment Fee: A $50 late payment fee will be assessed for tuition and fee payments received after the end of late registration and drop/add. 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 at the time of registration for courses may have their standard tuition and fees waived (with the exception of supplies, laboratory fees, and special course fees). A driver's license or birth certificate must be presented to the Office of Graduate Admissions at the time of application for admission or to the Registrar's Office once the individual turns 62 to qualify for this waiver of registration fees.

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 complete an official withdrawal form in the Office of the Registrar. Students withdrawing from classes before the end of late registration and drop/add registration will receive a 100% refund. These withdrawal/refund policies do not apply to KSU's Executive Programs.

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 that 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.

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 Schedule of Credit Courses 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 tuition and other mandatory fees shall be made in the event of the death of a student at any time during any academic semester.

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://www.ksuone.com***

Military Service Refunds and Re-enrollment

Subject to institutional policies, full refunds of tuition and mandatory fees and pro rata refunds of electives 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 University System institution and paid tuition and fees;
- active duty military personnel and who receive an emergency reassignment after having enrolled in a University System institution and paid tuition and fees;
- those persons 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.
- 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.

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 ***https://financialservices.kennesaw.edu/international/georgia_residency***, or by contacting the Residency Officer for Kennesaw State University at 770-499-3536. 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.

Regents' Policies Governing the Classification of Students for Tuition Purposes

The following policies have been adopted by the Board of Regents for the purpose of determining the tuition status of students:

403.02 CLASSIFICATION OF STUDENTS FOR TUITION PURPOSES

A. United States Citizens

(1) a. An independent student who has established and maintained a domicile in the State of Georgia for a period of at least 12 consecutive months immediately preceding the first day of classes for the term shall be classified as "in-state" for tuition purposes. It is presumed that no student shall have gained or acquired in-state classification while attending any post-secondary educational institution in this state without clear evidence of having established domicile in Georgia for purposes other than attending a post secondary educational institution in this state.

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

c. A dependent student shall be classified as "in-state" for tuition purposes if a U.S. court-appointed legal guardian has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term, provided that appointment was not made to avoid payment of out-of-state tuition and the U.S. court-appointed legal guardian can provide clear evidence of having established and maintained domicile in the State of Georgia for a period of at least 12 consecutive months immediately preceding the first day of classes for the term.

(2) a. If an independent student classified as "in-state" relocates temporarily but returns to the State of Georgia within 12 months, the student shall be entitled to retain in-state tuition classification.

b. If the parent or U.S. court-appointed legal guardian of a dependent student currently classified as "in-state" for tuition purposes establishes domicile outside of Georgia after having established and maintained domicile in the State of Georgia, the student may retain in-state tuition classification as long as the student remains continuously enrolled in a public post secondary educational institution in the state, regardless of the domicile of the parent or U.S. court-appointed legal guardian

B. Noncitizens

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

704.041 OUT-OF-STATE TUITION WAIVERS

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

a. Academic Common Market. Students selected to participate in a program offered through the Academic Common Market.

b. International and Superior Out-of-State Students. International students and superior out-of-state students selected by the institutional president or an authorized representative, provided that the number of such waivers in effect does not exceed two percent of the equivalent full-time students enrolled at the institution in the fall term immediately preceding the term for which the out-of-state tuition is to be waived.

c. University System Employees and Dependents. Full-time employees of the University System, their spouses, and their dependent children.

d. Medical/Dental Students and Interns. Medical and dental residents and medical and dental interns at the Medical College of Georgia. (BR, 1986-87, p. 340).

e. Full-Time School Employees. Full-time employees in the public schools of Georgia or of the Technical College System of Georgia, their spouses, and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver. (BR Minutes, 1988-89, p. 43).

f. Career Consular Officials. Career consular officers, their spouses, and their dependent children who are citizens of the foreign nation that their consular office represents and who are stationed and living in Georgia under orders of their respective governments.

g. Military Personnel. Military personnel, their spouses, and their dependent children stationed in or assigned to Georgia and on active duty. The waiver can be retained by the military personnel, their spouses, and their dependent children if (a. the military

sponsor is reassigned outside of Georgia, and the student(s) remain(s) continuously enrolled and the military sponsor remains on active military status; (b. the military sponsor is reassigned out-of-state and the spouse and dependent children remain in Georgia and the sponsor remains on active military duty; (c. or active military personnel and their spouse and dependent children who are stationed in a state contiguous to the Georgia border and who live in Georgia. (BR Minutes, February 2009).

h. Research University Graduate Students. Students attending the University of Georgia, the Georgia Institute of Technology, Georgia State University, and the Medical College of Georgia, which shall be authorized to waive the out-of-state tuition differential for a limited number of graduate students each year, with the understanding that the number of students at each of these institutions to whom such waivers are granted shall not exceed the number assigned below at any one point in time:

University of Georgia	80
Georgia Institute of Technology	60
Georgia State University	80
Medical College of Georgia	20

i. Border County Residents. Students domiciled in an out-of-state county bordering Georgia, enrolling in a program offered at a location approved by the Board of Regents and for which the offering institution has been granted permission to award Border County waivers (BR Minutes, October 2008).

j. Georgia National Guard and U.S. Military Reservists. Active members of the Georgia National Guard, stationed or assigned to Georgia or active members of a unit of the U.S. Military Reserves based in Georgia, and their spouses and their dependent children (BR Minutes, October 2008).

k. Students enrolled in University System institutions as part of Competitive Economic Development Projects. Students who are certified by the Commissioner of the Georgia Department of Industry, Tourism and Trade as being part of a competitive economic development project.

l. Students in Georgia-Based Corporations. Students who are employees of Georgia-based corporations or organizations that have contracted with the Board of Regents through University System institutions to provide out-of-state tuition differential waivers.

m. Students in ICAPP Advantage programs. Any student participating in an ICAAP Advantage program.

n. International and Domestic Exchange Programs. Any student who enrolls in a University System institution as a participant in an international or domestic direct exchange program that provides reciprocal benefits to University System students (BR Minutes, October 2008).

o. Economic Advantage. As of the first day of classes for the term, an economic advantage waiver may be granted to a U.S. citizen or U.S. legal permanent resident who is a dependent or independent student and can provide clear evidence that the student or the student's parent, spouse, or U.S. court appointed legal guardian has relocated to the State of Georgia to accept full-time, self-sustaining employment and has established domicile in the State of Georgia. Relocation to the state must be for reasons other than enrolling in an institution of higher education. For U.S. citizens or U.S. legal permanent residents, this waiver will expire 12 months from the date the waiver was granted (BR Minutes, October 2008). As of the first day of classes for the term, an economic advantage waiver may be granted to an independent non-citizen possessing a valid employment-related visa status who can provide clear evidence of having relocated to the State of Georgia to accept full-time, self-sustaining employment. Relocation to the state must be for employment reasons and not for the purpose of enrolling in an institution of higher education. These individuals would be required to show clear evidence of having taken legally permissible steps toward establishing legal permanent residence in the United States and the establishment of legal domicile in the State of Georgia. Independent non-citizen students may continue

to receive this waiver as long as they maintain a valid employment-related visa status and can demonstrate continued efforts to establish U.S. legal permanent residence and legal domicile in the State of Georgia (BR Minutes, October 2008). A dependent non-citizen student who can provide clear evidence that the student's parent, spouse, or U.S. court-appointed legal guardian possesses a valid employment-related visa status and can provide clear evidence of having relocated to the State of Georgia to accept full-time, self-sustaining employment is also eligible to receive this waiver. Relocation to the state must be for employment reasons and not for the purpose of enrolling in an institution of higher education. These individuals must be able to show clear evidence of having taken legally permissible steps toward establishing legal permanent residence in the United States and the establishment of legal domicile in the State of Georgia. Non-citizen students currently receiving a waiver who are dependents of a parent, spouse, or U.S. court-appointed legal guardian possessing a valid employment-related visa status may continue to receive this waiver as long as they can demonstrate that their parent, spouse, or U.S. court appointed legal guardian is maintaining full-time, self-sustaining employment in Georgia and is continuing efforts to pursue an adjustment of status to U.S. legal permanent resident and the establishment of legal domicile in the State of Georgia. (BR Minutes, October 2008.

p. Recently Separated Military Service Personnel. Members of a uniformed military service of the United States who, within 12 months of separation from such service, enroll in an academic program and demonstrate an intent to become a permanent resident of Georgia. This waiver may also be granted to their spouses and dependent children. This waiver may be granted for not more than one year (BR Minutes, October 2008).

q. Nonresident Student. As of the first day of classes for the term, a nonresident student can be considered for this waiver under the following conditions:
Students under the age of 24: If the parent, or U.S. court-appointed legal guardian has maintained domicile in Georgia for at least 12 consecutive months and the student can provide clear and legal evidence showing the relationship to the parent or U.S. court-appointed legal guardian has existed for at least 12 consecutive months immediately preceding the first day of classes for the term. Under Georgia code legal guardianship must be established prior to the student's 18th birthday (BR Minutes, October 2008); or If the student can provide clear and legal evidence showing a familial relationship to the spouse and the spouse has maintained domicile in Georgia for at least twelve (12) consecutive months immediately preceding the first day of classes for the term. Students 24 years of age and older: If the student can provide clear and legal evidence showing a familial relationship to the spouse and the spouse has maintained domicile in Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term. This waiver can remain in effect as long as the student remains continuously enrolled (BR Minutes, October 2008). If the parent, spouse, or U.S. court-appointed legal guardian of a continuously enrolled nonresident student establishes domicile in another state after having maintained domicile in the State of Georgia for the required period, the nonresident student may continue to receive this waiver as long as the student remains continuously enrolled in a public post secondary educational institution in the state, regardless of the domicile of the parent, spouse or U.S. court-appointed legal guardian (BR Minutes, June 2006).

r. Vocational Rehabilitation Waiver. Students enrolled in a University System of Georgia institution based on a referral by the Vocational Rehabilitation Program of the Georgia Department of Labor (BR Minutes, October 2008).

Institutions shall exercise the greatest care in selecting students who are to receive waivers of the tuition differential. Such non-resident graduate students shall pay all tuition and fees required of residents of Georgia.

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
- 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.

If you have any questions, feel free to visit our office in Kennesaw Hall, view our website at ***http://www.kennesaw.edu/financial_aid*** , contact our automated telephone system at (770) 423-6074, fax at (770) 423-6708, email at finaid@kennesaw.edu, or write to:

Office of Student Financial Aid
Kennesaw State University
1000 Chastain Road, #0119
Kennesaw GA 30144-5591

Scholarship Programs

Scholarships and Fellowships

Several privately-supported scholarships for undergraduate students and fellowships for graduate students are available at Kennesaw State University. These awards are mostly merit-based. Some, however, are based on need. A complete list of available scholarships and fellowships and relevant applications information is located at ***http://www.kennesaw.edu/financial_aid***.

Regents' Opportunity Scholarship

The Regents' Opportunity Scholarship Program was authorized by the 1978 General Assembly. The intent of the program is to increase enrollment in University System of Georgia institutions of historically disadvantaged students in previously under-represented populations. Allocations to the institutions are based upon a combination of factors, i.e., Georgia residents enrolled full-time (9 credit hours) in graduate/professional program offerings in which historically disadvantaged students are under-represented. Recipients must maintain satisfactory academic progress. The Free Application for Federal Student Aid (FAFSA) is the only application required.

These are reviewed on a first come-first serve basis. Students must reapply annually.

Need-Based Award Application Procedures
Need-based awards include grants, employment, and loans. It is advisable to complete the FAFSA early. The FAFSA is available on January 1 for the award year that starts each fall semester. The priority date for receipt of the FAFSA at KSU is April 1 of each year. FAFSAs received by the priority date with all requested documents submitted by the student and reviewed by the Office of Student Financial Aid will be awarded first. New applicants must be accepted by the Office of Admissions into a degree or certificate program.

After the FAFSA is analyzed by the U. S. Department of Education, the result is called the Expected Family Contribution (EFC). The EFC is the amount that the family should be able to contribute to the student's cost of attendance (COA). COA is the amount of direct cost (e.g., tuition, fees, room, board, and books) and indirect cost (e.g., transportation and personal expenses). Need-based financial aid is awarded to help the student with need (i.e., COA minus EFC).

Loan Programs

Kennesaw State University is pleased to announce that beginning Summer 2010; we will be participating in the William D. Ford Federal Direct Loan Program (FDLP), which consists of Federal Subsidized Stafford Loans, Federal Unsubsidized Stafford Loans, Federal PLUS Parent Loans and Federal Consolidation Loans. The US Congress established the William D. Ford Federal Direct Loan Program (Direct Loans) to reduce the complexity within the financial aid process. The difference between the Direct Loan Program and the Federal Family Education Loan Program (FFELP) is that the Direct Loan Program does not involve the use of a private lender such

as a bank. Students are borrowing from the federal government; Master Promissory Note must be completed through ***www.studentloans.gov***

Federal Stafford Loan–Subsidized
The Federal Government guarantees low-interest loans made to qualified students. Students may apply for this loan by completing the Free Application for Federal Student Aid (FAFSA). Students are allowed to borrow loan amounts up to their award maximums. Eligible graduate students may borrow up to $8,500 per year. At least half-time (5 credit hours) enrollment is required. The amount of loan eligibility is based on need as determined by the FAFSA and the cost of attendance.

Subsidized indicates that the federal government will pay the loan interest while the student is enrolled in school, six months after enrollment (grace), or during deferment periods. Consistent with federal regulations, Direct Stafford Subsidized Loans have an origination fee of 1.5% with a 1% rebate. The interest rate on Subsidized Stafford Loans disbursed between July 1, 2010 and June 30, 2011 is fixed at 4.5%. Once in repayment, the student will need to make 12 consecutive payments or the 1% rebate will be added back to the student's loan obligation.

Repayment begins six months after the student ceases to be enrolled at least half-time. Students are allowed 10 years to repay the loan.

Federal Stafford Loan – Unsubsidized
This loan is available to graduate students who choose to borrow above their Subsidized Stafford eligibility. Students borrowing through the Unsubsidized Stafford Loan Program are responsible for the interest on the loan. The amount of eligibility is based on the dependent or independent status of the student and the student's need. The application procedures are the same as the Subsidized Stafford Loan Program. The interest rate on Unsubsidized Stafford Loans disbursed between July 1, 2010 and June 30, 2011 is fixed at 6.8%. If a student would like to pay the interest on the unsubsidized portion while still attending school, the student should indicate that when completing the Master Promissory Note. If a student does not want to make interest payments while still in school, the interest will be capitalized into the principal balance.

The maximum amount of additional unsubsidized loans available is $12,000.

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 7.9%. 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 4.0% with a 1.5% rebate. A 2.5% fee will be deducted from the loan proceeds before the funds are applied to your student's tuition account. Once in repayment, the student will need to make 12 consecutive payments or the 1.5% rebate will be added back to the student's loan obligation.

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 (2.0 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 available in the Office of Student Financial Aid. Applications are available in the office only and must be applied for in person 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 Rotaract Club
- Student Activities Budget Advisory Committee

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 ***http://careerctr.kennesaw.edu*** . For more information, contact the director of career services.

Satisfactory Academic Progress

Federal regulations require that students maintain satisfactory academic progress in their course of study to continue receiving Federal Title IV financial aid. Federal Title IV financial aid for graduate students includes Federal Work Study (FWS), Federal Perkins Loan, Federal Stafford Loan (Subsidized

and Unsubsidized), and Federal Graduate PLUS Loan. All scholarships follow the same requirements. Alternative loans, available from private lenders, also follow these requirements.

Satisfactory academic progress (SAP) includes two standards: qualitative and quantitative. Students must meet both standards to continue receiving financial aid.

Qualitative Standard
In order to maintain financial aid eligibility with the qualitative standard, a student must maintain the academic standing necessary to remain at KSU. The qualitative policy is the same as the academic policies of KSU. The grade point average (GPA) will be used to determine good academic standing, probation, dismissal, and eligibility for financial aid. The student must have at least a 3.0 GPA to remain eligible for financial aid. If the student is placed on academic probation, the student will be eligible for financial aid. Students may remove themselves from academic probation by raising their GPA to at least 3.0.

Any student who fails to make progress (all "F"s) in any given semester will lose eligibility for financial aid regardless of the student's GPA. Any student who withdraws from all classes in any given semester will be placed on financial aid probation.

Quantitative Standard
Regulations allow a student to maintain eligibility for attempting credit hours that are 150% of the credit hours required to receive a degree. In order to meet this quantitative standard, students must complete and pass (earn) 67% of courses attempted each academic year. 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. Students who are seeking a second graduate degree different from their first degree may be granted additional hours to complete the second degree requirements. The 67% criteria will be checked at the end of every spring semester.

If a student has not completed 67% of the cumulative attempted hours at the end of the spring semester, the student is placed on Satisfactory Academic Progress Warning for one year. During the SAP warning period, the student may continue to receive financial aid. If the student has not completed 67% of the cumulative attempted hours after one year on SAP warning, the student will be placed on Satisfactory Academic Progress Failure. While on SAP failure, the student will not be eligible to receive financial aid. Financial aid eligibility may be regained when 67% of the cumulative attempted hours have been completed. The policy regarding probation, loss of eligibility, and academic dismissal is the same as the academic policies with the following exceptions:

Academic Fresh Start eligibility will calculate the quantitative standard (67% completion) on the total cumulative attempted and completed hours.

Students who are dismissed academically for one or two semesters will not be automatically eligible for financial aid upon the ir return to KSU. An appeal to the Appeals Committee will be necessary.

When courses with grades of "D," "F," or "WF" are repeated with a "C" or higher grade, the unsatisfactory grades and course attempts will not be included in the calculation of the AGPA (qualitative standard). However, courses with grades of "D," "F," or "WF" that are later repeated are counted in total number of hours attempted (quantitative standard).

Audit Courses
Students are not eligible to receive financial aid for audit courses. Audited courses are not included in the number of hours attempted or earned for SAP consideration.

Summer Term Courses
All hours attempted and completed in the summer terms are treated as any other semester hours in determining SAP.

Incomplete Courses
Any course with "I" is counted in hours attempted (quantitative). When the "I" is changed to an actual grade, the course will be considered completed.

Withdrawals
Any course with a "W" or "WF" is considered as hours attempted. Students should be aware that excessive withdrawals from classes could

result in the loss of financial aid at some point in future semesters due to the 67% quantitative standard for SAP.

Transfer Credit

Any course transferred for credit will be considered as hours attempted. Attempted hours will be used to calculate the 67% quantitative standard for SAP.

Academic Fresh Start

For students who are approved for the Academic Fresh Start Program, the quantitative standard of satisfactory academic progress will be determined on total attempted hours which will include the "fresh start" hours.

Dismissal and Return

Students who are dismissed academically for one or two semesters will not be automatically eligible for financial aid upon their return. Such students must either appeal, as explained below, or use means other than financial aid for educational expenses. Eligibility will be regained when the AGPA is 3.0. When courses with grades of D,F, or WF are repeated with a "C" or higher grade, the unsatisfactory grades and course attempts will note be included in th calculation of the AGPA (qualitative). However, HOPE does count all hours as attempted. For financial aid all repeated classes count as attempted hours.

Appeals

Any student on SAP failure may appeal to the SAP Appeals Committee. An appeal must be based on extenuating circumstances. Examples may include but are not limited to health reasons, family reasons, or personal reasons. The appeal statement of the student should explain the extenuating circumstances. Documentation supporting the extenuating circumstances must be submitted. In addition, letters of support from an academic advisor/faculty member and a relative, clergy, supervisor, or other associate must be submitted. The appeal form and procedures may be obtained at ***http://www.kennesaw.edu/financial_aid***.

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 veterans who are eligible for benefits under the G.I. Bill. Students in training under the G.I. Bill are required to pay all fees, as regular students, since they are paid benefits directly through the Veterans Administration. Each V.A. beneficiary should make financial preparation for at least one semester because benefit checks are sometimes delayed.

Students in training under the G.I. Vocational Rehabilitation Program should check with the University Business Office regarding the handling of their account for fees, supplies, etc. Eligible veterans, children and widows of veterans must make application to their regional Veterans Administration Office. Application forms are available at Kennesaw State University in the Registrar's Office. Certain requirements must be met before students may be certified for noncredit remedial courses for V.A. payment purposes.

Students attending on the G.I. Bill are certified for V.A. benefits only for those courses required in their particular programs of study. 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 recertification of benefits at Kennesaw State University, the V.A. will decide if further benefits may be paid for continuation of the program in which the academic deficiency occurred. Current V.A. standards require that students attend class and that benefits be terminated when the student has been suspended for academic or disciplinary reasons. (Since V.A. regulations are subject to periodic change, it is the student's responsibility to keep up-to-date on requirements for V.A. benefits while in attendance at Kennesaw State University.)

Academic Policies

Policies and Procedures

Registration

The Office of the Registrar is the central administrative office responsible for registering students, maintaining the permanent academic records, administering the Regents' Testing Program Policies and test registration, performing degree audits, enforcing the academic policies of the university and generally ensuring that students' academic issues are dealt with accurately and professionally. In addition, the Registrar's staff handles transfer evaluations and Veterans' Affairs. Requests for data from the computerized student record system are approved by this office.

All registration at KSU is conducted over the web through Owl Express. There are two phases of registration at KSU:

- Early Registration: available to students who are currently enrolled and in good standing. These students are strongly encouraged to register within the Early Registration phase.
- Registration: available to new, readmitted, and all currently enrolled students.
- A Drop/Add session is offered to all students eligible to enroll for the given semester. A Late Registration Fee of $100 is assessed to students registering during the Drop/Add period who have not previously registered for the semester. After each registration phase, fees must be paid to avoid cancellation of classes. Please refer to the Schedule of Classes located on the Registrar's website at ***www.kennesaw.edu/registrar*** for specific instructions and dates. Undeclared majors must be advised by Student Success Services. Students who have been dismissed must remain out of school as indicated by the dismissal policy.

NOTE: See the academic calendar, which lists specific registration dates, at ***www.kennesaw.edu/registrar***, or the Schedule of Courses.

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), the Master of Science in Applied Computer Science (MSACS) programs, 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 and fees load. 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.

Full-Time Load

The basic unit of all college classes is the "semester credit hour." The full-time load for a graduate student is 9 semester hours.

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 27 semester hours of program requirements at KSU. All of these 27 hours must be completed after the student has been admitted to the degree program. Students in the MAcc or WebMBA must complete 24 hours.

Time Limit

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.

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 9 semester hours (6 semester hours for the MAcc and the WebMBA), 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.
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 21 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.

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
Atlanta College of Art
Brenau University
Clark Atlanta University
Clayton College & State University
Columbia Theological Seminary
Emory University
Georgia Institute of Technology
Georgia State University
Institute of Paper Science and Technology
Interdenominational Theological Center
Kennesaw State University
Mercer University of Atlanta
Morehouse College
Morehouse School of Medicine
Morris Brown College
Oglethorpe University
Southern Polytechnic State University
Spelman College
State University of West Georgia
University of Georgia

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.

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. Students who have received 9 credit hours of grades below "B" are not eligible to retake a class and will be dismissed from further graduate study at Kennesaw State University.

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, MSCM, and MSACS) may not repeat courses for credit toward a degree.

Withdrawal from Courses

Students may withdraw from one or more courses any time before the last three weeks of the semester. To completely or partially withdraw from classes at KSU, a student must withdraw online at ***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 (and before the last three weeks of the semester) 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" shall not be computed in the student's grade-point average.

Grading System

All graduate students are required to maintain a 3.0 grade-point average. The university is organized on the semester system, with two semesters extending 15 weeks (plus exams) and a summer term extending approximately eight weeks. The semester hour is the unit of credit in any course. The following grading system is used:

Grade	Grade Point
"A" Excellent	4.0
"B" Good	3.0
"C" Fair	2.0
"D" Poor	1.0
"F" Failing	0.0

"I": incomplete grade. The grade of "I " 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 the student's 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, then 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.

"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": 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": 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": indicates progress in thesis, dissertation, and project courses that are intended to last more than one semester.

"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.
Grade-Point Average

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.

Grade Appeal Procedure

Any student has the right in any course of instruction to appeal a final grade in a course for either, or both (if both reasons are to be raised then the student must assert both from the initiation of the grade appeal) of the following reasons. (1) The student believes that the faculty member has violated his/her stated grading policy. (2) The student believes that his/her final grade in a course is unfair because of the faculty member's discriminatory practice(s) or harassment on the basis of race, religion, color, sex, sexual orientation, disability, age, or national origin, or retaliation because of the student's prior report of discrimination or harassment, or because of the student's cooperation in any investigation. In such cases the following procedures will be applied. 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.

If a student intends to pursue a grade appeal based on the faculty member's discriminatory practice(s)/harassment/retaliation but also wants to claim as an alternative that the faculty member violated his/her grading policy even if there may be no finding made of discriminatory practice/harassment/retaliation, then he/she should follow the procedure outlined in section II of these grade appeal procedures. This is called a combined grade appeal.

It is the student's responsibility to prove his/her allegation. Any student grade appeal under these procedures will be successful only if the student provides sufficient evidence that the faculty member violated his/her stated grading policy or that the faculty member's discriminatory/harassment/retaliatory practices occurred and affected the student's final grade.

I. GRADE APPEAL PROCEDURE WHEN THERE IS AN ALLEGATION OF A VIOLATION OF STATED GRADING POLICY, BUT NO ALLEGATION OF DISCRIMINATORY OR RETALIATORY ACTION.

A. If a student believes that his/her final grade in a course violates the faculty member's stated grading policy, he/she should first discuss the matter with the faculty member. If the student remains dissatisfied with his/her final course grade, he/she may immediately appeal to the faculty member's immediate supervisor (usually the department chair) for discussion and possible resolution. If the faculty member is a chair then the immediate supervisor is the dean of the college. If the faculty member is a dean, then the immediate supervisor is the associate vpaa or dean of the graduate college (based on the undergraduate/graduate student status of the person who initiated the appeal).

B. If the student remains dissatisfied with his/her final course grade, he/she may file a written appeal (including supporting evidence or documents) with the immediate supervisor of the faculty member's immediate supervisor (usually the dean of the appropriate college) within sixty days from the end of the semester in which the final course grade was assigned. If the faculty member is a chair then this would be the associate vpaa or dean of the graduate college (based on the undergraduate/graduate student status of the person who initiated the appeal). If the faculty member is a dean then this would be the provost/vpaa.

C. If the immediate supervisor of the faculty member's immediate supervisor (see B. above) or his/her designee believes that the student has not shown that the faculty member violated his/her stated grading policies then he/she must so inform the student in writing within thirty days of his/her receipt of the student's written appeal.

D. Alternatively, if the immediate supervisor of the faculty member's immediate supervisor (see B. above) or his/her designee believes that the student may

have reasonable cause for an appeal based on the issue of a violation of stated grading policies, then he/she must appoint a hearing committee consisting of three faculty/administrative faculty members and two students. The intent of the committee is to engage in fact-finding in order to resolve the issue. The committee selection process must begin within thirty days of his/her receipt of the student's written appeal. The members of the committee should be selected in a manner determined by the immediate supervisor of the faculty member's immediate supervisor (see B. above) or his/her designee.

E. The committee should meet and elect a chair from among the five members. The chair will conduct the committee meeting(s). The chair may participate in all deliberations, but will not vote except in the case of a tie.

F. The committee may draw up its own rules or procedure, and the committee is not bound by any formal rules of legal proceedings and may hear any information that may be of value in determining the issues involved.

G. Each party has the right to obtain a non-attorney advisor to assist him/her in the preparation and presentation of his/her case to the committee. The committee shall determine whether it meets with the parties, their respective advisers, and any witnesses in one meeting or in a series of meetings. The members of the committee shall decide who shall be present in any meeting of the committee with the understanding that whenever the student or faculty member is present his/her adviser has the right to be present also.

H. A hearing committee has the right to decline to make a decision in a case that a student presents to the committee, when it regards the complaint as frivolous and irresponsible on the basis of evidence that the student presents to the committee. Such a decision must be communicated in writing to both parties in the case, the immediate supervisor of the faculty member's immediate supervisor (usually the dean, see B. above) or his/her designee and the immediate supervisor of the faculty member (usually the department chair, see A. above) within five business days from the committee's decision. The chair of the hearing committee shall act to make certain the written report is delivered to the proper persons. In such circumstances, the committee may want to recommend that the student talk to one of the university counselors.

I. All decisions will be based only on the issue of whether the faculty member violated his/her grading policy (see A. above), be based on a majority vote, and be rendered according to the principle of the preponderance of evidence.

J. The hearing committee will be expected to produce a written report summarizing the testimony, indicating and explaining its decision, and making recommendations, if desirable, to either or both parties. Copies of the written report will be submitted to both parties in the case, the immediate supervisor of the faculty member's immediate supervisor (usually the dean, see B. above) or his/her designee and the immediate supervisor of the faculty member (usually the department chair, see A. above) within five business days from the completion of the meeting(s). The chair of the hearing committee shall act to make certain the written report is delivered to the proper persons.

K. If, after the receipt of the committee's report, or when no hearing committee is appointed, after the student receives the written decision of the immediate supervisor of the faculty member's supervisor or his/her designee (usually the dean, see B. above), and the student remains dissatisfied with his/her final course grade, the student may file a final written appeal to the person at the next higher level of supervisory rank (usually the associate vpaa or dean of the graduate college or his/her designee based on the undergraduate/graduate status of the student who initiated the appeal). If the involved faculty member is a chair of the department then the next higher level of supervision is the provost/vpaa or his/her designee. If the involved faculty member is a dean then the next higher level of supervision is the president or his/her designee. The appeal must be made in writing within ten business days of the student's receipt of the decision of the committee's report, or when no hearing committee is appointed, after the student receives the written decision of the immediate supervisor of the faculty member's immediate supervisor

(see C. above). This is not a new hearing and the person at the next higher level of supervisory rank or his/her designee will issue a written decision based only on the written record to both parties in the case, the immediate supervisor of the faculty member's supervisor, and the faculty member's immediate supervisor within thirty days. His/her decision is final. No further appeals are available.

L. Nothing in this grade appeal process prohibits the parties from settling this matter at any stage with the assistance of mediation through the Office of University Ombuds (770-423-6112). Mediation may also address issues other than violation of stated grading policy. However, any attempt to settle the matter through mediation does not affect time deadlines for this grade appeal process.

II. GRADE APPEAL PROCEDURE WHEN THERE IS AN ALLEGATION OF DISCRIMINATORY PRACTICE(S)/RETALIATION, OR A COMBINED GRADE APPEAL.

A. If the student believes that his/her final grade in a course is detrimentally affected because of (1) discriminatory or harassing practice(s) on the basis of race, religion, color, sex, sexual orientation, disability, age, or national origin, or (2) retaliation by a faculty member because of the student's prior report of discrimination or harassment, or because of the student's cooperation in any investigation, he/she should first discuss the matter with the faculty member's immediate supervisor (usually the chair of the faculty member's department). If the faculty member is a chair then the immediate supervisor is the dean of the college, if the faculty member is a dean then the immediate supervisor is the associate vpaa or dean of the graduate college (based on the undergraduate/graduate student status of the person who initiated the appeal). The student should contact the Office of the University Ombuds (770-423-6112) to arrange a facilitated discussion (a neutral party would be present) if the student is not comfortable discussing the allegation with the faculty member's immediate supervisor by himself/herself. The faculty member's supervisor should notify the faculty member of the student's allegation(s). The faculty member's supervisor will render a decision concerning the grade and the discrimination/retaliation allegations. If this grade appeal also includes an allegation of a violation of stated grading policy, the faculty member's immediate supervisor must address that issue as well.

B. If a student remains dissatisfied with his/her final course grade, he/she may file a written appeal (including supporting evidence or documents) within sixty days from the end of the semester in which the final course grade was assigned with the immediate supervisor of the faculty member's immediate supervisor (usually the dean of the appropriate college). If the faculty member is a chair then this would be the associate vpaa or dean of the graduate college (based on the undergraduate/graduate student status of the person who initiated the appeal). If the faculty member is a dean then this would be the provost/vpaa.

C. The immediate supervisor of the faculty member's immediate supervisor or his/her designee (usually the dean of the appropriate college, but see B. above) must then contact the KSU chief diversity officer (CDO) (678-797-2614) as soon as possible and share the student's written grade appeal based on discrimination/harassment/retaliation with that office. The immediate supervisor of the faculty member's immediate supervisor (usually the dean of the appropriate college, but see B. above) must then notify within one week of receiving the complaint in writing the faculty member and the faculty member's immediate supervisor (usually the department chair, but see A. above) of the allegation of the grade appeal based on discrimination/harassment/retaliation and of the pending investigation.

D. The immediate supervisor of the faculty member's immediate supervisor or designee (usually the dean of the appropriate college, but see B. above), in consultation with the chief diversity officer or designee, will conduct an investigation of the student's allegation that his/her final grade in the course is unfair because of (1) discriminatory practice(s) or harassment based on race, religion, color, sex, sexual orientation, disability, age, or national origin, or (2) retaliation by a faculty member because of the student's prior report of discrimination

or harassment, or because of the student's cooperation in any investigation.

E. If after investigation, the immediate supervisor of the faculty member's immediate supervisor or designee (usually the dean of the appropriate college, but see B. above) in consultation with the chief diversity officer or designee finds that the student does not have reasonable grounds for the complaint based on discriminatory (including harassing) or retaliatory conduct of the faculty member as reflected in the student's final course grade, then he/she shall so notify the student, the faculty member, and the faculty member's immediate supervisor in writing within sixty days of the receipt of the student's written allegation. In that case, if the student is dissatisfied with the decision, he/she may choose to file a written appeal to the provost/vpaa or his/her designee. However, if the involved faculty member is a dean then the immediate supervisor of the faculty member's immediate supervisor is the provost/vpaa and so in that case only, the final written appeal is to the president or his/her designee. The appeal must be made in writing within ten business days of the student's receipt of the decision of the immediate supervisor of the faculty member's immediate supervisor (usually the dean, but see B. above). This is not a new hearing and the provost/vpaa (or president when appropriate or his/her designee) will issue a written decision based only on the written record to both parties in the case, the immediate supervisor of the faculty member's immediate supervisor, and the faculty member's immediate supervisor within thirty days. If the grade appeal also includes an allegation of a violation of stated grading policy, the provost/vpaa (or president when appropriate) or designee must address that issue as well. The Office of Diversity shall retain all records associated with the complaint and the investigation for such length as required by the law.

F. If, after investigation and consultation with the chief diversity officer or designee, the immediate supervisor of the faculty member's immediate supervisor or designee (usually the dean of the appropriate college, but see B. above) finds that the student may have reasonable cause for the complaint based on the claim of discriminatory (including harassing) or retaliatory conduct of the faculty member as reflected in the student's course grade, he/she shall so notify the student, the faculty member, and the faculty member's immediate supervisor in writing within sixty days of the receipt of the student's written allegation. Additionally, the immediate supervisor of the immediate supervisor will contact the EEO Officer and provide the EEO's office with a copy of his/her written decision and all other relevant evidence and materials. The EEO Officer will follow-up with further investigation if warranted and within one week of receiving the dean's (but see B. above) written decision and all other relevant evidence and materials from the CDO's office will contact the chair of the university council.

G. The chair of the council will be responsible for establishing an ad hoc committee of three faculty/administrative faculty and two students to hear the grade and discrimination/harassment/retaliation complaint and make recommendations. The names and contact information of the five members of the ad hoc committee shall be communicated by the chair of the university council to the EEO Officer or designee. If, as part of his/her complaint, the student also alleges that the faculty member has violated his/her stated grading policy, the ad hoc committee must hear and make recommendations on that issue concurrently.

H. Prior to the hearing the EEO officer or designee will arrange that the ad hoc committee shall meet and elect a chair from among the five members. The chair will conduct the hearing. The chair may participate in all deliberations, but will not vote except in the case of a tie.

I. The hearing committee may draw up its own rules of procedure, and the committee is not bound by any formal rules of legal proceedings and may hear any information that may be of value in determining the issues involved. But minimum due process shall include the right of both parties and the immediate supervisor of the faculty member to be notified in writing at least ten business days in advance of the date, time and place of the hearing; the right of the faculty member to be informed in writing of the specific nature of the complaint

against him/her and of the evidence and/or witnesses on which it is based; and the right of both parties to present evidence and witnesses on their behalf and to question witnesses. The EEO Officer or designee shall act to make certain these due processes rights are met. The EEO Officer or designee will attend the hearing and may present any report created or evidence or information obtained during the investigation if requested to do so by either party or by the committee. The EEO Office shall retain all records associated with the complaint, the investigation, the hearing, the committee's written report, and the president's written decision for such length as required by the law.

J. Both the faculty member and the student have the right to a non-attorney adviser to assist in preparing and presenting his/her case before the committee. Those present during the hearing will be the members of the ad hoc committee, the EEO officer or designee, the parties to the complaint, one non-attorney adviser for each party, and such witnesses as are necessary. Each witness shall be present only when his/her presence is necessary to present information and/or answer questions. No other persons shall be present unless agreed upon in writing by the chair of the committee, both parties, and the EEO officer or designee.

K. All decisions and recommendations will be based on a majority vote, and be rendered according to the principle of the preponderance of evidence. Only the five members of the ad hoc committee should be present during deliberation. During deliberations should committee members require clarification related to policies and/or procedures, questions may be directed to any necessary person or office.

L. The hearing committee will be expected to produce a written report summarizing the information presented, indicating and explaining its decision, and making recommendations, if desirable, to either or both parties. Copies of the written report will be submitted to both parties in the case (student and faculty member), the faculty member's immediate supervisor, the chief diversity officer, the EEO officer, the chief legal officer for the university, and the president of the university within five business days from the completion of the hearing. The chair of the hearing committee shall act to make certain the written report is delivered to the proper persons. The opinions and recommendations of the ad hoc committee are advisory and in no way bind the president to the recommended actions.

M. After consideration of the ad hoc committee's written report, the president shall make a decision and communicate it in writing within five business days to the student, the faculty member, the faculty member's immediate supervisor, the chief diversity officer, the EEO officer, the chief legal officer of the university, and the chair of the faculty member's department. If the faculty member is the chair of the department it shall be communicated to the dean of the appropriate college. If the faculty member is a dean it shall be communicated to the provost/vpaa.

N. Should the aggrieved student remain dissatisfied with the president's decision, further redress may be sought through internal channels by applying to the Board of Regents for a review of the decision, pursuant to the Bylaws of the Board of Regents, Article VIII. and section 407 of the BOR Policy Manual.

O. If the student has also included a grade appeal based on an allegation that the faculty member has violated his/her stated grading policies then the immediate supervisor of the faculty member's immediate supervisor or designee (usually the dean of the appropriate college, but see B. above) may find that the student has reasonable cause for such an appeal even if the student does not have reasonable grounds for the complaint based on discrimination/harassment or retaliatory conduct of the faculty member (see F. above). If so, rather than the EEO officer or designee contacting the chair of the university council to establish an ad hoc committee, the immediate supervisor of the faculty member's supervisor shall notify the student, the faculty member, and the faculty member's immediate supervisor in writing within sixty days of the receipt of the student's written allegation of reasonable cause for a violation of stated grading policy. Then the immediate supervisor of the faculty member's supervisor shall follow the hearing committee process as set

out in section I.D. through L. of the Grade Appeal Procedures guidelines (section I.) if the student does not choose to appeal the decision that he/she (the student) does not have reasonable grounds for the complaint based on discrimination/harassment or retaliatory conduct of the faculty member as reflected in the student's final course grade to the vpaa/provost or his/her designee (or president if appropriate) within ten business days of the student's receipt of the decision. If, instead, the student appeals the decision that he/she (the student) does not have reasonable grounds for the complaint based on discrimination/harassment or retaliatory conduct of the faculty member as reflected in the student's final course grade to the vpaa/provost or designee (or president if appropriate), then the vpaa/provost or designee (or president if appropriate) must decide the appeal of both the discrimination/harassment/retaliation allegations and at the same time whether there was a violation of the stated grading policy. This is not a new hearing and the decision will be based only on the written record.

P. If any university administrator involved in resolving a grade appeal at any point in these Grade Appeal Procedures comes to believe that the student undertaking a grade appeal may have been subject to discriminatory action (including harassment) or retaliation, even though there was no impact on the student's grade, then the administrator shall inform the student of the Student Grievance Procedures for Discrimination and/or Retaliation found under the heading of Statement of Student Rights and Responsibilities in the KSU catalog. The grievance procedures outline the process for resolving a student allegation of discrimination (including harassment) and/or retaliation when the issue of a grade is not involved.

Q. Nothing in this grade appeal process prohibits the parties from settling this matter at any stage with the assistance of mediation through the Office of the University Ombuds (770-423-6112, if appropriate. However, any attempt to settle the matter through mediation does not affect time deadlines for this grade appeal 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. (See Academic Regulations for non-degree students in the College of Education.) Earning grades below "B" in graduate courses will result in the following consequences:

I. Academic Warning

Upon earning a grade lower than "B" in at least two credit hours of graduate course work, the student will receive a letter of warning and be advised of the consequence that will result if additional grades lower than "B" are earned in graduate courses at Kennesaw State University.

Upon earning a grade lower than "B" in at least six credit hours of graduate course work, the student will be given a letter of warning. Upon earning a grade lower than "B" in nine or more hours of graduate course work, the student will be dismissed from further graduate study at KSU and will not be eligible for readmission as a graduate student.

II. Academic Probation

Whenever a graduate student's cumulative graduate grade-point average drops below 3.0, that student will be placed on academic 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. Graduate students can have their probationary status removed by raising their cumulative grade-point average to at least 3.0.

III. Academic Exclusion

If a graduate student earns nine credit hours of grades below "B" in graduate course work, 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. Individual graduate programs may have additional grading policies. Please see specific graduate program section of the catalog for additional information on grade expectations. 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 graduate college. The dean of 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 graduate college is final and students may not appeal a second exclusion.

Graduation Requirements

Each candidate for a master's or doctoral degree must petition to graduate through the individual program. A student may request in absentia status by writing to the registrar prior to the graduation exercises.

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 during the semester preceding the final semester or summer term of enrollment but must be filed before the end of the first week of his/her final semester. This form may be obtained from the program director's office.
2. A student must complete a minimum of 27 hours of degree requirements at Kennesaw State University. 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).
3. Degree candidates must have earned a cumulative 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. 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 or majors (the MAPW, MPA, and MSIS programs), a student may qualify for an additional major or 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 or major and by completing any special requirements of that major or concentration.

The earning of a second concentration or major 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. Double Major/Concentration Request Forms are available from the program director. 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.

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 the "Petition to Begin a Second Graduate Degree" form to the Office of Graduate Admissions;
2. meet with the program director for the second graduate degree program to plan appropriate courses;
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 Satisfac-

tory 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 during the semester preceding the final semester or summer term of enrollment but must be filed before the end of the first week of his/her final semester. This form may be obtained from the program director 's office. A student may not graduate from the second graduate degree program before graduating from their initial graduate degree program.

Academic Fresh Start for Readmission

A currently enrolled student who has been previously enrolled in a graduate program at KSU, who discontinued graduate college for at least six years, may petition in the Office of the Registrar for a onetime "academic fresh start" upon admission or readmission to a graduate program. The student's adjusted grade point average will be readjusted after the end of the semester in which the petition was approved retroactive to the readmission term. Although the student's transcript will retain all previous graduate course attempts and grades, only courses completed and grades received after readmission will be considered in the final degree audit. In addition, only grades received after readmission will be considered in decisions regarding academic warning, probation, and dismissal. The granting of Academic Fresh Start does not supersede financial aid policies regarding Satisfactory Academic Progress.

Academic Fresh Start for Second Degree

A student who returns to KSU for a second graduate degree may request that the Adjusted GPA (AGPA) restarted at the time of reentry. In order to restart the AGPA, students must petition the Office of the Registrar.

KSU Telecommunication Policies

The rules for use of all telecommunications equipment, including telephones, computers and FAX equipment, are found the KSU Web site at ***http://www.kennesaw.edu/resources/policy.shtml*** or they can be reached from the KSU Intranet Home Page by choosing the topic Telecommunications Policies from the Technology Resources section.

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

Additional Academic Regulations

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

Accounting

Contact: Dr. Kathryn K. Epps
Director, School of Accountancy and MAcc Program Director
Office: Burruss Building, rm 211
Phone: (770) 423-6084
Email: kepps@kennesaw.edu
Web address: ***http://coles.kennesaw.edu/MAcc/index.htm***

All graduate and undergraduate business degree programs at Kennesaw State University are accredited by AACSB International—The Association to Advance Collegiate Schools of Business (***http://www.aacsb.edu***). The accounting degree programs also hold specialized AACSB accounting accreditation.

Vision and Mission Statements, Michael J. Coles College of Business

Vision: The Coles College of Business aspires to be the preferred provider of timely, flexible business education and relevant, applied research and practice valued by the marketplace.

Mission: The Coles College of Business provides high quality, applied business education and knowledge creation in a collegial, stimulating, and supportive learning-centered environment. Predominantly serving residents and the business community of metropolitan Atlanta and the Northwest Georgia region, we strive to develop our students into highly effective and ethical business leaders who are prepared for an increasingly complex, technologically sophisticated and interdependent world. We offer innovative and flexible programs through a diverse and talented pool of faculty and staff who contribute to the professional and ethical standards of their respective disciplines. In all our activities, we treat individuals with integrity and respect and are focused on the continuing development of our students, faculty and staff, and communities.

– Revised March 2008

Coles MBA Students

The following parameters apply to MBA students who wish to take 8000-level accounting courses as their MBA electives: (See details in the program description below.)

- Must complete ACCT 8000, which is a prerequisite for all MAcc graduate courses
- Must hold a baccalaureate degree in accounting or must complete all undergraduate accounting pre-requisite courses required for MAcc students
- May take ACCT 8990 as an elective only after completion of 12 hours (four 8000-level, graduate courses) including ACCT 8100 and ACCT 8400
- May not use ACCT 8990 to satisfy MGT 8999

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)
- Applicants may also provide up to 3 references if they choose

*International applicants have additional requirements; see Graduate Admission.

Transfer Credit

Students may transfer a maximum of six semester hours of graduate course work with grades of "B" or better taken at an institution accredited in a manner acceptable to KSU provided the transfer hours are made prior to the last 24 hours of course work. These courses may be no more than six years old at the time of acceptance, and they must be relevant to the MAcc program. Special hardship cases, such as job transfers, will be decided on an individual basis by the Program Director. The transfer of credit for course work completed at another institution will be approved only under the following conditions:

1. The course was completed at an institution accredited by AACSB at the time of transfer.
2. A minimum grade of "B" was received in the course.
3. The course was restricted to graduate students only.
4. The content of the course corresponds to that of a course required or permitted in the student's program at Kennesaw State University.
5. The credit to be considered for transfer will not be more than six years old at the time the student enters Kennesaw State University.
6. A request for consideration of transfer credit must be submitted to the Director of the MAcc program by the student concerned during the first semester of residence at KSU. The request must indicate the specific course(s) for which transfer credit is sought. A copy of the other institution's transcript,a course description from the catalog, and a syllabus from the semester in which the course was completed must be submitted.

Grades

Expectations for satisfactory graduate level student performance are detailed in the Academic Policies section of this catalog.

Students who must take the undergraduate accounting prerequisite courses must obtain an average grade of "B" or better in those courses. Classes may be retaken to achieve this average.

Petition to Graduate

Each MAcc student must petition to graduate the semester prior to completion of program requirements. To request a petition, go to ***http://coles.kennesaw.edu/mba-options/MBA/Petition.html***. The student will then receive email correspondence from the Graduate Business Office. Directions on filing the petition with the Office of the Registrar will be included in the email correspondence. It is the student's responsibility to follow up with the Registrar's Office regarding their petition to graduate.

Admission Criteria for Non-Degree Students

Accounting professionals seeking to take courses to meet continuing education requirements and others who wish to meet educational requirements to sit for the CPA exam, but who do not wish to work toward a MAcc degree, may apply for admission as a non-degree/post-baccalaureate student and take up to three graduate accounting courses. The requirements for admission to this status are:

- Baccalaureate degree from an accredited university
- Review of academic background

Since all applicable business foundation courses and accounting prerequisites must be met prior to taking any graduate classes, this option is primarily for those with an accounting degree and background. To apply, visit ***http://www.kennesaw.edu/graduate/admissions/forms.html*** . Check "MAcc non-degree" on the application. Degree-seeking students are given priority in scheduling and admission to classes.

Changing from Non-Degree to Degree Status

Students who wish to work toward a MAcc degree should not enter as non-degree/post-baccalaureate students. Only in special circumstances will a student admitted as a non-degree/post-baccalaureate student be allowed to enter the MAcc program. In those rare cases where a student is subsequently accepted to the MAcc program, no more than nine semester hours completed as a non-degree/post-baccalaureate student may be applied toward the MAcc degree, and the decision of whether to allow those hours to be applied will be made on an individual basis by the MAcc Program Director. A non-degree student must submit a satisfactory GMAT score upon completion of nine semester hours in order to apply for admission to the MAcc program regardless of grades achieved in courses completed as non-degree status.

Readmission to the Master of Accounting Program

Any graduate student who has a break in attendance of six semesters or more must apply for readmission to the MAcc program. Students applying for readmission must meet all admissions criteria in place at the time of readmission including minimum GPA and GMAT scores. The six-year time limit for degree completion applies. To apply for readmission visit ***http://www.kennesaw.edu/graduate/admissions/forms.html***

The Master of Accounting program is made up of these four course groupings: business foundation courses, accounting prerequisites, core courses, and electives. All students complete the required 18 credit hours of prescribed core accounting and business courses and 12 credit hours of accounting electives for a total of 30 credit hours.

Master of Accounting

The Master of Accounting program is made up of these four course groupings: business foundation courses, accounting prerequisites, core courses, and electives. All students complete the required 18 credit hours of prescribed core accounting and business courses and 12 credit hours of accounting electives for a total of 30 credit hours.

Those students without an undergraduate degree in accounting may have to complete up to 12 additional credit hours of accounting prerequisite courses. Applicants admitted to the MAcc program are advised in their acceptance letters which foundation requirements and/or accounting prerequisites, if any, must be satisfied. All accounting prerequisites must be completed before MAcc accounting courses are begun.

Business Foundation Courses

Foundation requirements are the knowledge and skills of a broad set of business disciplines including accounting, business law, economics, finance, management, marketing, and statistics and math. Academic preparation in these disciplines is necessary prior to advanced study in business and accounting. A bachelor's degree in business or accounting typically satisfies all foundation requirements. As an alternative, the Coles College of Business offers ten three-credit-hour undergraduate courses that collectively satisfy these requirements. The course(s) required are determined for each student based on a thorough analysis of college transcripts showing prior academic course work. This table summarizes the foundation requirements and recommended options for satisfying them.

Foundation requirements are satisfied by successfully completing…	… which is the KSU equivalent of …
Financial accounting and managerial accounting	ACCT 2100 and ACCT 2200
Finance principles	FIN 3100
Inferential statistics and algebra	ECON 2300 and MATH 1101
Microeconomics and macroeconomics	ECON 2100 and ECON 2200
Management principles or organizational behavior	MGT 3100 or MGT 4160
Marketing principles and business law and ethics	MKTG 3100 and BLAW 2200

Notes:

1. Undergraduate courses used to satisfy the foundation courses must be from an institution accredited in a manner acceptable to the Coles College of Business.
2. Foundation requirements must be satisfied at the beginning of the MAcc program, typically within the first semesters of study.
3. Enrollment in 8000-level graduate courses is restricted until any required foundation requirements are met.
4. None of the prerequisite foundation hours may be used to satisfy any portion of the core or elective requirements or to meet the 30-credit-hour minimum degree requirement.
5. Please see the MAcc Coordinator with questions about business foundation courses. Accounting Prerequisites Courses (4 Courses) (12 Credit Hours)

Students without an undergraduate degree in accounting will have to complete up to 12 additional credit hours of accounting prerequisite courses. These four courses are:

- ACCT 3100 - Intermediate Financial Accounting & Auditing
- ACCT 3300 - Accounting Information Systems
- ACCT 4050 - Intermediate Financial Accounting II
- ACCT 4150 - Auditing and Assurance

Notes:

1. KSU students must earn an average grade of "B" or better in these courses. Courses may be repeated to achieve the "B" average. Students may not take any 8000-level accounting courses until they have satisfied this requirement and completed all four courses.
2. ACCT 3100 must be taken before ACCT 3300, 4050, and 4150. Students may choose a maximum of two graduate courses (MBA; MSIS) to take along with ACCT 3100.
3. Students who plan to concentrate in taxation must also complete ACCT 3200 Concepts in Taxation or its equivalent. ACCT 3200 may be taken in conjunction with ACCT 3100.
4. ACCT 3100, 3300, and 4050 are offered each semester while ACCT 4150 is offered in fall and spring semesters only.
5. Acceptable courses for students from other institutions include four courses (12 semester hours) above the introductory accounting sequence (generally 3000- and 4000-level courses) that are similar in content to the accounting prerequisites listed above. Students must earn an average grade of "B" or better in these. Courses may be repeated at KSU to achieve the "B" average.

6. Undergraduate course numbers relate to KSU; equivalent courses may be completed at other accredited institutions.

Core Requirements (6 courses) (18 Credit Hours)

Before taking the following six required core courses, students must be admitted to the MAcc program and have completed all required business foundation and accounting prerequisite courses:

- ACCT 8100 - Theory of Business Reporting
- ACCT 8220 - Issues in Managerial Accounting
- ACCT 8230 - Studies in Accounting Information Systems
- ACCT 8400 - Seminar in Auditing
- BLAW 8340 - Business Negotiation
- ACCT 8990 - Forensic Accounting

Notes:

1. ACCT 8990 is offered in spring and fall semesters only.
2. Before taking ACCT 8990, students must complete 12 hours (four graduate, 8000-level courses) including ACCT 8100 and ACCT 8400.
3. Students must submit a request for permission to register for this course before priority registration begins. To request permission contact the MAcc Coordinator.

Elective Requirements (4 courses) (12 Credit Hours)

Students select a total of four electives from one of the following two options:

Option A: General Electives (4 courses)

1. Students must select at least two elective courses from 8000-level courses with the ACCT prefix including tax courses.
2. Students may select up to two 8000-level non-accounting courses included in KSU's Career Growth MBA Program except ACCT 8000, which may not be used to satisfy MAcc degree requirements.
3. With the approval of the MAcc Coordinator, students wishing to emphasize in information systems may take up to two elective courses related to that area of study that are listed under the Master of Science Information Systems program (MSIS; IS prefix). (Course descriptions are in this catalog.) Permission to register for such courses must be obtained from the MSIS director.

- ACCT 8110 - Advanced Business Reporting
- ACCT 8270 - Accounting and Legal Issues in International Business
- ACCT 8300 - Seminar in Valuation of Closely Held Businesses
- ACCT 8900 - Special Topics in Accounting
- ACCT 8940 - Directed Studies in Accounting and Taxation
- ACCT 8950 - Special Projects in Accounting

Option B: Tax Concentration (4 tax courses)

1. Students planning to concentrate in taxation (ACCT 8510, 8520, 8530, 8550, or 8570) must first complete ACCT 3200 Concepts in Taxation or its equivalent.
2. Students may elect to take all five tax courses and substitute one tax course for one of these core courses: ACCT 8100, ACCT 8220, or ACCT 8230. Accounting prerequisites for these three courses will not be waived.

- ACCT 8510 - Tax Research and Procedure
- ACCT 8520 - Corporate Tax and Shareholders
- ACCT 8530 - Taxation of Flow-Through Entities

- ACCT 8550 - Estate and Gift Taxation
- ACCT 8570 - Selected Topics in Taxation

Program Totals (30 Credit Hours)

(10 graduate courses)
Program Totals (42 Credit Hours)

(10 graduate courses, 4 accounting prerequisites)
Program Totals (54 Credit Hours)

(10 graduate courses, 4 accounting prerequisites, 10 business foundations)
Core Offerings, ACCT 8990, and Electives

Students may join the MAcc in any semester; core and elective courses are offered as follows:

* Fall and Spring Semesters

- ACCT 8100 - Theory of Business Reporting
- ACCT 8220 - Issues in Managerial Accounting
- ACCT 8400 - Seminar in Auditing
- ACCT 8990 - Forensic Accounting

* Spring and Summer Semesters

- ACCT 8230 - Studies in Accounting Information Systems
- BLAW 8340 - Business Negotiation

American Studies

Contact: Dr. Rebecca Hill, Director
Office: Room 2016, Social Sciences Building 22
Phone: 770-794-7543
Fax: 678-797-2437
Email: rhill54@kennesaw.edu
Web address: ***http://amst.hss.kennesaw.edu***

Master of American Studies

KSU's master's 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 new course of study will introduce 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.

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 program minimum is 900, but we expect the class will average well above that score. 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 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 American Studies candidates must petition to graduate at least one semester prior to completion of degree requirements.

Master of Arts in American Studies

The Master of American Studies Program consists of 36 credit hours and fulfillment of a foreign language requirement, as follows:

Core Curriculum (6 hours)

- AMST 7000 - American Studies Scholarship
- AMST 7100 - American Studies Methods

Concentrations (12 hours)

At least one course must be taken from each of the following:

Historical Studies

- AMST 7200 - American Cultural Movements
- AMST 7210 - Historical Period
- AMST 7220 - Passages to America
- AMST 7230 - Public History and Culture

Place-based Studies

- AMST 7300 - American Cities, Suburbs, and Countryside
- AMST 7310 - Regional Studies
- AMST 7320 - America in Transitional Context

Cultural Production

- AMST 7400 - The Film Industry in American Culture
- AMST 7410 - Literature and Performance in American Culture
- AMST 7420 - American Popular Culture
- AMST 7430 - Identities and Social Groups
- AMST 7440 - Enterprise & Labor in American Culture

Experiential Learning Requirement (3 Hours)

- AMST 7500 - Practicum (Internship or Applied Research Project)
  or
- SA 8890 (Study Abroad)

Electives (9 hours)

Non-AMST electives or additional AMST courses as approved by the program director (may include up to 6 credits of graduate-level language courses); at least one course outside American Studies.

Capstone (Thesis or Project) (6 hours)

Final project can be applied, creative, or a traditional thesis but must include a literature review or knowledge base element.

- AMST 7900 - 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)

Business Administration

*Kennesaw State University offers three MBA programs of study - Coles MBA (Cobb, Galleria, Dalton, and on KSU campus locations), Coles Executive MBA, and the Georgia WebMBA. All graduate and undergraduate programs at Kennesaw State University are fully accredited by AACSB International - The Association to Advance Collegiate Schools of Business - (**http://www.aacsb.edu**).*

Vision and Mission Statements, Michael J. Coles College of Business

Vision: The Coles College of Business aspires to be the preferred provider of timely, flexible business education and relevant, applied research and practice valued by the marketplace.

Mission: The Coles College of Business provide high quality, applied business education and knowledge creation in a collegial, stimulating, and supportive learning-centered environment. Predominantly serving residents and the business community of the metropolitan Atlanta and the Northwest Georgia region, we strive to develop our students into highly effective and ethical business leaders who are prepared for an increasingly complex, technologically sophisticated and interdependent world. We offer innovative and flexible programs through a diverse and talented pool of faculty and staff who contribute to the professional and ethical standards of their respective disciplines. In all our activities, we treat individuals with integrity and respect and are focused on the continuing development of our students, faculty and staff, and communities.

– Revised March 2008

Coles DBA

Contact: Susan Cochran
Office: BB Room 421
Email: colesdba@kennesaw.edu
Web address: ***http://coles.kennesaw.edu/dba/***

Program Description

The Doctor of Business Administration (DBA) is a three-year program for experienced professionals who want to continue their careers while pursuing doctoral level studies. The program is delivered primarily through a combination of on-campus weekend and five-day residencies augmented by online experiences designed to maximize the opportunity to collaborate with peers and faculty. Students will achieve an in-depth understanding of the major research issues in business, develop in-depth quantitative and qualitative research skills, and conduct independent applied business research. Upon completion of the DBA,

graduates as practitioner-scholars can pursue faculty positions at academic institutions or may apply their skills in advanced positions within their current organization or through consulting.

General Requirements for Admission to the Coles DBA

The Coles DBA admission process is highly competitive and designed to identify applicants with the skills, background, and experience necessary to complete the requirements of a doctoral degree program. There is a five-step process for admission. Applicants submit different application materials at each step and are notified after a review of their materials whether they need to submit materials for the next step. For directions on how to apply, applicants should review the information at ***http://coles.kennesaw.edu/dba/admissions_process.htm***.

The application process begins during the summer, enrollment decisions are made in the fall 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 Coles Doctor of Business Administration program.

Coles DBA

Year One (18 Hours)

Summer (6 Hours)

- Required Student Orientation & Business Inquiry Workshop
- DBA 9001 - Micro Issues in Business
- DBA 9003 - Macro Issues in Business

Fall (6 Hours)

- DBA 9102 - Quantitative Research Methods I
- DBA 9103 - Survey, Design & Research Methods

Spring (6 Hours)
For Accounting, Marketing, and Management Concentrations

Accounting Concentration
Must take two of the following three courses specific to chosen concentration:

- ACCT 9601 - Seminar in Behavioral Research
- ACCT 9611 - Seminar in Business Strategy
- ACCT 9650 - Special Topics in Accounting

Finance Concentration
Must take both courses:

- FIN 9901 - Research Methods & Dissertation Design I
- FIN 9902 - Research Methods & Dissertation Design II

Management Concentration
Must take two of the following four courses specific to chosen concentration:

- MGT 9601 - Seminar in Behavioral Research
- MGT 9611 - Seminar in Business Strategy

- MGT 9612 - Seminar in Marketing Management
- MGT 9650 - Special Topics in Management

Marketing Concentration
Must take two of the following four courses specific to chosen concentration:

- MKTG 9601 - Seminar in Behavioral Research
- MKTG 9611 - Seminar in Business Strategy
- MKTG 9612 - Seminar in Marketing Management
- MKTG 9650 - Special Topics in Marketing

Year Two (15 Hours)

Summer (3 Hours)

Research Methods & Dissertation Design I
Must take the course appropriate for chosen concentration:

- ACCT 9901 - Research Methods & Dissertation Design I
- FIN 9901 - Research Methods & Dissertation Design I
- MGT 9901 - Research Methods & Dissertation Design I
- MKTG 9901 - Research Methods & Dissertation Design I

Fall (6 Hours)

- DBA 9104 - Quantitative Research Methods II

Concentration Doctoral Directed Study
Must take the course appropriate for chosen concentration:

- ACCT 9608 - Concentration Doctoral Directed Study
- FIN 9608 - Concentration Doctoral Directed Study
- MGT 9608 - Concentration Doctoral Directed Study
- MKTG 9608 - Concentration Doctoral Directed Study

Spring (6 Hours)

Research Methods & Dissertation Design II
Must take the course appropriate for chosen concentration:

- ACCT 9902 - Research Methods & Dissertation Design II
- FIN 9902 - Research Methods & Dissertation Design II
- MGT 9902 - Research Methods & Dissertation Design II
- MKTG 9902 - Research Methods & Dissertation Design II

Concentration Doctoral Directed Study
Must take the course appropriate for chosen concentration:

- ACCT 9608 - Concentration Doctoral Directed Study
- FIN 9608 - Concentration Doctoral Directed Study
- MGT 9608 - Concentration Doctoral Directed Study
- MKTG 9608 - Concentration Doctoral Directed Study

Year Three (15 Hours)

Summer (3 Hours)

- DBA 9005 - Career Transition Strategies

Fall (6 Hours)

Dissertation Research
Must register for 6 hours of the course appropriate for chosen concentration:

- ACCT 9904 - Dissertation Research
- FIN 9904 - Dissertation Research
- MGT 9904 - Dissertation Research
- MKTG 9904 - Dissertation Research

*Dissertation courses (9904) may be repeated for credit.

Spring (6 Hours)

Dissertation Research
Must register for 6 hours of the course appropriate for chosen concentration:

- ACCT 9904 - Dissertation Research
- FIN 9904 - Dissertation Research
- MGT 9904 - Dissertation Research
- MKTG 9904 - Dissertation Research

*Dissertation courses (9904) may be repeated for credit.

Coles MBA

Contact: Claude Leveque
Office: KSU Center, Room #431
Phone: (770) 420-4622
Email: colesmba @kennesaw.edu
Web address: ***http://coles.kennesaw.edu/mba-options/***

Program Description

The Coles MBA is a professional degree providing a broad base of general business knowledge that prepares graduates for middle- and upper-level management positions. The program seeks to develop in its students an understanding of managerial behavior and decision-making within the economic, social, and political environments of business operations. Students will develop their communication and leadership abilities, their analytical and decision-making skills, and their effectiveness at developing working relationships with subordinates, peers and supervisors, and external constituents.

General Requirements for Admission to the Coles MBA

Admission to the MBA program is granted to those persons showing high promise of success in graduate business 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)
- Applicants may also provide up to 3 references if they choose

*International applicants have additional requirements; see Graduate Admission section of this catalog.

Transfer Credit

A student may transfer a maximum of nine semester hours of graduate courses provided the transfer hours are made prior to the last 27 hours of course work. Special hardship cases, such as job transfers, will be decided on an individual basis by the program director. The transfer of credit for course work completed at another institution will be approved only under the following conditions:

1. The course was completed at an institution accredited by AACSB at the time of transfer;
2. A minimum grade of "B" was received in the course;
3. The course was restricted to graduate students only;
4. The content of the course corresponds to that of a course required or permitted in the student's program at Kennesaw State University;
5. The credit to be considered for transfer will not be more than six years old at the time the student enters KSU.

A request for consideration of transfer credit must be submitted to the MBA program director by the student concerned during the first semester of residence here. The request must indicate the specific course(s) for which transfer credit is sought. A copy of the other institution's transcript and a course description from the catalog must be submitted. A course outline may also be required.

Grades in Graduate Courses

Expectations for satisfactory graduate level student performance are detailed in the Academic Policies section of this catalog. Grades and hours earned in the business foundation courses are included in computing graduate grade point average. As and Bs are expected in all classes.

Petition to Graduate

Each MBA student must petition to graduate one semester prior to completing program requirements. The Registrar's office should be contacted to petition to graduate.

Admission Criteria for Non-Degree Student

The Coles MBA does not admit non-degree seeking students.

Readmission to the Coles MBA

Any graduate student who has a break in attendance of 5 semesters or more must apply for readmission to the MBA program. Students applying for readmission must meet all admissions criteria in place at the time of readmission including minimum GPA and GMAT scores. The six-year time limit for degree completion applies. For details on readmitting, see Readmission to Graduate Study in the Graduate Admission section of this catalog. Complete the application at ***http://www.kennesaw.edu/graduate/admissions/forms.html*** .

Coles MBA

The Coles MBA program is made up of core courses and elective courses – for a total of at least 36 semester credit hours of graduate course work. All students complete 21 credit hours of prescribed core courses and at least 15 credit hours of elective courses. Applicants admitted to the MBA program are advised in their acceptance letters which foundation requirements, if any, must be satisfied.

Foundation Requirements

Foundation requirements are the knowledge and skills of a broad set of business disciplines including accounting, finance, and statistics/math. Academic preparation in these disciplines is necessary prior to advanced study in business. A bachelor's degree in business or accounting typically satisfies all foundation requirements. As an alternative, the Coles College of Business offers modular programs in each of these areas. The modules are non-credit, self-paced, Internet-driven programs. Completion of a module satisfies the foundation requirements for that area. The modules required are determined for each student based on a thorough analy-

sis of college transcripts showing prior academic course work, and are communicated in the acceptance letter. This table summarizes the business foundation requirements and options for satisfying them.

Foundation requirements are satisfied by successfully completing …	… or by completing undergraduate course(s) with a grade of "C" or higher in …	… which is the KSU equivalent of …
Accounting Foundations	Financial accounting and managerial accounting	ACCT 2100 and ACCT 2200
Finance Foundations	Finance principles	FIN 3100
Statistics and Math Foundations	Inferential statistics and algebra	ECON 2300 and MATH 1101

NOTES:

1. Undergraduate courses used to satisfy the foundation courses must be from an institution accredited in a manner acceptable to the Coles College of Business;
2. Foundation requirements must be satisfied at the beginning of the MBA program, typically within the first semester of study;
3. Enrollment in 8000-level graduate courses is restricted, based on foundations required, until foundation requirements are met;
4. Admission to the MBA, MAcc, or WebMBA program is required to enroll in these courses;
5. Students may choose to take the equivalent undergraduate business courses in order to meet Foundation requirements.

Core Requirements (21 Credit Hours)

Core requirements are the knowledge and skills of the common body of business that, collectively, are essential to managing and leading organizations. Core requirements are satisfied by:

- 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
- MKTG 8030 - Strategic Marketing
- MGT 8999 - Strategic Management: An Integrative, Capstone Experience

MGT 8999 is to be taken near or in the final semester of study. Fifteen credit hours of core courses and at least nine credit hours of elective courses must be completed prior to taking this capstone course. All students must request permission to register for MGT 8999. For permission to enroll, students should send a request to MBAAdvisor@kennesaw.edu.

Elective Requirements (15 Credit Hours)

Elective requirements are the knowledge and skills of a generalized cross-section of business areas or of a more narrowly defined area of study. Students will select and complete at least 15 credit hours of elective courses that best fit their professional and personal goals. Any 8000-level elective (i.e., non-core) courses offered in the Coles College of Business may be selected.

Students are advised to consider elective options early in their graduate studies and to make considered and deliberate choices. Academic advisors, faculty members, professional colleagues, mentors, and others are helpful resources to consider when choosing electives. Students are also encouraged to be flexible in their choices of electives due to evolving professional interests, course availability, or other influences that may emerge during the graduate experience.

Possible areas of study include, but are not limited to, accounting, business information systems, economics, entrepreneurship, finance, general management, human resource management, international business, marketing, and operations management.

One of the electives (3 credit hours) must be an international course from the list below:

- ECON 8610 - International Business Perspectives
- FIN 8370 - Multinational Financial Management
- MGT 8910 - International Management
- MKTG 8730 - International Marketing Management
- MKTG 8790 - Applied Global Business Strategies

Students may use one business-relevant three-credit-hour course may be taken in a Kennesaw State University graduate program outside of the Coles College of Business in their degree programs. Written permission from the director of the program and from the academic coordinator of the Coles College graduate programs prior to taking the class is required.

The following parameters apply to MBA students who wish to take 8000-level accounting courses as their MBA electives: (See the Master of Accounting section of this catalog for more details.)

- Must complete ACCT 8000;
- Must complete undergraduate accounting prerequisite courses for each 8000-level course;
- May take ACCT 8990 as an MBA elective after completion of 12 hours (four 8000-level graduate courses) including ACCT 8100 and ACCT 8400;
- May not use ACCT 8990 to satisfy MGT 8999.

Program Total (36 Credit Hours)

Georgia WebMBA

Contact: Claude Leveque
Phone: (770) 420-4622
Email: colesmba @kennesaw.edu
Web address: ***http://coles.kennesaw.edu/mba-options/***

The Georgia WebMBA offers qualified and highly motivated students the opportunity to earn a Master of Business Administration (MBA) degree online through a consortium of five University System of Georgia institutions. The Coles College of Business and the other Georgia WebMBA participant school and colleges are accredited by AACSB International - The Association to Advance Collegiate Schools of Business (***http://www.aacsb.edu***).

Program Description

The Georgia WebMBA is a professional degree providing a broad base of general business knowledge that prepares graduates for middle- and upper-level management positions. The program seeks to develop in its students an understanding of managerial behavior and decision-making within the economic, social, and political environments of business operations. Students will have the opportunity to improve their communication and leadership abilities, their analytical and decision-making skills, and their effectiveness at developing working relationships with subordinates, peers, supervisors, and external constituents. The Georgia WebMBA program is cohort-based meaning that students who begin the program at the same time constitute a cohort. Each cohort progresses through the program together taking the same courses in the same sequence.

Georgia WebMBA admission is competitive with a limited cohort. Successful candidates typically have undergraduate grades and GMAT scores well above the general requirements noted below.

Two three-semester-hour Georgia WebMBA courses are offered in each of the five consecutive 14-week semesters. Students must complete ten prescribed graduate business courses for a total of 30 credit hours plus a program orientation. Every course is not offered each semester, so students should take courses in sequence, two courses per cohort, to complete the degree in five semesters. Course offerings will be announced at the Georgia WebMBA student orientation. (See the "Mandatory Orientation" section below for details.) For course descriptions, visit ***http://www.webmbaonline.org*** .

While extenuating career or life events may require a student to work closely with the program director to make any necessary adjustments, most students complete all 10 courses in five sequential semesters.

General Requirements for Admission to the Georgia WebMBA

Admission to the MBA program is granted to those persons showing high promise of success in graduate business 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)
- Applicants may also provide up to 3 references if they choose

*International applicants have additional requirements; see Graduate Admission section of this catalog.

Transfer Credit

The program allows, but does not encourage, a maximum of six semester hours from an AACSB accredited graduate institution. The transfer of credit for course work completed at another institution will be approved only under the following conditions:

- The course was completed at an institution accredited by AACSB at the time of transfer.
- A minimum grade of "B" was received in the course.
- The course was restricted to graduate students only.
- The content of the course corresponds to that of a course required or permitted in the student's program at Kennesaw State University.
- The credit to be considered for transfer will not be more than six years old at the time the student enters Kennesaw State University.

Students must submit a request for consideration of transfer credit to the program director during their first semester at KSU. The request must indicate the specific course(s) for which transfer credit is sought. An official transcript from the institution at which the course was taken and a course description from the catalog the year the course was taken must be submitted. A course outline may also be required.

KSU Course Substitutions

The six-hour transfer-credit limit includes courses earned at KSU and courses completed at another institution. The KSU program director will advise on and have final authority on any requests to use KSU courses as substitutions for required Georgia WebMBA courses. While remaining flexible to work and life changes, the director typically encourages students to take the prescribed Georgia WebMBA courses to preserve the integrity of the overall learning experience.

Mandatory Orientation
Students are required to attend a two-day orientation held on the Kennesaw State University campus. Any admitted student who does not attend is disqualified from continuing in the program. The orientation focuses on team building, program expectations, interaction with faculty and administrators, and hands-on learning with WebCT, the distance learning technology platform used in the program. New students also have the chance to interact with students from other program cohorts A second non-credit residential meeting, held concurrently with the orientation, is required for each student team. It consists of one day on which seasoned student teams or team representatives present special topics and demonstrate learned knowledge and skills and best practices.

Grades
Expectations for satisfactory graduate level student performance are detailed in the Academic Policies section of this catalog.

Petition to Graduate
Each Georgia WebMBA student must petition to graduate at least one semester prior to completing program requirements. The student must contact the program director of the school to which they were admitted and request a petition to graduate. To request a petition, KSU students must go to ***http://coles.kennesaw.edu/mba-options/career-growth-mba/advising/cg-intranet.html*** . The Graduate Business Office will prepare a petition and e-mail it to the student's preferred e-mail account. Directions on filing the petition with the Office of the Registrar will be included.

Admission Criteria for Non-Degree Students
The program does not admit non-degree seeking students.

Readmission to the Georgia WebMBA
Any graduate student who has a break in attendance of six semesters or more must apply for readmission to the Georgia WebMBA program. Students applying for readmission must meet all admissions criteria in place at the time of readmission and they must re-enter at the lockstep point in the program where they stopped attending previously. For details on readmitting, see Readmission to Graduate Study in the Graduate Admission section of this catalog.

Georgia WebMBA

Foundation Requirements
Foundation requirements are the knowledge and skills of a broad set of business disciplines including accounting, finance, and statistics/math. Academic preparation in these disciplines is necessary prior to advanced study in business. A bachelor's degree in business or accounting typically satisfies all foundation requirements. As an alternative, the Coles College of Business offers modular programs in each of these areas. The modules are non-credit, self-paced, Internet-driven programs. Completion of a module satisfies the foundation requirements for that area. The modules required are determined for each student based on a thorough analysis of college transcripts showing prior academic course work, and are communicated in the acceptance letter. This table summarizes the business foundation requirements and options for satisfying them.

Foundation requirements are satisfied by successfully completing …	… or by completing undergraduate course(s) with a grade of "C" or higher in …	… which is the KSU equivalent of …
Accounting Foundations	Financial accounting and managerial accounting	ACCT 2100 and ACCT 2200

Finance Foundations	Finance principles	FIN 3100
Statistics and Math Foundations	Inferential statistics and algebra	ECON 2300 and MATH 1101

Notes:

1. Undergraduate courses used to satisfy the foundation courses must be from an institution accredited in a manner acceptable to the Coles College of Business.
2. Foundation requirements must be satisfied at the beginning of the MBA program, typically within the first semester of study;
3. Enrollment in 8000-level graduate courses is restricted, based on foundations required, until foundation requirements are met;
4. Admission to the MBA, MAcc, or WebMBA program is required to enroll in these courses;
5. Students may choose to take the equivalent undergraduate business courses in order to meet Foundation requirements.

Course Requirements

- WMBA 1000 - Georgia WebMBA Orientation
- WMBA 6000 - Human Behavior in Organizations
- WMBA 6010 - Managerial Accounting
- WMBA 6020 - Managerial Communications
- WMBA 6030 - Global and International Business
- WMBA 6040 - Managerial Decision Analysis
- WMBA 6050 - Strategic Marketing
- WMBA 6060 - Managerial Finance
- WMBA 6080 - Management Information Systems
- WMBA 6100 - Production and Operations Management
- WMBA 6110 - Business Strategy

Program Total (30 Credit Hours)

Coles Executive MBA

Contact: Alvin Miles, Program Director
Office: Executive and Graduate Business Center, KSU Center, Suite 341
Phone: (770) 420-4MBA (4622)
Fax: (770) 420-4444
Email: acm0996@kennesaw.edu
Web address: ***http://coles.kennesaw.edu/mba-options/***

The Coles Executive MBA (EMBA) is designed for working professionals with aggressive business goals. In only 18 months, approximately one weekend an month, Coles EMBA provides the strategic business and leadership skills needed to achieve personal and professional success. Coles' cutting-edge global teaming experience, program-long executive coaching, and customized curriculum are just a few of the differences that lead to its internationally ranked and accredited status. Be a commanding business leader with a Coles Executive MBA.

Requirements for Admission to Coles Executive MBA

Admission to the Coles Executive MBA Program is based on a competitive process which includes consideration of the following:

A. Completed Executive MBA application.

B. Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University (See "Admission Criteria for Applicants Without an Undergraduate Degree" below).

C. Official transcripts.
D. A minimum of six (6) years of relevant post-graduate professional experience as evidenced by a current resume.
E. Graduate Management Admission Test (GMAT) results (Contact Coles EMBA office for details of waiver policy and application).
F. Two letters of recommendation speaking to leadership, teaming, and/or other professional qualifications.
G. Completion of an interview with the Coles EMBA Program Director.

*International applicants have additional requirements; see Graduate Admission section of this catalog.

Program Fees
The cost for the 18-month program is $52,500.00. This fee includes a nonrefundable deposit of $500 which is due upon acceptance to the program. The remaining $52,000 is prorated over the entire program. Contact the EMBA Admissions Office for complete details and all items included in the tuition amount.

Transfer Credit
The Coles Executive MBA is a cohort based, lock-step curriculum program. Students enrolled in the Coles Executive MBA program will not be given program credit for courses taken at other institutions.

Grades in Graduate Courses
Expectations for satisfactory graduate level student performance are detailed in the Academic Policies section of this catalog.

Petition to Graduate
Each MBA student must petition to graduate at least one semester prior to completion of program requirements. Petitions to graduate will be processed and sent to each student by the EMBA programs office for student completion.

Admission Criteria for Non-Degree Student
The Coles EMBA Admissions Office at Kennesaw State University will consider a limited number of applications from individuals without an undergraduate degree based on the following (in addition to the other requirements outlined above):

- Ten years of significant business experience.
- An acceptable GMAT score.
- A minimum of 60 semester hours of undergraduate course work from an accredited institution.
- A panel interview with three faculty members which results in a favorable recommendation by all three.
- Final review and approval by the Vice President for Academic Affairs.
- Students admitted to the EMBA program without an undergraduate degree shall number no more than 5% of the final class headcount.

Coles Executive MBA
The Coles College Executive MBA Program allows an individual to earn an MBA degree without interrupting his or her career. Students become members of a "cohort" class – grouped into separate teams -- which remains in tact for the duration of the Program. The functionally-integrated curriculum is delivered by a team of graduate faculty who teach exclusively in the Executive MBA Program and who, like the students, themselves have significant business experience in addition to their academic credentials.

Unlike other MBA Program formats, the Coles College Executive MBA curriculum is truly customized for mid-career executives seeking a value-based educational experience to augment their career accomplishments to date and achieve personal future career goals. In additional to a traditional business acumen foundation, the integrated curriculum differentiates itself in three important areas: 1) a strong focus on teaming as a part of the overall learning experience; 2) program-long personal coaching, including training of each student's personal coach; and 3) a unique global business learning component involving a seven-month joint project with students from the largest Executive MBA Program in Eastern Europe. All graduate-level course prerequisites are incorporated into the Program curriculum.

The Program delivery augments traditional in-class lectures with adult-learning activities such as case study exercises, directed discussions, and team projects and presentations. A state-of-the-art technology platform provides for on-line (and Internet-accessible) communications via computer laptops provided to the students. Incorporating this technology into the Program allows students to ask questions and receive feedback from faculty and other students prior to and after readings and cases are discussed in class. As a result, in-class time is utilized more efficiently and effectively. The platform also provides an effective electronic student-to-student collaboration tool for general class communications and team assignments.

The Program schedule is designed to minimize the time an individual must be away from their work activities and home. Classes are held generally one weekend per month, on Saturday and Sunday, with a few "residency" sessions of longer duration (e.g., the international portion of the program involving travel to Europe). The entire 18-month schedule is provided in advance, so the professional can more easily coordinate his or her business and personal commitments with their responsibilities as students in the Program.

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 interdepence 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);
4. Two letters of recommendation; and
5. A personal statement describing your career aspirations.

*International applicants have additional requirements; see the 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 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 courses

MBA

- 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

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 9 credit hours of elective courses that best fit their career and personal goals in either program to complete their study. This could include pursuit of one of the MPA concentrations. Public services are delivered primarily through two channels: government agencies and nonprofit organizations. 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.

Governmental Administration

Required:

- PAD 7455 - Administrative Law

Students will select three from the following:

- CM 7100 - Introduction to Conflict Management
- MGT 8970 - Ethics in Managerial Decision Making
- 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

Nonprofit Administration

Required:

- PAD 7100 - Philanthropy and the Nonprofit Sector
- PAD 7180 - Nonprofit Governance and Administration
-

Students will select two of the following:

- CM 7100 - Introduction to Conflict Management
- MGT 8970 - Ethics in Managerial Decision Making
- PAD 7120 - Health Policy
- PAD 7130 - Regional Politics and Policy
- PAD 7150 - Contemporary Public Issues
- PAD 7250 - Leadership and Ethics in Public Service

Information Systems Administration

Required:

- IS 8100 - Advanced IT Project Management
- IS 8200 - Legal and Ethical Issues in Information Systems
- IS 8700 - Information Systems Policy and Strategy

Business Administration/Information Systems Dual Master's Degree

Contact: Dr. Amy Woszczynski, Director, MSIS Program
Office: CL 3000
Phone: (770) 423-6005
Fax: (770) 423-6731
Email: awoszczy @kennesaw.edu

The Master of Business Administration/Master of Science in Information Systems (MBA/MSIS) Program is a dual degree offered by the Coles College of Business Administration and the College of Science and Mathematics. The objective of this program is to allow students who are interested in information systems and business to concurrently register in both MBA and MSIS programs. The relationship between information technology and success in the business enterprise makes this program innovative and attractive to students wishing to become IT leaders. Specifically, documented expertise in these related areas provides graduates with opportunities for advancement and career mobility in areas such as project management, information technology, strategy, management, and information security.

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/MSIS dual degree program should consult with either the MSIS Director or the MBA Director 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. A minimum combined score of 1000 (verbal and quantitative) on the General Test of the Graduate Record Examination (GRE) or a minimum total score of 500 on the Graduate Management Admissions Test (GMAT);

5. Three letters of recommendation;
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.

The MBA/MSIS dual degree program requires either the GMAT or the GRE. However, a student who wishes to move from the dual program to only one of the two degrees will only be admitted into the program for which he/she has satisfied typical admissions criteria.

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

- 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
-

Plus:
Two electives from the Coles College of Business

MSIS

- IS 8005 - Informatics
- IS 8100 - Advanced IT Project Management
- IS 8200 - Legal and Ethical Issues in Information Systems
- IS 8300 - Disaster Recovery/Business Continuity Planning
- IS 8400 - Enterprise Process Models
- IS 8500 - Emerging Technologies
- IS 8600 - Global IS Management
- IS 8700 - Information Systems Policy and Strategy
  or
- IS 8800 - IT Leadership

Students may also be required to take foundational courses in business or information systems as specified by the respective program directors.

Applied Computer Science

Contact: Dr. Victor Clincy, MSACS Director
Office: CL 3033
Phone: (770) 420-4440
Fax: (770) 423-6731
Email: vclincy@kennesaw.edu
Web address: ***http://msacs.kennesaw.ed***u

The Master of Science with major in Applied Computer Science for Experienced Professionals (MSACS) is a thirty-six hour graduate degree program with coursework in the following areas:

- Software Architecture and Engineering
- Embedded Systems
- Software Project Engineering
- Bio-Informatics
- Software Engineering
- Digital Game Design
- TCP/IP and the Internet
- Computing Systems
- Robotics and Artificial Intelligence
- Data Mining
- Database Administration
- Network Security
- Linux & Python
- Simulation and Modeling
- Active Web Server Pages

Additionally, students may choose electives from multiple areas.

The MSACS is perfect for working professionals with industry experience in computing and information technology interested in obtaining a graduate degree in computer science, concurrent with work commitments. Students can complete the program in 22 months (five semesters including a summer semester). The program is approachable for students with modest technical backgrounds, and does not require an undergraduate degree in computer science.

A thesis option is available to students with undergraduate degrees in computer science and computer engineering.

Web-Based Instruction Delivery

Instruction is delivered both on campus and at a distance, using web-based technologies, allowing students to attend lectures on campus, or remote and live from work or home. All lectures are also recorded, allowing students to view the archived lectures at their convenience. Real-time interaction between the students and professor will be supported using Voice-over-IP and online "chat" and application sharing.

Individual Lab Equipment

The non-traditional technology-based instruction delivery component of the MSACS program requires that students have off-campus access to laboratory components. Courses

with hardware-specific lab experiments (i.e. embedded systems, robotics) will be conducted using hardware and equipment issued to each student for home and off-campus use.

Master of Science in Applied Computer Science

The MSACS admits students into two categories: The non-CS undergraduate category is available to students with undergraduate majors other than computer science. These students are required to take 1 to 3 foundation courses before enrolling in 8000-level courses. The CS undergraduate category requires an undergraduate degree in computer science or related major. Admission is based on an overall evaluation of all of the candidate's qualifications.

MSACS Admission Requirements

1. An undergraduate degree from an accredited institution is required.
2. Minimum cumulative undergraduate adjusted GPA of 2.85 on a 4.0 scale.
3. Acceptable scores on the General Test of the Graduate Record Examination (GRE).
4. Other criteria will be considered by the MSACS Admissions Committee:
   - Undergraduate major and coursework;
   - Professional certifications in computing areas;
   - Work experience in the IT field;
   - Other professional activitie
5. College-level coursework in the following foundation areas is required:
   - mathematics and statistics;
   - physical science;
   - two course computer programming sequence (Java or C++ preferred);
   - computer architecture;
   - operating systems;
   - simple data structures.
6. International applicants must submit a TOEFL score. International transcripts must be formally evaluated as per KSU requirements.

Grades in Graduate Courses

Expectations for satisfactory graduate level student performance are detailed in Academic Policies section of this catalog.

Petition to Graduate

Each MSACS candidate must complete a petition to graduate at least one semester prior to completion of program requirements. The petition will be reviewed by the MSACS director to ensure that all graduation requirements are being met, prior to submission to the KSU registrar's office.

Financial Information for MSACS Program

A. Premium Pricing

The MSACS Premium Program includes premium features that enrich the student's education with a variety of resources and experiences. The cost of the program entails a $1500 acceptance fee and $5200 per semester over five semesters for a total of $27,500. There could be additional fees levied by the State of Georgia Board of Regents. This tuition includes fees, books and class materials, access to lectures using distance learning technology, recorded lectures, and other premium features currently including: a laptop, PDA, digital logic lab kit including microprocessor and components, membership in the Association for Computing Machinery (ACM), and optional certification.

B. Financial Aid

All MSACS 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.

C. Fee Schedule and Deadlines

A $1500 acceptance fee is due before starting the program. Tuition is prorated over the length of the program, with a payment of $5200 due on or before the first day of class for each of the five semesters.

D. Payment of Fees

Methods of Payment

Payment of the $1500 acceptance fee can be made online with a credit card via link on the MSACS website.

Payment of this fee and the $5200 semester tuition fee can be made by check or cash.

- Checks are sent to the Kennesaw State University, Bursar's Office, 1000 Chastain Road, MB #0503, Kennesaw, GA 30144-5591.
- Cash payments must be made at the Cashier's Window in the Student Center.

If Tuition is Paid by Company (Third Party Payment)

In most instances, a company will not pay tuition until after grades are assigned. To set up this method of payment, the student must request the company to send a Letter of Authorization the Bursar's Office, Kennesaw State University, 1000 Chastain Road, Kennesaw, GA 30144-5591, at the beginning of the semester. The letter must include the following information:

- Student's name and social security number for whom tuition will be paid;
- Semester for which tuition will be paid;
- Amount of tuition that the company will pay;
- Copy of page(s) from Human Resource Manual stating the tuition payment or reimbursement policy of that company.

At the end of the semester, the student is responsible for requesting from the registrar a verification request letter confirming the semester and the grade received for the courses. Payment from the company is due no later than 15 days after the beginning of the following semester. The student is responsible for any amount not covered by the company. Unpaid balances should be paid at the beginning of the semester. If the student cannot cover the cost at the beginning of the semester, a Promissory Note must be signed by the student indicating a specific date before the end of the current semester when the balance will be paid in full.

Any questions regarding payment of tuition should be directed to the Program Coordinator in the Department of Computer Science and Information Systems, located in the Ann & John Clendenin Computer Science building, or telephone 770-423-6005.

E. Refund Policy for Withdrawing from Classes

The following refund policy is in effect:
A. Students withdrawing within the first two weeks during which classes are held each semester, will receive a 70% refund less expenses already incurred.
B. Students withdrawing from classes after the first two weeks but prior to or on the "last day to withdraw from classes" of a semester of classes will receive a 40% refund less expenses already incurred.
C. Students withdrawing from classes after the "official last day to withdraw from classes" will receive no refund.

MSACS students are responsible for notifying the Director when they plan to withdraw from the program. A withdrawal Form must be filled out, signed by the student and delivered to the Registrar's Office before a student is officially withdrawn from the class. A copy of this form and accompanying letter are sent to Student Accounts.

Foundation Courses

Students lacking formal preparation in selected areas may be required to complete one or more of the following computing foundation courses, based on admissions evaluation. These courses will be delivered in an online self-study format and will be priced at the regular tuition rate (versus the premium tuition rate).. The prerequisites for these courses are program admission.

- CS 6500 - Fundamentals of Programming with Data Structures
- CS 6501 - Fundamentals of Computer and Network Architecture
- CS 6502 - Fundamentals of Operating Systems

Applied Computer Science MS

Degree Program Requirements

Core Requirements (12 Hours)

Students must take four of the five required courses.

- CS 8450 - Software Engineering
- CS 8550 - Introduction to Bio-Informatics
- CS 8640 - TCP/IP and the Internet
- CS 8672 - Embedded Systems
- CS 8690 - Digital Game Design

Electives (12-18 Hours)

Students must take four to six electives depending on the applied study option chosen. Any required course not used toward the core requirement can be used towards filling the elective requirement.

- CS 8420 - Software Project Engineering
- CS 8460 - Object-Oriented Software Analysis and Design
- CS 8530 - Database Administration
- CS 8560 - Data Mining
- CS 8620 - Modeling and Simulation
- CS 8645 - Network Security
- CS 8678 - Introduction to A.I. and Robotics
- CS 8910 - Professional Seminar
- •CS 8916 - Coop
- CS 8918 - Internship
- CS 8990 - Special Topics

Applied Study Options (6-12 Hours)

A formal detailed project proposal and plan must be completed and approved by a faculty sponsor and by the program director prior to beginning work on the applied study options.

- CS 8994 - Certification Study and Exam
- CS 8995 - Applied Project
- CS 8996 - Thesis

Additional Foundation Requirements (0-9 Hours)

Students lacking formal preparation in selected areas may be required to complete one or more of the foundation courses. Students required to take foundation courses must complete the courses with a grade of "B" or better before taking the regular graduate courses. The credit hours for the foundation courses do not count toward the degree total of 36. The cost for the foundation courses will be an additional cost on top of MSACS program tuition; however, the course cost will be at the regular tuition rate, a non-premium graduate tuition rate. The prerequisites for these foundation courses are program admission.

- CS 6500 - Fundamentals of Programming with Data Structures (Online)
- CS 6501 - Fundamentals of Computer and Network Architecture (Online)
- CS 6502 - Fundamentals of Operating Systems (Online)

Program Total (36 Hours)

Conflict Management

International Conflict Management, Ph.D.
Contact: Dr. Volker Franke, Program Director
Office: Social Sciences Building 22, Suite 5010, MD# 2201
Phone: (678) 797-2931 or (770) 423-6124
Email: vfranke@kennesaw.edu
Web address: ***http://phd.hss.kennesaw.edu***

International Conflict Management Ph.D Program Description

This 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. Following rigorous substantive and methodological preparation, applied experience in the field, college-level teaching experience, 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, non-governmental agencies and the private sector including the global business community.

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. In exceptional cases, a BA/BS degree in the field may be considered. 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 Credit hoursool 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/.***
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.
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 describing 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*** . Evaluations must include a course-by-course listing and a calculation of the applicant's GPA.
8. Official GRE scores from within the last five years.
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/*** (minimum score of 88) or the IELTS ***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

A maximum of twelve graduate transfer credits can be accepted from accredited graduate programs at KSU or other universities, pending approval by the Program Admissions Committee.

Program Structure and Degree Requirements
Completion of the INCM Ph.D. requires 60 semester hours of doctoral coursework - including an international field experience - proficiency in a foreign language (no degree credit) and 15 semester hours of dissertation research, writing, and defense. In addition, program completion requirements include a qualifying exam, comprehensive exam, dissertation proposal approval, and dissertation defense. The program provides students maximum flexibility to tailor their education to topical and regional interests and the demands of the global job market. Students will ideally select a specialization during the second semester in the program (e.g., international conflict related to environmental, human rights, development, or security issues, etc.).

Degree Completion

Students will be allowed to graduate when all degree requirements have been fulfilled.

International Conflict Management, Ph.D.

Core Seminars (9 hours)

- INCM 9001 - Theories and Analysis in International Conflict Management
- INCM 9002 - International Relations: Theory, System, and Practice
- INCM 9003 - Essentials of International Negotiation: Theory and Practice

Core Research Method Requirements (9 hours)

- INCM 9101 - Fundamentals of Research Design
- INCM 9102 - Quantitative Methods
- INCM 9103 - Qualitative Methods

Electives (3-4 hours)

- INCM 9210 - Advanced Quantitative Methods
- INCM 9230 - Advanced Qualitative Methods
- INCM 9250 - International Program and Management Evaluation
- INCM 9290 - Special Topcis in Research Methods

Required Dissertation Proposal Seminar (1 hour)

- INCM 9600 - Dissertation Proposal Seminar

Program Curricular Electives (21-24 hours)

- INCM 9310 - Intercultural Dynamics in International Conflict Management
- INCM 9330 - Foundations and Issues in International Political Economy
- INCM 9350 - Peacebuilding, Peacekeeping, and Reconciliation
- INCM 9370 - International Project Management
- INCM 9410 - Comparative Conflict Management Policies of International Organizations
- INCM 9430 - Post-Agreement Reconstruction
- INCM 9450 - Current Conflicts

Internship (required) (3 hours)

- INCM 9700 - Internship with International Organization

Related Studies and International Experience Requirements (10 hours minimum)

- INCM 9004 - Faculty Research Colloquium
- INCM 9510 - Related Study of a Selected Regional Area
- INCM 9530 - Related Study of a Selected Topical Area
- INCM 9550 - Related Course Directed Study

Dissertation Research

- INCM 9900 - Ph.D. Dissertation Research

Program Total (75 hours)

Conflict Management, MS

Contact: Dr. Susan Raines, Interim Director
Office: Room 5030, Social Sciences Building 22
Phone: (770) 423-6299
Fax: (770) 423-6880
Email: ljohnst9@kennesaw.edu
Web address: ***http://www.kennesaw.edu/pols/mscm***

MSCM Program Mission

The Master of Science in Conflict Management (MSCM) is designed to train students to be conflict resolution practitioners in varied environments. The curriculum includes courses in theory, research, design skills and practice skills. It offers field study opportunities. Students select a specific environment and develop a substantive specialty.

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 practical 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 Graduate Admissions Committee of the MSCM faculty 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 in one packet to the Graduate Admissions Office, Kennesaw State University, 1000 Chastain Road, MD#9109, Kennesaw, GA 30144-5591:

1. Application Form and Fee: A special MSCM information packet can be requested by calling 770-423-6299 or from the website at ***www.kennesaw.edu/pols/mscm*** . An online graduate application is available at ***www.kennesaw.edu/admissions/graduate_admissions.html*** and should be filled out by the student. A 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 test score of 800 on the General Test of the Graduate Record Exam (GRE) (verbal, quantitative) and 3.5 on the Analytical Writing section of the General Test; 475 on the Graduate Management Admissions Test (GMAT); or 151 on the Law School Admission Test (LSAT). Test requirements are waived for applicants who have earned an advanced degree. Scores which are still available under the scoring in effect prior to October 1, 2005, will continue to be considered for admission to the MSCM program.
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. Immunization Requirement: see Graduate Admission.

*International applicants have additional requirements; see Graduate Admission 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 CM courses (CM 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 Program Manager.

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 CM courses (CM 8900).

Financial Information and Assistance for MSCM Program

1. Premium Pricing: The cost of the program is $24,725, which includes tuition, fees, books and class materials, orientation retreat, meals on class weekends, travel to one or more conferences, 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 health insurance required by the University for all international students are not included in the cost of the program;

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, and Financial Aid;
3. Fee Schedule and Deadlines: Tuition is pro-rated over the length of the program with a payment of $6,181.25 due on or before the first day of class each semester;
4. Payment of Fees: Payment of the $500 reservation fee is due on notification of acceptance to the program. Payment of this fee and the $6,181.25 semester tuition fee can be made by check to the MSCM Program Manager. Payment by credit card can be made only online for an additional service fee of 2.75% or approximately $170.
5. Refund Policy: The MSCM policy states that 30% of the $6,181.25 will be refunded, if a student withdraws before the semester deadline. Percentage refunds begin:

Fall 2009:	August 21
Spring 2011:	January 15
Summer 2011:	June 8
Fall 2011:	August 24

Conflict Management, MSCM

Core Courses (36 Credit Hours)

- CM 7205 - Basic Mediation Skills
- CM 7210 - Foundations and Theories of Conflict Management: Conflict Theory
- CM 7220 - Foundations and Theories of Conflict Management: Negotiation Theory
- CM 7230 - Foundations and Theories of Conflict Management: ADR Continuum
- CM 7305 - Advanced Conflict Management Skills
- CM 7310 - Critical Knowledge and Skills of Conflict Management: Interpersonal, Intergroup, and Community Conflict and Workplace/Organizational Conflict
- CM 7320 - Critical Knowledge and Skills of Conflict Management: Public Policy Disputes, Cross-Cultural and International Conflict Resolution
- CM 7400 - Conflict Management Research Methods
- CM 7500 - Conflict Management Systems Design
- CM 7600 - Study of a Specific Conflict Management Environment
- CM 7705 - Advanced Applied Skills Training
- CM 7710 - The Practice of Conflict Management: Field Experience
- CM 7720 - The Practice of Conflict Management: Field Study and Internship Reports

Program Total (36 Credit Hours)

Education

Graduate programs in education offered by Kennesaw State University are fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and meet the Georgia Professional Standards Commission Program Standards.

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 and 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 who 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, the public and private schools, parents and other professional partners, the PTEU meets the ultimate goal of assisting Georgia schools in bringing all students to high levels of learning.

The Bagwell College of Education offers the Doctor of Education in Leadership for Learning (Ed.D.) and an Educational Specialist in Leadership for Learning (Ed.S.). In addition, the college also offers a Master of Education (M.Ed.) degree with programs of study in Adolescent Education (4 -12), Educational Leadership, Elementary and Early Childhood Education (P-5), and Inclusive Education (P-12). In collaboration with the College of Humanities and Social Sciences and the College of Science and Mathematics, the Bagwell College of Education offers the Masters of Arts in Teaching (MAT) degree with programs of study in Secondary (6-12) English Education, Mathematics Education, Biology Education, Chemistry Education, Physics Education and (P-12) Art Education, and Teaching English to Speakers of Other Languages (TESOL). Certified teachers may apply for admission to pursue non-degree course work leading to endorsements or add-ons in Educational

Leadership, English to Speakers of Other Languages (ESOL), Inclusive Education, Preschool Inclusive Education, Reading and Teacher Support Specialist.

The Kennesaw State University Professional Teacher Education Faculty are committed to quality undergraduate and graduate teacher preparation programs grounded in the liberal arts tradition. Programs developed and implemented through multiple collaborations integrate strong academic preparation, pedagogical study, and school-based professional experiences. The programs foster development of knowledge, skills, and dispositions required of the effective teacher leader. The faculty develop educators who exhibit strong commitment to professional growth and excellence through scholarship, service, and research, and who serve the needs of diverse learners in a dynamic, pluralistic, and technological society.

In graduate programs, the Professional Teacher Education Unit prepares effective teachers and leaders who extend their understanding of the theoretical and methodological aspects of their disciplines and profession, who examine education and their teaching and leadership in the broader context of theory and research, and who employ this knowledge in making decisions as instructional leaders that enhance the education program for all students and advance knowledge in their field.

General Policies

Policy on Work in Schools for all Degree Programs, Certificate and Endorsement Programs All degree programs, certificate and endorsement programs in education require students to apply their learning in diverse school settings. Students who do not hold a clear renewable teaching, leadership or service certificate in Georgia must pass a criminal background check prior to enrolling in a degree program, certificate or endorsement program. For information and details, visit the KSU Office of Field Experiences at ***www.kennesaw.edu/education/ofe .***

Policy on Research in Public Schools

Any student who intends to complete research on human subjects as a requirement for graduate work in education is required to comply with Kennesaw State University's policies related to research on human subjects. Candidates are also required to comply with policies established by public and private institutions and/or school districts in which they will conduct research. Visit the KSU Institutional Review Board's website at ***www.kennesaw.edu/irb/*** for more information.

Doctor of Education (Ed.D.) in Leadership for Learning

Contact: Dr. Harriet Bessette
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The Doctor of Education in Leadership for Learning and the Educational Specialist in Leadership for Learning are designed for experienced educators. All concentrations in the program lead to a T-7 certificate. The programs are delivered in cohorts offered through a combination of on-campus, on-site, and online learning experiences specifically designed to maximize collaboration with professional colleagues and peers. Instruction involves the use of a variety of instructional methods including, but not limited to, problem-based learning, modules, case-studies, research and individual projects. Application of learning to school-based issues and problems is a critical component of these applied programs. Candidates in the programs are required to be employed as teachers or administrators in a school district. Those who are not employed must be placed in a practicum in one of Kennesaw State University's partnership schools and arranged through the Bagwell College of Education Office of Field Placements.

Program Admission Requirements for the Ed.D.

Applicants accepted into the program are expected to formally confirm their intent to enroll with the entering cohort in January in order to reserve their place in the program. Expected qualifications for applicants to be considered for admission will typically include:

1. an earned master's degree in professional education or a related field;
2. a clear and renewable Georgia Teaching Certificate or equivalent;
3. current full-time employment as a professional educator with at least five years of teaching or administrative experience or both in K-12 education for Ed.D. (four years for Ed.S), and
4. a Graduate Aptitude & Achievement Index Score of at least 3500. The Graduate Index Score = (GRE Quantitative Score + GRE Verbal Score) x GPA for the master's degree.

Applicants to the program must submit the following.

1. Official transcripts of all college coursework, undergraduate and graduate, showing evidence of completion of a master degree or its equivalent in a related field.
2. Official scores on the General Test of the Graduate Record Exam within the last five years.
3. All relevant professional teaching and/or administrative certificates.
4. Professional Profile detailing related professional qualifications.
5. Reflections on Leadership for Learning.
6. Official request for consideration of transfer courses.

*International applicants have additional requirements; see Graduate Admission section of this catalog.

Transfer Credit

If accepted to the programs, up to 15 post-master's graduate semester hours of comparable transfer credit for the Ed.D. and nine post-master's graduate semester hours for the Ed.S. 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 and development of its cohort experience. Consequently, transfer credit considerations are typically 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 program.

Admission Process

The admissions process for the doctoral degree consists of multiple levels of review and is a highly competitive process.

The final evaluation of applicant files is conducted by the Bagwell College of Education's Doctoral Admissions Committee. That committee, composed of doctoral program faculty representatives, employs rubrics to systematically evaluate the merits of each applicant's admission file. The Committee's recommendation for admission into the Ed.D. program is based upon the Committee's collective professional judgment of the overall merits of the applicant's case in the context of the quality of the applicant pool and the availability of openings for doctoral student supervision with the faculty in each of the program's areas of concentration. Consequently, the more qualified applicants there are for a limited number of new student openings, the more competitive the selection process becomes.

A critical aspect of the final level of review is the applicant's interview with concentration faculty. The final pool of qualified applicants for admission is identified in each concentration. These applicants are notified and an individual interview with concentration faculty is scheduled. The interview is structured with a predetermined set of questions to which the applicant responds. International applicants may meet the interview requirement through videoconference or teleconference. The interview is not waived for international applicants.

The determination of the merits of each applicant's case is focused on a number of key variables. These variables provide evidence of a candidate's potential to successfully complete a specialized academic program at the highest level of scholarly study, including an original research study that makes a major contribution to the field in the area of school improvement and increased student learning. Those factors include: related undergraduate and graduate degrees (master's required); academic performance and achievement; professional teaching and administrative cer-

tifications; professional employment in K-12 schools; verbal and writing skills; quantitative and problem solving skills; evidence of teaching effectiveness, evidence of educational leadership; compatible educational philosophies and professional ethics; and other related contributions and achievements of note.

Teaching Leadership for Learning Ed.D.

Program of Study

The program of study for the Ed.D. is planned to span three to four years of consecutive enrollment for a total of 75 hours. However, some candidates may progress at a faster rate having received some transfer credit for previous graduate work. In addition, since candidates move through the program as a member of a committed cohort support, feedback, peer review and editing of their work and research is an expected art of the candidates experiences in the program. These support mechanisms for research and writing of the dissertation provide additional support so that some candidates may complete the dissertation phase faster than the one year allocated. After successful completion of the first 18 hours of common core courses and 15 hours of concentration courses, candidates are awarded the Ed.S. and endorsed for L-6 or T-6 certificate in the State of Georgia. Candidates complete a minimum of additional 42 hours of course work to complete the Ed.D. Candidates satisfying all Ed.D. program requirements are awarded the doctor of education degree and endorsed for L-7 or T-7 certification in the State of Georgia.

Candidates for the Ed.D. in Teacher Leadership for Learning from all concentrations complete a minimum of 75 hours of study in four areas. The areas are:

- Common Core in Distributed Leadership (27)
- Concentration (27)
- Guided Electives (12)
- Dissertation (9)

Program Total (Ed.D.) (75 Credit Hours)

Notes:
The Educational Specialist (Ed.S.) degree may be awarded upon completion of the first 18 hours of the common core, and 15 hours in a chosen concentration.
The Ed.D. degree has five concentrations as listed below.

1. Adolescent Education–Mathematics
2. Adolescent Education–English/Language Arts
3. Early Childhood & Elementary Education
4. Inclusive Education
5. Instructional Technology

Ed.D. Common Core in Distributed Leadership for Learning (27 Credit Hours)

The focus in the Common Core is for candidates to develop shared leadership expertise by building networks of influence and working across boundaries. Candidates are introduced to and develop an understanding of the foundation of Distributed School Leadership for learning. Through collaborative case study and problem based learning experiences embedded in the context of schools, candidates enrolled in all the concentrations work together to tackle the challenges faced by teachers and teacher leaders in today's P-12 schools. Candidates develop an understanding of and proficiency in a variety of distributed leadership roles and demonstrate their expertise as required by the program's eight Performance Outcomes.

The courses are:

- EDL 8000 - Foundations of Leadership for Learning
- EDUC 8100 - Advanced Study of Learning
- EDUC 8300 - Intercultural Communication and Global Learning
- EDRS 8000 - Applied Quantitative & Qualitative Research
- EDL 8100 - Critical Issues in School Transformation
- EDRS 8900 - Applied Field Research
- EDRS 9100 - Advanced Qualitative Research Methods
- EDRS 9200 - Advanced Quantitative Research Methods
- EDUC 9800 - Doctoral Seminar

Ed.D. Concentration Options (27 Credit Hours)

The focus of the Concentration is to deepen and broaden the knowledge, skills, and dispositions of the candidates in their content. To be a mentor, to empower others, and to support and sustain change within schools, graduates must be viewed as strong content leaders by their colleagues. Candidates have five concentration options in the Ed.D. program—Adolescent Education-Mathematics, Adolescent Education-English/Language Arts, Early Childhood and Elementary Education, Inclusive Education, and Instructional Technology. Each option is composed of a Concentration Core and Concentration Electives. The description of these options and the courses of study are provided below.

Concentration Descriptions and Courses

Adolescent Education - English/Language Arts (27 Credit Hours)

The Ed.D. in Adolescent Education—English/Language Arts concentration is designed for educators who are currently certified to teach English, Language Arts, or a closely related field (for example, reading or communications) at the middle or secondary level and who have previously successfully completed a Master's degree from a reputable institution of higher learning in graduate-level English, English Education, Language Arts, or a closely related field. Graduates of the program are leaders for learning because they possess the knowledge, skills, and dispositions necessary to serve in a variety of distributed leadership roles in P-12 schools. The concentration is aligned with NCATE and PSC Unit Standard 1, as well as with the National Council of Teachers of English (NCTE) standards. Consistent with the Bagwell College of Education's Conceptual Framework—the Collaborative Development of Expertise in Teaching, Learning, and Leadership—graduates of the program are prepared to serve as collaborative experts in the content area of English/Language Arts and to be effective advocates, agents, mentors, and models and to serve in a variety of distributed leadership roles.

Adolescent Education Core (12 Credit Hours from the following)

- EDAD 8100 - Curriculum Theory & Practice in Middle & Secondary Schools
- EDAD 8200 - Supervision, Mentoring, and Advocacy in Middle and Secondary Schools
- EDAD 8300 - Critical Analysis & Educational Policy for Teacher Leaders
- EDAD 8400 - Internship in Teacher Development or Teacher Education
- EDAD 9300 - Critical Issues for Student Learning: (Topic)
- EDAD 9350 - Doctoral Directed Study

English/Language Arts (15 Credit Hours)

English/Language Arts Core: Required Courses (9 Credit Hours)

- ENED 8310 - Applied Theory and Research in Writing
- ENED 8701 - Applied Research and Theory in Literature
- ENED 9400 - Designing and Conducting Research in English/Language Arts Education

English/Language Arts Core: Elective Courses (6 Credit Hours)
Select 6 hours from the following, with the approval of the English/Language Arts Faculty Advisor.

- ENED 8741 - Digital Media and Pedagogies in English/Language Arts Education
- ENED 8998 - Internship in English/Language Arts Education
- ENED 9300 - Critical Issues for Student Learning
- ENED 9350 - Doctoral Directed Study in English/Language Arts Education
- ENED 9375 - English/Language Arts Program Assessment
- PRWR 6280 - Business and Technical Editing
- 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 6860 - Intercultural Communication in Context
- PRWR 7550 - Advanced Applied Writing

Adolescent Education - Mathematics (27 Credit Hours)
The Adolescent Education- Mathematics concentration is designed for educators who are currently certified to teach mathematics at the middle or secondary level and who have previously successfully completed coursework in graduate level mathematics. Graduates of the program are leaders for learning because they possess the knowledge, skills and dispositions necessary to serve in a variety of distributed leadership roles in P-12 schools. The concentration is aligned with NCATE and PSC Unit Standard 1, as well as with the National Council of Teachers of Mathematics standards. Consistent with the Bagwell College of Education's Conceptual Framework, the Collaborative Development of Expertise in Teaching, Learning and Leadership, graduates of the program are prepared to serve as collaborative experts in the content area of mathematics and to be effective advocates, agents, mentors and models and to serve in a variety of distributed leadership roles.

Adolescent Education Core (12 Credit Hours)

- EDAD 8100 - Curriculum Theory & Practice in Middle & Secondary Schools
- EDAD 8200 - Supervision, Mentoring, and Advocacy in Middle and Secondary Schools
- EDAD 8300 - Critical Analysis & Educational Policy for Teacher Leaders
- EDAD 8400 - Internship in Teacher Development or Teacher Education
- EDAD 9300 - Critical Issues for Student Learning: (Topic)
- EDAD 9350 - Doctoral Directed Study

Mathematics (15 Credit Hours)

- MATH 7700 - Elementary Set Theory
- MATH 7712 - Discrete Mathematics
- MATH 7713 - Statistics and Data Analysis
- MATH 7714 - Geometry from Multiple Perspectives
- MATH 7717 - Elementary Number Theory
- MATH 7718 - Functions and Analytic Techniques
- MATH 7900 - Special Topics
- MATH 7950 - Directed Study
- MAED 7701 - History of Mathematics
- MAED 7715 - Mathematical Problem Solving
- MAED 7716 - Math Studies
- MAED 7719 - Technology and Mathematics
- MAED 7751 - Mathematics Teaching and Learning
- MAED 8900 - Research Methods and Critique in Mathematics Education
- MAED 9300 - Critical Issues for Student Learning: (Topic)
- MAED 9350 - Doctoral Directed Study
  or
- Courses in Applied Statistics (With advisor approval)

Early Childhood Education (27 Credit Hours)
The Early Childhood & Elementary Education concentration is designed for teachers in Pre-K through fifth grade. This program of study provides the skills necessary for elementary and early childhood education teachers to become active members in a variety of distributed leadership roles at the elementary school level or district level. Candidates in this concentration develop in-depth knowledge and skills in the areas of curriculum and instruction. Through their ability to synthesize and apply the latest research in curriculum decision making, they demonstrate leadership as change agents for students and education.

The concentration is aligned with NCATE and PSC Unit Standard 1 and is consistent with the Bagwell College of Education conceptual framework. Graduates demonstrate leadership by being models of the profession and experts in teaching and instructional leaders. They demonstrate leadership as mentors to support and guide pre-service teachers to improve teaching and learning for all.

Graduates will be advocates for curriculum improvement while specializing in the art and craft of teaching. Through a thorough theoretical base of curriculum development, understanding of global education issues, and an appreciation for the philosophical inquiry and ethical issues in education, graduates will be leaders for learning. The ECEE teacher-leader will become the change agent of tomorrow's schools.

Early Childhood and Elementary Education Core (12 Credit Hours)
- ECE 8100 - Philosophical and Ethical Foundations for Teacher Leaders
- ECE 8120 - Critical Analysis of Instruction and Learning
- ECE 8140 - Current Critical Issues in Elementary Education
- ECE 8160 - Assessment of and for Learning

Early Childhood and Elementary Education Concentration Electives (15 Credit Hours)
Select 15 hours from the following:

- ECE 8110 - Contemporary Curriculum Inquiry
- ECE 8150 - Technology Enriched Curriculum
- ECE 9100 - Cognitive Processes and Educational Practice
- ECE 9110 - Classroom Community for Maximized Learning
- ECE 9120 - Mentoring Future Teacher Leaders
- ECE 9140 - Internship for Developing Teacher Leaders
- ECE 9220 - Curriculum Decision Making (K-5)
  or
- ECE 9230 - Curriculum Decision Making (Birth- 8yrs)
- ECE 9250 - Teacher Leaders and School Reform
- ECE 9300 - Critical Issues for Student Learning: (Topic)
- ECE 9350 - Doctoral Directed Study

Inclusive Education (27 Credit Hours)
The focus of the concentration in Inclusive Education is to prepare teacher leaders who are committed to creating educational environments that ensure that all students, including those with disabilities or those who are culturally and linguistically diverse or both, have equitable opportunities for achieving high academic standards in the state-approved curriculum. The program of study is predicted on the assumption that in successful schools, teachers collectively hold a powerful belief system of high expectations that rejects deficit assumptions about students, their cultures, abilities, and life circumstances. Graduates of Inclusive Education will demonstrate the knowledge, skills and dispositions to serve in a variety of distributed leadership roles within P-12 schools, state and federal government agencies, or private not-for-profit

agencies that serve students with disabilities or those who are culturally and linguistically diverse. The program's courses, designed experiences, and embedded assessments are tightly aligned with eight key performance outcomes which represent the invitational and inclusive nature of distributed leadership as a framework within which formal and informal leaders address and act on complex P-12 issues:

- Foster an organizational culture that facilitates development of a shared vision, a plan for school improvement, and increased learning for all students;
- Implement sustainable educational change and process improvement;
- Create 21st century learning environments that advance best practices in curriculum, instruction, and assessment;
- Engage in applied research that supports data-driven planning and decision-making for the improvement of schools and learning;
- Build collaborative relationships, teams, and community partnerships that communicate and reflect distributed leadership for learning;
- Embrace diversity by demonstrating intercultural literacy and global understanding;
- Facilitate professional learning and development that enhance and improve professional practice and productivity;
- Exercise professionalism and ethical practice.

The program emphasized eight essential components of preparation, including: (a) recognition of one's own ethnocentrism and ideological and philosophical platform; (b) knowledge of students' cognitive, learning, linguistic, and cultural backgrounds; (c) understanding of the broader social, economic and political context in schools; (d) ability and willingness to use culturally appropriate, positive behavior management strategies; (e) commitment to building differentiated schools and classrooms that are intentionally inviting and inclusive; (f) understanding and use of research-based practices in general education environments; (g) the ability to analyze school-wide, complex problems and resolve issues such that all teachers, students and parents are supported and successful; and (h) and understanding of global issues in education and how they translate into successful educational outcomes for all students.

Inclusive Education Core (12 Credit Hours)

- INED 8350 - Increasing Achievement of Diverse Learners Through Practical Application
- INED 8310 - Inclusive Policies and Practices in Special Education
- INED 8315 - Supervision, Mentoring and Collegial Coaching in Special Education
- INED 8340 - Planning, Implementing & Assessing Instruction for Diverse Learners

Inclusive Education Electives (15 Credit Hours)

Select 15 hours from the following:

- INED 8305 - Critical Issues in Administering Special Education Programs
- INED 8320 - Special Education Administrative Internship
- INED 8325 - Creating Culturally Responsive Schools
- INED 8330 - Creating Culturally Responsive Classrooms
- EDRD 8360 - Literacy Instruction for English Language Learners
- EDRD 8365 - Literacy Instruction for Students with Disabilities
- INED 9300 - Critical Issues for Student Learning: (Topic)
- INED 9350 - Doctoral Directed Study

Instructional Technology (27 Credit Hours)

The focus of the Instructional Technology concentration is to deepen and broaden the knowledge and skills of candidates in this area of study. The Instructional Technology concentration prepares elementary, secondary and middle grades teachers to be leaders in the use of technology for standards-based instruction and assessment. Instructional Technology emerges from the concept of teacher leadership as its primary emphasis is to support the development of teachers in their efforts to use emerging technologies to increase student achievement. The program of

study prepares teachers to model best practices in the use of instructional technologies and provides high-quality professional learning experiences for other educators. This course of study is designed to meet the Georgia Professional Standards Commission (GAPSC) standards for receipt of a T -6 (Ed.S.) and a T-7 (Ed.D.) certificate.

The concentration is aligned to the Technology Facilitation standards developed by National Council of Accreditation of Teacher Education (NCATE) and the International Society for Technology in Education (ISTE). These standards are designed to help candidates "exhibit knowledge, skills, and dispositions equipping them to teach technology applications; demonstrate effective use of technology to support student learning of content; and provide professional development, mentoring, and basic technical assistance for other teachers who require support in their efforts to apply technology to support student learning" (ISTE/NCATE, 2002). Candidates address these performance standards in the context of collaborative inquiry with peers and faculty during class discussions and course assignments. Course assignments focus on promoting teacher leadership through the development of high-quality, technology-based curriculum resources and facilitating the effective uses of technology for standards-based instruction and assessment of student learning. Candidates continue their study of distributed leadership and the distinct responsibilities of the eight roles of school leaders as they manifest in the context of supporting an instructional technology program in a school/district. Assignments also build candidates' understanding of how to lead, design and implement high-quality professional learning for educators and to navigate the change process connected with introducing a technological innovation into a learning environment. Additionally, courses will require candidates to interact with a broader community of researchers and practitioners through the review of published literature in the field and the participation in professional learning organizations.

Instructional Technology Core (15 Credit Hours)

- ITEC 8400 - Instructional Design and Technology
- ITEC 8410 - Technology, Professional Learning, and Change
- ITEC 8420 - Evaluating K-12 Instructional Technologies
- ITEC 8430 - Technology and Student Assessment
- ITEC 8440 - Planning and Implementing Instructional Technology Programs

Instructional Technology Electives (12 Credit Hours)

Select 12 hours from the following

- ITEC 9400 - Research and Theory in Instructional/Educational Technology
- ITEC 9410 - Instructional Leadership and Technology Facilitation
- ITEC 9420 - Designing and Facilitating Online Learning
- ITEC 9430 - Evaluating Professional Learning and Technology Implementation
- ITEC 9300 - Critical Issues for Student Learning: (Topic)
- ITEC 9350 - Doctoral Directed Study

Guided Electives (12 Credit Hours)

Candidates use guided electives to expand their content expertise and influence in schools and to provide pathways to additional career opportunities. Candidates may elect to take courses in content areas other than their major concentration. They may decide to deepen their knowledge of intercultural communication and global learning by selecting study abroad opportunities. Finally, they may seek additional endorsements and deepen their expertise in high need areas such as ESOL and reading, delve deeply into timely critical issues through seminars or in-depth scholarly research, or investigate special topics offered in the critical issues courses outside of their own concentration. Candidates select these hours in consultation with their major advisor.
Dissertation (Minimum of 9 Credit Hours)

Dissertation topics and research must be focused on developing and documenting policies and practices positively impacting student learning. The dissertation must clearly link to at least one of the eight roles of Distributed School Leadership which serve as thematic organizers. Candidates collaborate with and rely on support from peers, faculty and P-12 professionals for review of the literature, research and design recommendations, editing and feedback.

- ECE 9900 - Dissertation
- EDAD 9900 - Dissertation
- EDL 9900 - Dissertation
- EDUC 9900 - Dissertation
- ENED 9900 - Dissertation
- INED 9900 - Dissertation
- ITEC 9900 - Dissertation
- MAED 9900 - Dissertation

Educational Specialist (Ed.S.) in Leadership for Learning

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Candidates may enroll in the Educational Specialist (Ed.S.) program in Leadership for Learning as a stand alone degree. All concentrations in the Ed.S. lead to a T-6 certificate except the Educational Leadership concentration, which, upon approval from the Professional Standards Commission leads to either an L-6 or PL-6 certificate. Candidates for the Ed.S. must complete 18 hours of the Common Core and 15 hours in the Concentration. If accepted to the program, candidates may request up to 9 hours of graduate work beyond the M.Ed. to be applied toward the Ed.S. degree. Transfer credit is not accepted for the core course requirements that are central to the program's distinctive focus and to the development of the program's cohort experience. Consequently, transfer credit considerations are typically restricted to courses in the concentration, guided electives, and the initial course in applied research methods. However, final decisions about the acceptability of transfer credit are made on a case-by-case basis and must be approved by the concentration advisor and director of the doctoral and specialist programs.

Expected qualifications for applicants to be considered for admission will typically include:

1. an earned master's degree in professional education or a related field;
2. a clear and renewable Georgia Teaching Certificate or equivalent;
3. current full-time employment as a professional educator with at least 4 years of teaching or administrative experience or both in K-12 education;
4. a Graduate Aptitude & Achievement Index Score of at least 3000. The Graduate Index Score = (GRE Quantitative Score + GRE Verbal Score) x GPA for the master's degree.

Applicants to the program must submit the following:

1. official transcripts of college coursework, undergraduate and graduate, showing evidence of completion of a master's degree or its equivalent in a related field;
2. official scores on the General Test of the Graduate Record Exam within the last five years;
3. all relevant professional teaching and/or administrative certificates;
4. professional profile detailing related professional qualifications;
5. reflections on Leadership for Learning;
6. official request for consideration of transfer courses.

*International applicants have additional requirements; see Graduate Admission section of this catalog.

Ed.S. Common Core in Distributed Leadership for Learning (18 Credit Hours)

The focus in the Common Core is for candidates to develop shared leadership expertise by building networks of influence and working across boundaries. Candidates are introduced to and develop an understanding of the foundation of Distributed School Leadership for learning. Through collaborative case study & problem based learning experiences embedded in the context of schools, cohorts of candidates, regardless of concentrations work together to tackle the tough, ambiguous challenges prevalent in today's P-12 schools. Candidates develop an understanding of and proficiency in a variety of distributed leadership roles and demonstrate their expertise as required in the eight Performance Outcomes.
The courses are:

- EDL 8000 - Foundations of Leadership for Learning
- EDUC 8100 - Advanced Study of Learning
- EDUC 8300 - Intercultural Communication and Global Learning
- EDRS 8000 - Applied Quantitative & Qualitative Research
- EDL 8100 - Critical Issues in School Transformation
- EDRS 8900 - Applied Field Research

Ed.S. Concentration Options (15 Credit Hours)

The focus of the Concentration is to deepen and broaden the knowledge, skills, and dispositions of the candidates in their content. In order to be a mentor, to empower others, and to support and sustain change within schools, graduates must be viewed as strong content leaders by their colleagues. Candidates have five concentration options in the Ed.S. program—Adolescent Education-Language Arts, Adolescent Education- Mathematics, Early Childhood and Elementary Education, Inclusive Education, and Instructional Technology. The description of these options and the courses of study are provided below.
Adolescent Education

Adolescent Education Core (9 Credit Hours)

- EDAD 8100 - Curriculum Theory & Practice in Middle & Secondary Schools
- EDAD 8200 - Supervision, Mentoring, and Advocacy in Middle and Secondary Schools
- EDAD 8300 - Critical Analysis & Educational Policy for Teacher Leaders
- EDAD 8400 - Internship in Teacher Development or Teacher Education
- EDAD 9300 - Critical Issues for Student Learning: (Topic)

Adolescent Education Teaching Fields or Tracks (6 Credit Hours)

Adolescent Education - English/Language Arts

English/Language Arts (6 Credit Hours)

- ENED 8310 - Applied Theory and Research in Writing
- ENED 8701 - Applied Research and Theory in Literature

Adolescent Education - Mathematics

Mathematics (6 Credit Hours)

Select two from the following

- MATH 7700 - Elementary Set Theory
- MATH 7712 - Discrete Mathematics
- MATH 7713 - Statistics and Data Analysis
- MATH 7714 - Geometry from Multiple Perspectives
- MATH 7717 - Elementary Number Theory
- MATH 7718 - Functions and Analytic Techniques
- MATH 7900 - Special Topics

- MATH 7950 - Directed Study
- MAED 7701 - History of Mathematics
- MAED 7715 - Mathematical Problem Solving
- MAED 7716 - Math Studies
- MAED 7719 - Technology and Mathematics
- MAED 7751 - Mathematics Teaching and Learning
- MAED 7900 - Special Topics
- MAED 7950 - Directed Study
- MAED 8900 - Research Methods and Critique in Mathematics Education
  or
- Courses in Applied Statistics (with advisor approval)

Early Childhood and Elementary Education (15 Credit Hours)

- ECE 8100 - Philosophical and Ethical Foundations for Teacher Leaders
- ECE 8120 - Critical Analysis of Instruction and Learning
- ECE 8140 - Current Critical Issues in Elementary Education
- ECE 8160 - Assessment of and for Learning
- ECE 8150 - Technology Enriched Curriculum

Inclusive Education (15 Credit Hours)

- INED 8325 - Creating Culturally Responsive Schools
- INED 8305 - Critical Issues in Administering Special Education Programs
- INED 8310 - Inclusive Policies and Practices in Special Education
- INED 8315 - Supervision, Mentoring and Collegial Coaching in Special Education
- INED 8320 - Special Education Administrative Internship

Instructional Technology (15 Credit Hours)

- ITEC 8400 - Instructional Design and Technology
- ITEC 8410 - Technology, Professional Learning, and Change
- ITEC 8420 - Evaluating K-12 Instructional Technologies
- ITEC 8430 - Technology and Student Assessment
- ITEC 8440 - Planning and Implementing Instructional Technology Programs

M.Ed. in Adolescent Education

Contact: Dr. Angela Blaver
Office: KH 1008
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Web address: ***http://www.kennesaw.edu/education/mge/***

The Master of Education degree program in Adolescent Education prepares secondary and middle grades teachers to be expert teacher-leaders. It is a content focused, standards based program which meets the Georgia Professional Standards Commission standards for the degree and is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The program of study is also aligned with the National Board for Professional Teaching Standards and meets the Board of Regents Principles which state that "graduate programs for teachers who are already certified will focus on both strengthening their content knowledge and … deepen(ing) their understanding of teaching and learning so as to be prepared to seek National Board Certification, should they choose to do so. (BOR Principle #4)
Course work emphasizes scholarly rigor through research and engagement in a variety of field-based action research projects. Technology and multicultural considerations are infused

throughout the program. This Masters program does not lead to Middle Grades or Secondary Education Certification. Persons interested in adding Middle Grades or Secondary certification areas should contact the Professional Standards Commission for guidance in meeting specific certification requirements.

General Requirements for Admission to M.Ed. in Adolescent Education

1. Valid teaching certificate (clear renewable) in Middle Grades or Secondary Education in the concentration for which one is applying.
2. Official MAT or GRE scores. Although no minimum score is required, the applicant's GRE or MAT scores will be considered in the competitive review process.
3. A 1-2 page personal statement describing one's beliefs about education at the middle grades or secondary level and one's professional goals relative to the Master of Education in Adolescent Education degree.
4. Professional résumé documenting education, teaching experience, volunteer, and service accomplishments, and record of leadership.
5. Two letters of recommendation that address applicant's success in teaching and ability for success in graduate study, and commitment to adolescent learners.
6. Official transcripts from all colleges/universities the applicant has attended showing evidence of a bachelor's degree with a minimum GPA of 2.75 from an accredited institution.
7. Completed graduate application with application fee.

*International applicants have additional requirements; see Graduate Admissions section of this catalog.

Full Standing

Applicants who meet all admission requirements including all of the above criteria will be reviewed for admission to full standing in the degree program. The review will be made by the program admission committee and 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 Adolescent Education include

1. completion of a minimum of 36 hours of approved graduate course work;
2. completion of a minimum of 27 semester hours of the minimum 36 hours in full standing at Kennesaw State University;
3. an earned cumulative grade-point average of 3.0 in all graduate course work at Kennesaw State University;
4. successful completion of a professional portfolio; and
5. no grades below "C ".

Portfolio

The portfolio requirements resemble, in part, those required by the National Board of Professional Teaching Standards (NBPTS). The purpose of the portfolio is to implement 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 a teacher-leader. A primary goal of the portfolio is to document the candidate's impact on student achievement. 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 and research literature. Changes in classroom practice as well as in oneself are documented.

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator. 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 M.Ed. 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 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 ***www.kennesaw.edu/education/grad.***

Program of Study

Candidates for the M. Ed. in Adolescent Education take a combination of courses in the professional sequence, content, and cognate areas. Candidates are strongly urged to meet with their advisors during the first semester of study to plan their programs.

Professional Sequence (18 Credit Hours)

- EDUC 7700 - Reflective Inquiry
- EDUC 7703 - Advanced Studies of Middle Grades Learner
  or
- EDUC 7702 - Best Practices in Secondary Schools
- EDUC 7752 - Multiple Literacies in Schools and Communities
  or
- EDRD 7718 - Content Area Reading and Writing
- EDUC 7705 - Assessment and Evaluation
- EDUC 7741 - Educational Research
- EDUC 7797 - The Portfolio

Teaching Fields

English/Language Arts (18 Credit Hours)

Required courses

- ENGL 7750 - English Studies in the Schools
- ENGL 7741 - Technology and Media in English and Language Arts
- ENGL 7731 - Language Studies in English
- ENGL 7735 - Introduction to Composition Studies
- ENGL 7711 - Multicultural Literature in English

Plus one other selection from the following:

- ENGL 7701 - Topics in Literature
- ENGL 7709 - Workshop for Teachers of Writing
- ENGL 7710 - Writing on Teaching
- ENGL 7721 - Author Studies
- EDRD 7715 - Theory and Pedagogy in the Study of Literature
- EDRD 7719 - Reading Assessment and Instruction

Mathematics (18 Credit Hours)

- MATH 7700 - Elementary Set Theory
- MAED 7701 - History of Mathematics
- MATH 7712 - Discrete Mathematics
- MATH 7713 - Statistics and Data Analysis
- MATH 7714 - Geometry from Multiple Perspectives
- MAED 7715 - Mathematical Problem Solving

- MAED 7716 - Math Studies
- MATH 7717 - Elementary Number Theory
- MATH 7718 - Functions and Analytic Techniques
- MAED 7719 - Technology and Mathematics
- MAED 7751 - Mathematics Teaching and Learning

Science (18 Credit Hours)

- SCED 7750 - Contemporary Issues in Science Education
- SCI 7726 - Life Science
- SCI 7727 - Physics
- SCI 7728 - Earth Science
- SCI 7729 - Astronomy

Social Studies (18 Credit Hours)

- GEOG 7701 - Peoples of the World
- HIST 7710 - Local History Research and Resources
- HIST 7720 - Continuity and Change in Selected Nation/State
- HIST 7730 - Minorities in America
- HIST 7740 - Economy and Society
- POLS 7705 - Political Ideologies
- SSED 7750 - Current Issues in Social Science Education

Language and Literacy

- With approval of advisor, please select six courses from the following:
- EDRD 7715 - Theory and Pedagogy in the Study of Literature
- EDRD 7716 - Young Adult Literature in Middle and Secondary Schools
- EDRD 7718 - Content Area Reading and Writing
- EDRD 7719 - Reading Assessment and Instruction
- EDRD 7720 - Introduction to Literacy Coaching in Middle and Secondary Schools
- INED 7781 - Cultural Issues for ESOL Teachers
- INED 7782 - Applied Linguistics for ESOL Teacher
- INED 7783 - Methods and Materials for Teaching ESOL

Program Total (36 Credit Hours)

Master of Education (M.Ed.) in Elementary and Early Childhood Education

Contact: Dr. Gwen McAlpine
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Phone: (770) 499-3570
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Email: gmcalpin@kennesaw.edu
Web address: ***http://www.kennesaw.edu/education/grad/Earlychildhood.htm***

The Master of Education in Elementary and Early Childhood Education meets the Georgia Professional Standards Commission standards for the degree and is fully accredited by the National Council of Accreditation of Teacher Education (NCATE).

Through a cohort model, the Master of Education program in Elementary and Early Childhood Education prepares early childhood (P-5) teachers to become accomplished classroom instruc-

tional leaders. Examples of leadership for the classroom teacher may include the development of exemplary skills teaching content areas for diverse populations, and development of skills in classroom-based research. Outside the classroom, accomplished classroom instructional leaders may share their knowledge and skills through conference presentations, collegial exchanges, published articles, and mentoring. Coursework will address content and pedagogical strategies that represent best practices to enhance student learning including diverse populations, ESOL, and students with disabilities. Topics and collaborative projects will be presented through instructional inquiry that includes exploration of excellence in teaching, and demonstration of instructional leadership. Candidates will be engaged in a variety of classroom projects focused on curriculum decision making to improve student achievement. Many of the processes and explorations in which candidates are involved will provide the groundwork for future development toward applying for National Board Certification.

Montessori Concentration

The M.Ed. in Early Childhood Education offers a concentration in Montessori Early Childhood Education ages 2.5–6 years old. This concentration prepares candidates to offer children many more opportunities for self-development, within an enriched, scientifically designed prepared learning environment. The Montessori Early Childhood Education ages 2.5–6 years old concentration provides candidates with instruction, modeling and mentoring experiences through which they will acquire the knowledge, skills, and dispositions required to work successfully with young children. Upon completion of the extensive and engaging field work experiences, graduates will be competent to expertly provide young children with developmentally appropriate educational experiences which will significantly increase all levels of student achievement.

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Phone: (770) 423-6121
Fax: (770) 420-4346
Email: fmeadows@kennesaw.edu
Web address: ***http://www.kennesaw.edu/education/grad/EarlyChildhood%20Montessori.htm***

General Requirements for Admission to M.Ed. in Early Childhood Education

The M.Ed. in Early Childhood Education is designed for accomplished classroom instructional leaders and is limited to current elementary level (P-5) public school teachers who have successfully completed at least one year of full-time teaching. The Department of Elementary and Early Childhood Education Graduate Admission Committee in the Bagwell College of Education determines the eligibility of each person who applies for admission. To be considered for admission to the Master of Education Program of Study in Early Childhood Education (Grades P-5) a candidate must possess the following:

1. a baccalaureate degree from an accredited institution;
2. an undergraduate cumulative grade point average of 2.75 (on a 4.0 scale);
3. a professional résumé documenting education, teaching experience, volunteer and service accomplishments, and record of leadership activities;
4. a completed Kennesaw State University Endorsement form from current principal;
5. a written personal statement on appropriate Kennesaw State University form;
6. a Georgia Teaching Certificate in Early Childhood or Elementary Teaching (P-5). Possession of a provisional teaching certificate is not appropriate for admission consideration;
7. one year full-time successful current contractual teaching experience;
8. must be employed as a classroom teacher for the duration of the program;
9. a signed letter of commitment to enter and complete the program within four semesters.

*International applicants have additional requirements and each case is reviewed by the Graduate Admissions Committee. See Graduate Admissions section of this catalog.

Admission to a cohort group is competitive and is open to a limited number of candidates. An applicant will not be considered for admission until all application requirements are met by the specified deadline. Admission decisions are competitive and are made by the Department of Elementary and Early Childhood Education Graduate Admissions Committee. If admission is denied on the first review, an applicant's file automatically remains in the pool for one year, and will be considered during the next admission review. The decision from the Graduate Admissions Committee is communicated in writing to the applicants. There is no provisional admission status.

Transfer Credit
Candidates enrolled in the M.Ed. for in Early Childhood Education will not be given credit for graduate courses taken at other institutions.

Grades in Graduate Courses
Expectations for satisfactory graduate level student performance are detailed in Academic Policies section of this catalog.

Licensure Requirements
A Georgia Teaching Certificate in Early Childhood or Elementary Teaching is required. Provisional Certificates are not accepted.

Non-Degree Candidates
Students classified as non-degree students are not permitted to enroll in the M.Ed. in Early Childhood Education. This program will not provide graduate level course work for certification renewal purposes.

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 ***www.kennesaw.edu/education/grad.***

Program of Study
The M.Ed. in Elementary and Early Education is designed specifically for Accomplished Classroom Instructional Leaders. The program allows experienced classroom teachers in Elementary education (P-5) to earn a M.Ed. in four semesters while continuing their teaching careers. Candidates complete three phases taught by full-time graduate faculty and experienced school personnel. The program will be delivered in cohorts offered at centers in public schools, on campus, as well as online. Each center will have a cohort coordinator and graduate faculty who will mentor candidates and facilitate program delivery. The program of study schedule is designed to coincide with the public school calendar and will be provided in advance so teachers can coordinate educational and personal commitments with program requirements.

Throughout this program, candidates are involved with distance learning, the use of modules, direct instruction, cohort planning, and individual projects, all of which are tied to national standards and school improvement plans. The final phase of the program involves the candidates in a culminating, enriching, and rewarding learning experience. During this time, candidates complete the development of a personal, professional portfolio that includes evidence relevant to many of the National Board Certification requirements. At the end of the program, the accomplished classroom instructional leader possesses the knowledge, skills, and dispositions needed to facilitate and enhance student achievement in their classrooms.

First Phase: Integrated Instructional Inquiry (9 Credit Hours)

1st Semester
The first semester is designed as a time of instructional inquiry. As candidates develop new insights, they explore the knowledge and skills of education, research, and multiple assessment strategies, curriculum programs, and technology implementation for student achievement. The purpose of the instructional inquiry phase is to prepare candidates for successful classroom instructional leadership at the advanced level. These candidates gain an in-depth understanding of pedagogy that represents best practices; content knowledge based on local, state, and national standards; instructional technology; globalization; and applied educational research methodology. The acquired advanced understanding will allow candidates to use inquiry, investigation, exploration, and reflection to prepare educational environments that support all children's learning as they implement multiple methods and strategies to meet the needs of an increasingly diverse student population.

- ECE 7511 - Inquiry: Educational Research and Prospectus
- ECE 7512 - Inquiry: Best Instructional and Curricular Practices & Multiple Assessment Strategies
- ECE 7514 - Inquiry: Essentials of Technology Strategies and Skills & Introduction to E-portfolio

Second Phase: Teaching Excellence (18 Credit Hours)

2nd and 3rd Semesters
During this phase of the M.Ed. in Early Childhood Education, candidates explore models of teaching excellence based on curriculum content integration (including mathematics, social studies, language arts, and science) and local, state, and national standards, as well as assessment modifications, and environmental modifications that enhance student achievement. The purpose of the second phase is to prepare candidates for successful instructional leadership at the advanced level as well as the facilitation of student learning through integration of the curriculum, and the practice of action research to validate instructional decisions for all students. The candidates reflect on their teaching and practice to make informed adjustments that enhance and extend student achievement. Focusing on the implementation of their prospectus, the candidates work as teacher researchers in the design, assessment, and efficacy of curriculum on the achievement of students. The foci of candidate interactions include the integration of subject matter (Language Arts, Social Studies, Mathematics and Science) and the exploration, assessment, and redesign of models of instruction.

- ECE 7530 - Integrated Models of Instruction II
- ECE 7531 - Research and Implementation in Classroom I
- ECE 7513 - Diverse Environmental Influences on Achievement
- ECE 7540 - Integrated Models of Instruction II
- ECE 7541 - Research and Implementation in Classroom II
- ECE 7542 - Multimedia Presentation and E-portfolio Development Skills

Third Phase: Accomplished Classroom Instructional Leader (9 Credit Hours)

4th Semester
During the third and final phase of this Master of Education in Early Childhood Education program, candidates demonstrate their instructional leadership skills through the completion of their personal portfolio. The National Board Professional Teaching Standards is addressed in the portfolio where appropriate through the inclusion of empirical evidence. The candidates collectively mentor the newest entering cohort members and collaborate with colleagues in the dissemination of knowledge, skills, and dispositions acquired and enhanced through action research and teacher as researcher activities. Phase three reflects the newly acquired professional facilitator skills of the accomplished classroom instructional leader.

- ECE 7550 - Prospectus Completion
- ECE 7551 - Portfolio Completion
- ECE 7560 - Accomplished Instructional Leader

Program Total (36 Credit Hours)

Montessori Concentration

First Phase: Integrated Instructional Inquiry (9 Credit Hours)

- ECE 7511 - Inquiry: Educational Research and Prospectus
- ECE 7512 - Inquiry: Best Instructional and Curricular Practices & Multiple Assessment Strategies
- ECE 7514 - Inquiry: Essentials of Technology Strategies and Skills & Introduction to E-portfolio

Second Phase: Teaching Excellence (18 Credit Hours)

- ECE 7700 - Scientific Foundations of Early Childhood Education
- ECE 7710 - Physical Development and Enhanced Control of Movement
- ECE 7720 - Sensorial Foundations of Intellectual Life
- ECE 7730 - Development of Language and Literacy Skills
- ECE 7731 - Competence in the Preparation and Presentation of Language Materials
- ECE 7740 - The Early Preparation of the Mathematical Mind

Third Phase: Accomplished Classroom Instructional Leader (9 Credit Hours)

- ECE 7550 - Prospectus Completion
- ECE 7551 - Portfolio Completion
- ECE 7560 - Accomplished Instructional Leader

Program Total (36 Credit Hours)

Master of Education (M.Ed.) in Educational Leadership

Ethics & Multicultural Concentration Contact Information
Contact: Dr. Mike Dishman
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Phone: (770) 499-3671
Fax: (770) 423-6910
Email: mdishma2@kennesaw.edu
Web address: ***http://www.kennesaw.edu/education/grad/EdLeadership%20-%201.htm***

Technology Leadership Concentration Contact Information
Contact: Dr. Traci Redish
Office: KH 2119
Phone: (770)499-3349
Fax: (770) 499-3263
Email: tredish@kennesaw.edu
Web address: ***http://www.kennesaw.edu/education/grad/EdTechnology.htm***

The M.Ed. in Educational Leadership is designed to prepare and develop educational leaders to direct school improvement toward higher levels of student learning and achievement. The program allows experienced educational professionals to earn an M. Ed. in six semesters while

continuing their careers. Candidates complete six semesters of course work taught by full-time graduate faculty and experienced school personnel. The program is delivered in cohorts offered on campus and occasionally off site. Completion of the program leads to an NL-5 certificate in Educational Leadership.

During the course of study, candidates develop a personal, professional portfolio including Board of Regents, Professional Standards Commission, and NCATE standards. A field experience is embedded into each semester's work to provide synthesis of the practical and theoretical knowledge necessary for today's educational leader. At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to lead schools to higher levels of achievement for all students. Candidates can select from two concentrations in Educational Leadership: Ethics & Multicultural Leadership or Technology Leadership.

The M.Ed. in Educational Leadership prepares educational leaders to:

- facilitate the development of programs responsive to the strengths and needs of Georgia's increasingly diverse population and ever-changing society;
- set high expectations for all students in the school or system, organizing curriculum, instruction, and assessment to yield high student achievement;
- use data on student learning and achievement to benchmark and monitor progress toward continuous improvement;
- lead schools using standards-based objectives, results-based performance management, and continuous improvement, and;
- work collaboratively with school communities, including students, parents, and staff members, service agencies and non-profit organizations.

General Requirements for Admission to M.Ed. in Educational Leadership

The M. Ed. in Educational Leadership is designed for experienced educational professionals and is limited to current practitioners who have successfully completed at least two years of full-time work in the field.. The Department of Educational Leadership Graduate Admission Committee in the Bagwell College of Education determines the eligibility of each applicant. To be considered for admission to the Master of Education Program of Study in Educational Leadership a candidate must possess the following:

1. a baccalaureate degree from an accredited institution
2. cumulative grade point average of 2.75 (on a 4.0 scale) or above on all undergraduate and any graduate work completed (GRE scores may be considered if GPA is below 2.75)
3. a professional résumé documenting education, experience, and a record of leadership activities
4. a completed mentor form from a current administrator
5. a Georgia Teaching Certificate or equivalent
6. two years successful contractual experience as an educational professional in the public schools
7. a completed evaluation and statement of support from two administrators

Admission to a cohort group is competitive and open to a limited number of candidates. The decision from the Graduate Admissions Committee is communicated in writing to the applicants. An applicant will not be considered for admission until all application requirements are met by the specified deadline. If admission is denied upon the first review, the applicant must contact the Office of Graduate Admissions to update his or her application for review in a future semester.

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator or 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 or have been used in completing another degree. Transfer credit includes all course work accepted into the M.Ed. program prior to admission in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

Grades in Graduate Courses

Expectations for satisfactory graduate level student performance are detailed in Academic Policies section of this catalog.

Non-Degree Candidates

Students classified as non-degree students are not permitted to enroll in the M.Ed. in Educational Leadership. This program will not provide graduate level course work for certification renewal purposes.

Petition to Graduate

Each M.Ed. candidate must petition to graduate at least one semester prior to completion of program requirements. The candidate should contact their program to request a petition. The Petition to Graduate form can be found online at ***www.kennesaw.edu/education/grad/***.

Programs of Study

Ethics & Multicultural Concentration

The Ethics and Multicultural concentration prepares candidates to make leadership decisions based on legal and ethical principles promoting educational equity. Through a cohort model, the Master of Education program in Educational Leadership prepares dynamic, high-performing leaders for our diverse, technologically complex society with the knowledge and skills to create learning environments that support teacher success in bringing students from diverse groups to high levels of learning. The courses and their typical order of rotation is as follows:

Semester I

- EDL 7100 - Leadership Theory and Practice
- EDL 7105 - Technology Leadership and Vision in Schools

Semester II

- EDL 7200 - Leading Curriculum, Instruction and Assessment
- EDL 7205 - Leading Teaching and Learning in the 21st Century

Semester III

- EDL 7300 - Research in Educational Leadership
- EDL 7305 - Data Analysis and School Improvement

Semester IV

- EDL 7400 - Leading Professional Learning and Change
- EDL 7405 - Human Resources for School Leaders

Semester V

- EDL 7500 - Educational Law and Policy
- EDL 7505 - Ethical Leadership

Semester VI

- EDL 7600 - School Operations and Community Relations
- EDL 7605 - School Leadership in Multicultural Contexts

Program Total (36 Credit Hours)

Technology Leadership Concentration

The concentration in Technology Leadership prepares leaders to inspire a shared vision for the comprehensive use of technology in 21st century schools. Candidates will gain the knowledge and skills necessary to ensure that curricular design, instructional strategies, assessment methods, and learning environments are integrated with appropriate technologies to maximize teaching and learning. Candidates will discover how to use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student achievement. In addition, candidates will learn to apply technology to enhance their own professional practice and to increase the productivity of others.

The Master of Education in Educational Leadership with a concentration in Technology Leadership prepares and develops administrators with an advanced level of expertise in educational technology to direct school improvement toward higher levels of student learning and achievement. It is designed for participants who have a T-4 Teaching Certificate. This program enables experienced educators to complete the Master's program in six semesters. Candidates complete 36 hours of specialized course work taught by full-time graduate faculty and experienced instructional technology specialists. The program is delivered in cohorts offered in a blended format, both on campus and on-line.

Candidates will demonstrate competency of the National Educational Technology Standards for Administrators (NETS-A), as well as the Georgia Professional Standards Commission (PSC) standards and the Georgia Board of Regents (BOR) strands. With this background, candidates will be equipped to serve in any number of leadership positions within a school/district requiring an "L-certificate," such as an assistant principal or principal, as well as in leadership positions that require knowledge and expertise in educational technology. The Educational Leadership Department works in collaboration with the GaDOE Educational Technology Training Center (ETTC) to provide the technical expertise and resources to offer this innovative program in Technology Leadership. State-of-the art facilities and knowledgeable faculty make this program highly attractive to individuals seeking a Master's Degree in Educational Leadership. The courses and their typical order of rotation is as follows:

Semester I

- EDL 7100 - Leadership Theory and Practice
- EDL 7105 - Technology Leadership and Vision in Schools

Semester II

- EDL 7200 - Leading Curriculum, Instruction and Assessment
- EDL 7205 - Leading Teaching and Learning in the 21st Century

Semester III

- EDL 7300 - Research in Educational Leadership
- EDL 7305 - Data Analysis and School Improvement

Semester IV

- EDL 7400 - Leading Professional Learning and Change
- EDL 7405 - Human Resources for School Leaders

Semester V

- EDL 7500 - Educational Law and Policy
- EDL 7510 - Improving Productivity and Practice with Technology

Semester VI

- EDL 7600 - School Operations and Community Relations
- EDL 7610 - Managing and Supporting Technology in Schools

Program Total (36 Credit Hours)

Master of Education (M.Ed.) in Inclusive Education

Individualized Curriculum/Special Education Concentration
Contact: Dr. Joy Bell
Office: KH 3201
Phone: (770) 423-6577
Fax: (770) 423-6263
Email: jbell63@kennesaw.edu
Web address: ***http://www.kennesaw.edu/education/grad/Specialedirr.htm***

The Master of Education in Inclusive Education, with a concentration in Individualized General Curriculum (special education) meets the Georgia Professional Standards Commission (GAPSC) standards for certification of Individualized General Education Program and endorsement in the content area of Reading as well as the national standards established by the Council for Exceptional Children (CEC) and is part of KSU's teacher education unit fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC).

TESOL concentration
Contact: Dr. Karen Kuhel
Office: KH 3201
Phone: (770) 423-6577
Fax: (770) 423-6263
Email: kkuhel@kennesaw.edu
Web address: ***http://www.kennesaw.edu/education/grad/MES%20Inclusive.htm***

The Master of Education in Inclusive Education, with a concentration in TESOL (Teachers of English to Speakers of Other Languages) meets the Georgia Professional Standards Commission (GAPSC) standards for the degree and is part of KSU's teacher education unit fully accredited by the National Council for Accreditation of Teacher Education (NCATE).

General Requirements for Admission to M.Ed. in Inclusive Education

Candidates are admitted in cohort groups. Individualized General Curriculum concentration begins in summer semesters.

Applicants for the degree program must be fully certified teachers (ECE, MGE, SED, P-12) in the State of Georgia and meet the general admission requirements for the Master of Education in Inclusive Education program.

Applicants for the concentration in Individualized General Curriculum must demonstrate they have met competencies in human growth and development, teaching students with exceptionalities, and teaching reading. Applicants for the concentration in TESOL must demonstrate they have met competencies in human growth and development and teaching students with exceptionalities. Specific requirements are:

1. Valid Georgia certificate (clear renewable) in a teaching field;
2. Official transcripts from all colleges/universities an applicant has attended showing evidence of a bachelor's degree with minimum GPA of 2.75 from an accredited institution;
3. Full or part-time employment as teacher in public or private school;
4. Official GRE scores. No minimum score is required, but the applicant's GRE scores will be considered in the review process;
5. Professional résumé documenting education, teaching experience, volunteer, and service accomplishments, and record of leadership
6. Two letters of recommendation that address applicant's success in teaching and ability for success in master's degree studies
7. Teaching essay and statement of professional goals.

Additional requirements for concentration in Individualized General Curriculum:

1. Three years successful contractual experience as an educational professional in the public schools;
2. PSC designation of "highly qualified" (if available).

*International applicants have additional requirements; see Graduate Admission section of this catalog.

Full Standing

Applicants who meet all admission requirements including all of the above criteria will be reviewed for admission to full standing in a degree program. The review will be made by the program admission committee in March for admission to cohort beginning in the summer and will consider all application materials in assessing the applicant's potential for success in the program.

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator or department chair. A maximum of nine semester hours of transfer credit (with grades of "B" or higher) 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 M.Ed. program prior to admission in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

Degree Requirements

The minimum requirements for completion of an M.Ed. degree in Inclusive Education include:

1. completion of a minimum of 36 hours of approved graduate course work;
2. completion of a minimum of 27 semester hours of the minimum 36 hours in full standing at Kennesaw State University;
3. an earned cumulative grade-point average of 3.0 in all graduate course work at Kennesaw State University with no more than two C's in coursework toward this degree;
4. successful completion of INED 7790 and presentation of a professional portfolio. (See SPE portfolio handbook).

E-portfolio

An e-portfolio serves as a permanent record of the candidate's professional growth while working toward a Master of Education in Inclusive Education degree. The e-portfolio encourages the Kennesaw State University candidate as learning facilitator to implement a systematic, reflection-in action approach to problem solving and decision making. E-portfolio assignments are integrated in each course syllabus. The e-portfolio provides a detailed authentic picture of the candidate's professional practice and reflective analysis of the integration of courses taken supported by theory and research literature. Changes in classroom practice as well as in oneself are documented. Impact on student achievement is documented. Candidates enroll in a capstone course (INED 7790) to support development of an e-portfolio and presentation during the candidate's final semester of study.

Petition to Graduate

Each M.Ed. candidate must submit a Petition to Graduate at least one semester prior to completion of program requirements. The Petition to Graduate form can be found online at ***www.kennesaw.edu/education/grad/.***

Programs of Study

Individualized Generalized Curriculum Concentration

The Master of Education in Inclusive Education, with a concentration in Individualized General Curriculum (special education) meets the Georgia Professional Standards Commission (GAPSC) standards for certification of Individualized General Education Program and endorsement in the content area of Reading as well as the national standards established by the Council for Exceptional Children (CEC) and is part of KSU's teacher education unit fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC).

The Master of Education in Inclusive Education-Individualized Generalized Curriculum prepares professional teacher leaders with advanced knowledge, skills and understanding of:

- Characteristics, procedures, curriculum and instructional methods for students with disabilities
- Assessment, documentation, communication and accommodations for students with disabilities
- Ethical services for students with disabilities from preschool to adulthood
- Collaborative structures serving students with disabilities
- Adolescent literacy development;
- Teaching reading and writing to adolescents;
- Meeting the needs of students who read at diverse levels; and
- Strategies to facilitate all students' learning from content area texts.

The program uses a cross-categorical model that reflects the needs of teachers serving students with disabilities in P-12 inclusive classroom settings. Course work emphasizes the similarities and highlights the differences among students with disabilities and includes a life-span perspective addressing issues from preschool through transition to post-secondary or employment. The course sequence includes courses that link theory and practice through field experience and culminates with a supervised internship. The requirements for the degree of Master of Education in Inclusive Education may be met by completing an approved program of 36 semester hours of graduate course work, including preparing and presenting a portfolio documenting professional growth.

Candidates are admitted in cohort groups and take courses with the cohort group to maximize acquisition of skills and interaction with each other.

Professional Sequence (18 Credit Hours)

- INED 7741 - Educational Research
- INED 7770 - Psychoneurological and Medical Issues in Inclusive Education
- INED 7780 - Collaborative Practices
- EDRD 7715 - Theory and Pedagogy in the Study of Literature
- EDRD 7719 - Reading Assessment and Instruction
- EDRD 7718 - Content Area Reading and Writing

Teaching Field (15 Credit Hours)

- INED 7705 - Inclusive Education Procedures
- INED 7715 - Nature/Needs: Students with Mild Disabilities
- INED 7720 - Classroom Behavioral Strategies
- INED 7730 - Assessment of Diverse Learners
- INED 7760 - Curriculum Development for Diverse Learners

Capstone Experience (3 Credit Hours)

- INED 7790 - Documenting Professional Growth
- INED 7970 - Internship

Program Total (36 Credit Hours)

Teachers of English to Speakers of Other Languages (TESOL) Concentration

The Master of Education in Inclusive Education, with a concentration in TESOL (Teachers of English to Speakers of Other Languages) meets the Georgia Professional Standards Commission (GAPSC) standards for the degree and is part of KSU's teacher education unit fully accredited by the National Council for Accreditation of Teacher Education (NCATE).
The Master of Education in Inclusive Education, with a concentration in TESOL uses a collaborative model that reflects the needs of teachers to serve English language learners in P-12 inclusive educational settings. Course work emphasizes the commonalities and differences of the instructional needs of diverse students and highlights specific practices to foster language acquisition while simultaneously teaching content.

Class assignments are predominantly performance-based and require KSU graduate students to document the impact of their instruction on the achievement of their P-12 students in content aligned with the Georgia Performance Standards (GPS).

The requirements for the M.Ed. in Inclusive Education: TESOL may be met by completing an approved program of 36 semester hours of graduate course work, including a field experience component and preparing and presenting a professional portfolio.

Plan of Study

Fall I (6 Hours)

- INED 7781 - Cultural Issues for ESOL Teachers
- INED 7782 - Applied Linguistics for ESOL Teacher

Spring I (6 Hours)

- INED 7783 - Methods and Materials for Teaching ESOL
- EDRD 7715 - Theory and Pedagogy in the Study of Literature

Summer I (6 Hours)

- INED 7741 - Educational Research
- INED 7750 - Language, Power, and Pedagogy

Fall II (6 Hours)

- INED 7760 - Curriculum Development for Diverse Learners
- INED 7780 - Collaborative Practices

Spring II (6 Hours)

- INED 7731 - Assessment of English Language Learners
- INED 7981 - TESOL Internship

Summer II (6 Hours)

- INED 7790 - Documenting Professional Growth

Program Total (36 Hours)

Master of Arts in Teaching (MAT)

Contact: Alisha Bello
Office: KH 3024
Phone: (770) 423-6043
Fax: (770) 499-3659
Email: abello1@kennesaw.edu
Web address: ***http://www.kennesaw.edu/education/grad/#MAT***

The Master of Arts in Teaching (MAT) degree leads to initial certification of well-qualified candidates and prepares them to be teacher-leaders. The MAT is standards-based and meets the requirements of the Georgia Professional Standards Commission requirements, 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 and engagement in a variety of field-based action research projects and supervised practicum and internships. Technology and multicultural considerations are infused throughout the programs. These master's degrees lead to initial certification and are not appropriate for teachers who hold clear, renewable certificates.

Currently, there are seven Master of Arts in Teaching programs, including Secondary English (6-12), Secondary Mathematics (6-12), and Teaching English to Speakers of Other Languages (TESOL) (P-12), Secondary Biology (P-12), Secondary Chemistry (6-12), Secondary Physics (6-12), and Art Education (P-12).

General Requirements for Admission to Master of Arts in Teaching

1. A bachelor's degree from an accredited institution; prerequisite courses and/or a specific bachelor's degree may be required depending on the concentration area of interest;
2. An adjusted undergraduate GPA of 2.75;
3. Passing scores on the GACE Basic Skills Assessment Exam (Three sections: Reading, Writing, Mathematics) (***http://www.gace.nesinc.com***) required in Georgia. You may be exempted from this test by SAT scores of at least 1000 (verbal and math), ACT scores of at least 43 (English and math), or GRE scores of at least 1030 (verbal and quantitative). Check with the certification officer at 770-423-6043 for exemption scores if you took the SAT prior to 1995 or ACT prior to 1989. Please see the Professional Standards Commission (***www.gapsc.com***) Website for alternative exemption tests;
4. Official scores on the Graduate Record Examination (General Test) or Miller Analogies Test (this requirement is waived for students with a prior graduate degree);
5. Letters of recommendation from two sources capable of assessing interpersonal skills applicable to teaching and/or potential for graduate work. These recommendations should be on school or business letterhead;
6. A one-to-two page, typed personal statement in support of the application explaining what led to your decision to become an educator;
7. A clear criminal background. For details visit the KSU Office of Field Experiences' website at ***www.kennesaw.edu/education/ofe*** ;
8. A resume detailing educational background and work experience;
9. An interview with program faculty may be required.

*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 Admission 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 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 48 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 36 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.

Portfolio and Capstone Project

The portfolio is designed to document the candidate's development of expertise as a teacher-leader and the candidate's impact on student achievement. The portfolio provides a detailed picture of the candidate's growth as a professional and reflective analysis of the integration of courses taken supported by theory and research literature. The Capstone Project is an opportunity for candidates to develop expertise in an area related to the teaching of their discipline.

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator. 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 ***www.kennesaw.edu/education/grad/.***

Master of Arts in Teaching-Art Education

Contact: Dr. Diana Gregory
Office: VA205
Phone: (678) 797-2138
Email: dgregory@kennesaw.edu
Web address: ***http://www.kennesaw.edu/education/grad/MAT%20Art.htm***

Additional Admissions Requirements for the MAT in Art Education:

- A bachelor's degree in Fine Arts, the professional undergraduate education degree in art, or a Bachelor of Arts or Bachelor of Science degree with a major in visual art from an accredited institution, and submission of portfolio.

Art Education M.A.T

Professional Sequence

- ARED 6200 - Curriculum, Assessment, Classroom Management in Art Education
- ARED 6200L - Art Education Practicum II
- ARED 7730 - Art Education Portfolio
- EDUC 6110 - Adolescent Development and Learning
- EDUC 6120 - Diversity and Exceptionality

Teaching Field - Art

- ARED 6250 - Materials, Methods, & Management for Art Education Classrooms P-5
- ARED 6251 - Materials, Methods, & Management for Art Education Classrooms 6-12
- ARED 6300L - Art Education Practicum III
- ARED 7701 - Special Topics in Art Education
- ARED 7702 - Inclusion in Art Education
- ARED 7703 - Technology & Computer Applications
- ARED 7704 - Intercultural Art Education
- ARED 7705 - Contemporary Issues in Visual Arts
- ARED 7706 - Theory and Criticism in Art Education
- ARED 7720 - Research in Art Education

Program Total (48 hours)

Typical Five-Semester Schedule of Coursework

Summer I (12 hours)

- EDUC 6110 - Adolescent Development and Learning
- EDUC 6120 - Diversity and Exceptionality
- ARED 6200 - Curriculum, Assessment, Classroom Management in Art Education
- ARED 7705 - Contemporary Issues in Visual Arts

Fall I (12 hours)

- ARED 6200L - Art Education Practicum II
- ARED 6250 - Materials, Methods, & Management for Art Education Classrooms P-5
- ARED 6251 - Materials, Methods, & Management for Art Education Classrooms 6-12
- ARED 7702 - Inclusion in Art Education

Spring (9 hours)

- ARED 7701 - Special Topics in Art Education
- ARED 7704 - Intercultural Art Education
- ARED 7706 - Theory and Criticism in Art Education

Summer II (6 hours)

- ARED 7703 - Technology & Computer Applications
- ARED 7720 - Research in Art Education

Fall II (9 hours)

- ARED 6300L - Art Education Practicum III
- ARED 7730 - Art Education Portfolio

Master of Arts in Teaching-Secondary English (6-12)

Contact: Dr. Darren Crovitz
Office: EB 117
Phone: (770) 423-6598
Fax: (770) 423-6524
Email: dcrovitz@kennesaw.edu
Web address: ***http://www.kennesaw.edu/education/grad/MATEnglish.htm***

Additional Admissions Requirements for the MAT in English:

- A bachelor's degree in English from an accredited institution or completion of 18 pre-requisite hours in English with a 2.75/4.0 GPA.

Secondary English (6-12) M.A.T.

Professional Sequence (15 Credit Hours)

- EDUC 6110 - Adolescent Development and Learning
- EDUC 6120 - Diversity and Exceptionality

- EDUC 6200 - Curriculum, Assessment, and Classroom Management
- EDUC 6300 - Reflective Inquiry and Action Research
- EDUC 6400 - Capstone Seminar

Teaching Field-English (33 Credit Hours)

- ENED 6414 - Teaching Secondary English I
- ENED 6414L - Practicum II
- ENED 6475 - Teaching Secondary English II
- ENED 6475L - Practicum III
- ENGL 7701 - Topics in Literature
- ENGL 7721 - Author Studies
- ENGL 7731 - Language Studies in English
- ENGL 7735 - Introduction to Composition Studies
- ENGL 7741 - Technology and Media in English and Language Arts
- ENGL 7750 - English Studies in the Schools

Note:
Other courses may count in the Teaching Field areas with the approval of the advisor.

Program Total (48 Credit Hours)

Master of Arts in Teaching-Secondary Mathematics (6-12)

Contact: Dr. Lynn Stallings
Office: SC 507
Phone: (770) 420-4477
Fax: (770) 423-6629
Email: lstalling@kennesaw.edu
Web address: ***http://www.kennesaw.edu/education/grad/MATMath.htm***

Additional Admissions Requirements for the MAT in Mathematics:

- A bachelor's degree in mathematics from an accredited institution or completion of Calculus I, II, III and an additional upper-level mathematics course with grades of "C" or better.

Professional Sequence (15 Credit Hours)

- EDUC 6110 - Adolescent Development and Learning
- EDUC 6120 - Diversity and Exceptionality
- EDUC 6200 - Curriculum, Assessment, and Classroom Management
- EDUC 6300 - Reflective Inquiry and Action Research
- EDUC 6400 - Capstone Seminar

Teaching Field-Mathematics (at least 24 Credit Hours)

- MAED 6416 - Teaching Secondary Mathematics I
- MAED 6416L - Practicum II
- MAED 6475 - Teaching Secondary Mathematics II
- MAED 6475L - Practicum III
- Candidates must meet National Council of Teachers of Mathematics and Georgia Professional Standards Commission standards in the following areas by either taking

the courses listed below or by showing successfull completion of a course equivalent to one of those listed below (as determined by an advisor) at the undergraduate or graduate level, taken within the last six years with a grade of "C" or better.

- MATH 7495 - Advanced Perspectives on School Mathematics
- MATH 7712 - Discrete Mathematics
- MATH 7713 - Statistics and Data Analysis
- MATH 7714 - Geometry from Multiple Perspectives
- MATH 7717 - Elementary Number Theory
- MATH 7718 - Functions and Analytic Techniques

Program Total (39-48 Credit Hours)

Master of Arts in Teaching-Secondary Science (6-12)

Contact: Dr. Greg Rushton
Office: SC 435
Phone: (678) 797-2046
Email: grushton @kennesaw.edu
Web address: ***http://mathsci.kennesaw.edu/***

Additional Admissions Requirements for the MAT in Secondary Science (6-12):

- Official scores on the GACE Content Assessments in the subject area for which a candidate seeks certification from KSU (biology, chemistry, or physics) are required as part of the application packet. A failing score on the Content Assessments does not necessarily disqualify a candidate from admission into the MAT-Science program; however, additional coursework may be required as part of his/her program of study. A passing score on the GACE Content Assessments, although not by itself sufficient for admission to the program, will exempt the candidate from additional coursework outside of that outlined in the MAT Science program of study in the Graduate Catalog.
- Upon the review of a complete application by an MAT Admissions Committee, admission may be at one of two levels, MAT-Interest or Admission to Candidacy.
    - MAT-Interest: for individuals who possess a bachelor's degree in the content area (e.g., chemistry, biology, or physics) or related field from an accredited institution, but who require additional content area coursework to meet prerequisites and/or to achieve an adjusted GPA of 2.75 in courses related to the major. Once coursework is completed and the GACE Basic Skills Assessment and Content Assessments tests have been passed, students may apply for Admission to Candidacy.
    - Admission to Candidacy: for individuals who possess a bachelor's degree in the content area (e.g., chemistry, biology, or physics) or a related field (e.g., environmental science, engineering, or geology) from an accredited institution, who have completed prerequisite coursework, who possess an adjusted GPA of 2.75 in courses related to the major, and who have passed or exempted the GACE Basic Skills Assessment tests.

Secondary Science (6-12) MAT

Professional Sequence (15 hours)

- EDUC 6110 - Adolescent Development and Learning
- EDUC 6120 - Diversity and Exceptionality
- EDUC 6200 - Curriculum, Assessment, and Classroom Management
- EDUC 6300 - Reflective Inquiry and Action Research
- EDUC 6400 - Capstone Seminar

***Content Area Courses (9-18 hours)**

Note: Upon admission, students will declare a certification area in Chemistry, Biology, or Physics, and, in consultation with their program coordinator, select courses to total 9-18 credit hours among the content area courses listed below.

Chemistry

- CHEM 5010 - Medicinal Chemistry
- CHEM 5400 - The Teaching and Learning of Chemistry
- CHEM 5700 - Environmental Chemistry
- CHEM 5800 - Forensic Analytical Chemistry
- CHEM 6310 - Advanced Topics in Analytical Chemistry
- CHEM 6420 - Identification of Organic Compounds
- CHEM 6440 - Polymer Chemistry
- CHEM 6XXX: Advanced Topics in Chemistry (Organic, Inorganic, Physical, Biochem)
- CHEM 7900 - Special Topics

Physics

- PHYS 5100 - Classical Mechanics and Applications
- PHYS 5305 - Physics of the Micro World and the Cosmos
- PHYS 5340 - Electronics
- PHYS 5400 - Electricity & Magnetism with Applications
- PHYS 7950 - Directed Study

Biology

- BIOL 5327 - Medical Genetics
- BIOL 5380 - Evolutionary Biology
- BIOL 6465 - Immunology
- BIOL 6486 - Bioethics
- BIOL 7950 - Directed Study

Science for Secondary School Instructors

- SCI 7724 - Environmental Science
- SCI 7725 - Chemistry
- SCI 7726 - Life Science
- SCI 7727 - Physics
- SCI 7728 - Earth Science
- SCI 7729 - Astronomy

Teaching of Science (15 hours)

- SCED 6416 - Teaching of Science (6-12)
- SCED 6417 - Teaching of Science (6-12) Practicum
- SCED 6475 - Science Teaching Practicum II

Program Total (39-48 hours)

Typical Four-Semester Schedule of Coursework

Summer I (9 hours)

- EDUC 6110 - Adolescent Development and Learning
- EDUC 6120 - Diversity and Exceptionality
- SCI 77XX (3 hours)*

Fall (15 hours)

- EDUC 6200 - Curriculum, Assessment, and Classroom Management
- SCED 6416 - Teaching of Science (6-12)
- SCED 6417 - Teaching of Science (6-12) Practicum
- Content I (3 hours)*
- SCI 77XX (3 hours)*

Spring (12 hours)

- EDUC 6300 - Reflective Inquiry and Action Research
- SCED 6475 - Science Teaching Practicum II
- Content II (3 hours)*

Summer II (9 hours)

- EDUC 6400 - Capstone Seminar
- Content III (3 hours)*
- SCI 77XX (3 hours)*

Master of Arts in Teaching-TESOL (Teaching English to Speakers of Other Languages)

Contact: Dr. Karen Kuhel
Office: KH 3201
Phone: (770) 423-6577
Fax: (770) 423-6263
Email: kkuhel@kennesaw.edu
Web Address: ***http://www.kennesaw.edu/education/grad/MAT%20Inclusive.htm***

Additional Admission Requirements for the MAT in TESOL:

1. An interview with a member of the TESOL faculty;
2. Full or part-time employment in a P-12 setting that includes English language learners (ELLs) is advisable. If a candidate is not employed in P-12 setting that includes ELLs, field experiences will be arranged through the Office of Field Experiences;
3. All candidates will be required to complete an undergraduate reading course either prior to admittance or during the first semester of the MAT TESOL program.
   TESOL M.A.T.

Professional Sequence (21 Credit Hours)

- Undergraduate Reading course, if no reading courses on university/college transcripts.
- EDUC 6110 - Adolescent Development and Learning
- EDUC 6120 - Diversity and Exceptionality
- EDRD 7718 - Content Area Reading and Writing

- INED 7741 - Educational Research
- INED 7750 - Language, Power, and Pedagogy
- INED 7760 - Curriculum Development for Diverse Learners
- INED 7780 - Collaborative Practices

Teaching Field (21 Credit Hours)

- Guided Elective (can be taken in any semester where fewer than 9 credits are taken). If a candidate wants to receive the Reading Endorsement at the end of the program, he/she must take EDRD 7719 as the guided elective.
- INED 7731 - Assessment of English Language Learners
- INED 7781 - Cultural Issues for ESOL Teachers
- INED 7782 - Applied Linguistics for ESOL Teacher
- INED 7783 - Methods and Materials for Teaching ESOL
- INED 7980 - MAT TESOL Practicum
- EDRD 7715 - Theory and Pedagogy in the Study of Literature

Capstone Experience (6 Credit Hours)

- INED 7790 - Documenting Professional Growth
- INED 7981 - TESOL Internship

Non-Degree Graduate Study in Education

Applicants who wish to take graduate courses but do not want to pursue a degree program may be admitted to non-degree graduate study. This graduate level admission category is designed to allow certified teachers to:

- Renew a teaching certificate,
- Obtain a Georgia teaching certificate based on a teaching certificate from another state in accordance with the evaluation by the Georgia Professional Standards Commission,
- Add a teaching field to an existing certificate,
- Add an endorsement or an add-on to an existing certificate.

The non-degree level category is not designed to satisfy requirements for either initial teacher certification or the M.Ed. degree. Qualified non-degree applicants may take renewal, endorsement, or add-on course work to satisfy the certification requirements of the Georgia Professional Standards Commission. 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.

Kennesaw State University does not guarantee admission for non-degree students to all courses. Contact the department to check for specific admission requirements.

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 770 423-6105);
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. Teaching Certification.

Non-degree to Degree Status

A student who wishes to change from nondegree 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 better earned as a non-degree student may be applied toward the requirements of an M.Ed. and Ed.S. degrees and up to 15 semester hours for the Ed.D. degree.

Academic Requirements

Non-degree graduate students are expected to maintain an overall GPA of at least 3.0 in their course work. Although graduate students may occasionally earn a grade below a "B", the university expects those instances to be few in number. Failure to maintain an overall GPA of 3.0 in any course work will result in the following changes in the student's academic standing at Kennesaw State University.

Academic Warning

The first time a graduate student earns a grade lower than "B" in any graduate or undergraduate course, that student will be placed on academic warning and advised of the consequences that will result if additional grades lower than a "B" are earned.

The second time a non-degree graduate student earns a grade lower than "B", that student will be given a second letter of warning indicating that the next grade below a "B" will result in permanent academic exclusion from graduate course work at Kennesaw State University. For more information, refer to the Academic Policies section of the Graduate Catalog.

Academic Probation

If the cumulative graduate grade-point average drops below 3.0 or the undergraduate GPA falls below 2.0, that student will be placed on academic probation and advised of the significance and potential consequences of this action. For students on probation, semester and summer term GPAs of 3.0 for graduate course work and 2.0 for undergraduate course work are required. Students can have their probationary status removed by raising their cumulative GPA to at least 3.0 graduate and 2.0 undergraduate by the end of the next 12 hours of required course work.

Academic Exclusion

Non-degree graduate students in education will be dismissed from further graduate study at Kennesaw State University and will not be eligible for readmission as a graduate student under the following conditions.

1. failing to raise the cumulative GPA to at least 3.0 graduate and 2.0 undergraduate by the end of the next 12 hours of course work following academic probation; or
2. failing to achieve a semester or summer term GPA of 3.0 graduate and 2.0 undergraduate while on academic probation; or
3. earning any combination of three grades less than "B" in graduate course work or "C" in undergraduate course work.

Add-On or Renewal Certification

Students seeking add-on certification or renewing an expired or out-of-state certificate must contact the Georgia Professional Standards Commission in order to obtain a written evaluation of required course work prior to advisement and registration at Kennesaw State University.

Students renewing a current Georgia certificate should contact their employing school system to identify appropriate course work prior to advisement and registration at Kennesaw State University.

Education Add-On and Certificate Only Programs

Kennesaw State University offers graduate level add-on programs for experienced educators in the fields of Inclusive Education, English to Speakers of Other Languages (ESOL), Educational Leadership, Preschool Special Education, Reading, and Teacher Support Specialist for candidates holding a valid teaching license. Each of these programs meets the Georgia Professional Standards Commission standards. All programs are fully accredited by the National Council for Accreditation of Teacher Education (NCATE).

Applicants for the add-on programs must be fully certified teachers in the State of Georgia (ECE, MGE, SED or P-12) and meet the general admission requirements for non-degree graduate study. Applicants for inclusive education add-on programs must demonstrate they have met competencies in human growth and development, teaching children with exceptionalities, and teaching reading.

Education to Speakers of Other Languages (ESOL) Add-On Program

The ESOL add-on program prepares certified teachers to teach in ESOL classrooms and to work with students in regular classrooms who are native speakers of other languages. The program includes course work in cultural issues, applied linguistics and methods and materials for teaching ESOL, and a practicum experience. The program consists of nine semester hours and a 3-credit hour practicum.

Required courses

- INED 7781 - Cultural Issues for ESOL Teachers
- INED 7782 - Applied Linguistics for ESOL Teacher
- INED 7783 - Methods and Materials for Teaching ESOL

Program Total (9 Credit Hours)

Educational Leadership Add-On Program

The Department of Educational Leadership prepares dynamic, high-performing leaders for our diverse, technologically complex society who have the knowledge and skills to build learning communities focused on student achievement. The goal is to produce graduates who are able to create learning environments that support teacher success in bringing students from diverse groups to high levels of learning.

Program Admission Requirements:

- Complete online Graduate Application;
- Obtain and submit official transcripts from each college attended, including those institutions where degrees were not earned. Official transcripts are those in a university-sealed envelope. Transcripts should reflect at least a Master's degree from an accredited institution;
- Obtain and submit a copy of current, valid Teaching Certificate;
- Obtain and submit two Evaluation and Statement of Support Forms from two administrators;
- Obtain and submit one Mentor Form from a current administrator;
- Obtain and submit a Professional Resume documenting education, work experience, volunteer and service accomplishments, and record of leadership activities.

Courses

- EDL 7100 - Leadership Theory and Practice
- EDL 7200 - Leading Curriculum, Instruction and Assessment
- EDL 7305 - Data Analysis and School Improvement
- EDL 7400 - Leading Professional Learning and Change
- EDL 7405 - Human Resources for School Leaders
- EDL 7500 - Educational Law and Policy
- EDL 7600 - School Operations and Community Relations

Program Total (21 Credit Hours)

Plan of Study

FALL COHORT SEQUENCE
semester I
EDL 7100: Leadership Theory and Practice
EDL 7200: Leading Curriculum, Instruction & Assessment

semester II
EDL 7305: Data Analysis & School Improvement
EDL 7400: Leading Professional Learning & Change

semester III
EDL 7405: Human Resources for School Leaders
EDL 7500: Educational Law and Policy
EDL 7600: School Operations & Community Relations

SPRING COHORT SEQUENCE
semester I
EDL 7100: Leadership Theory and Practice
EDL 7200: Leading Curriculum, Instruction & Assessment

semester II
EDL 7305: Data Analysis & School Improvement
EDL 7400: Leading Professional Learning & Change
EDL 7405: Human Resources for School Leaders

semester III
EDL 7500: Educational Law and Policy
EDL 7600: School Operations & Community Relations

SUMMER COHORT SEQUENCE
semester I
EDL 7100: Leadership Theory and Practice
EDL 7200: Leading Curriculum, Instruction & Assessment
EDL 7305: Data Analysis & School Improvement

semester II
EDL 7400: Leading Professional Learning & Change
EDL 7405: Human Resources for School Leaders

semester III
EDL 7500: Educational Law and Policy
EDL 7600: School Operations & Community Relations

Inclusive Education (Individualized General Curriculum) Add-On Program

The program uses a cross-categorical model which reflects the needs of teachers serving diverse learning needs in P-12 educational setting. The program prepares teachers to meet the educational needs of students within a single inclusive education classroom and/or inclusive general education classroom setting. Course work emphasizes the similarities and highlights the differences among students with diverse learning needs and includes a life-span perspective addressing issues from preschool through transition to post-secondary or employment. The course sequence includes courses that link theory and field experience and culminates with a supervised internship. The Add-On Program prepares professional teacher leaders with advanced knowledge of characteristics, procedures, methods and techniques of assessment for students with mild disabilities.

Required courses

- INED 7705 - Inclusive Education Procedures
- INED 7715 - Nature/Needs: Students with Mild Disabilities
- INED 7720 - Classroom Behavioral Strategies
- INED 7730 - Assessment of Diverse Learners
- INED 7760 - Curriculum Development for Diverse Learners
- EDRD 7718 - Content Area Reading and Writing
- INED 7770 - Psychoneurological and Medical Issues in Inclusive Education
- INED 7780 - Collaborative Practices
- INED 7970 - Internship

Program Total (27 Credit Hours)

Reading Add-On Program

Departments within the Bagwell College of Education offer graduate courses in literacy to give classroom teachers additional training to meet the literacy needs of students at the early childhood, middle childhood, and secondary school levels. Courses which apply to Georgia's Reading Add-on for classroom teachers focus on understanding readers and the reading process, linking assessment and instruction, and using instructional strategies in specific content courses.

Successful completion of the following three courses certifies teachers in reading at the grade-level(s) of their current teaching certificates. The program presupposes certification at least at the bachelor's level.

Required courses

- EDRD 7715 - Theory and Pedagogy in the Study of Literature
- EDRD 7718 - Content Area Reading and Writing
- EDRD 7719 - Reading Assessment and Instruction

Program Total (9 Credit Hours)

Preschool/Special Education Add-On Program

The Preschool/Special Education Add-On Program prepares professional teacher leaders with advanced knowledge of characteristics. language, procedures, methods, and techniques of assessment for preschool students with special education needs.

Required 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 hours)

Endorsements

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

Teacher Leadership Endorsement

The Teacher Leadership 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.

Graduate Degree Candidates
Currently-enrolled KSU students may apply for admission to the Teacher Leadership Endorsement while enrolled in programs that lead to a T-5 certificate or higher.

Non-Degree Candidates
The Teacher Leadership Endorsement program employs a holistic evaluation of non-degree candidates for admission to the program, which considers the candidate's teaching or professional experience, prior graduate or undergraduate coursework, the faculty's belief in the candidate's likely success in the program, and other factors relevant to the university, college,

and program mission. Candidates wishing to obtain the Teacher Leadership Endorsement as non-degree students typically meet the following admission requirements:

- earned bachelor's degree in teaching or a closely related field
- clear, renewable Georgia T-5 certification (or comparable from another state)
- 2.75 GPA on prior academic work
- Letter of Support Form from supervisor (e.g. principal, assistant principal, department chair, or grade level chair)
- prior P-12 teaching and/or leadership experience

Non-degree candidates completing the Teacher Leadership Endorsement who subsequently wish to transfer credit for the endorsement into a graduate degree program at Kennesaw State University must meet the admission requirements as outlined for that degree; be fully admitted to the degree; and have approval from the program coordinator of the degree program to transfer the non-degree endorsement courses to the program of study. General requirements for applying to graduate study are outlined below; however, specific graduate programs may have additional application requirements.

- complete the online graduate application
- submit official transcripts from each college attended, including those institutions where degrees were not earned
- obtain and submit a copy of Georgia Teaching Certification (clear, renewable) or comparable
- submit signed Letter of Support Form
- additional requirements apply for international candidates: ***http://www.kennesaw.edu/graduate/admissions/intlreqtsnew.html***

Program of Study

- EDL 7100 - Leadership Theory and Practice
- EDL 7305 - Data Analysis and School Improvement
- EDUC 7725 - Best Practices in Teaching and Learning in Content Field

Program Total (9 hours)

Information Systems

Master of Science in Information Systems (MSIS)

Contact: Dr. Amy Woszczynski,
Director, MSIS Program
Office: CL 3000
Phone: (770) 423-6005
Fax: (770) 423-6731
Email: awoszczy @kennesaw.edu
Web address: ***http://msis.kennesaw.edu***

MSIS Program Description

The Master of Science in Information Systems will help prepare tomorrow's technology leaders to succeed in the global environment. The program emphasizes the strategic importance of technology and the development of qualified and capable leaders for the global organization.

The curriculum covers the importance of leadership and IT strategy through two capstone courses: IS Strategy and IT Leadership. These courses should be taken during the latter half of the student's program of study.

With evening, online, and hybrid classes, the MSIS program gives students the opportunity to engage in significant professional development, without disruption of their careers.

General Requirements for Admission to the MSIS Program

MSIS program admission requires:

- Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University;
- Acceptable cumulative undergraduate adjusted grade-point average on a 4.0 scale;
- Acceptable scores on the Graduate Management Admission Test (GMAT) or the General Test of the Graduate Record Examination (GRE);
- A current resume;
- A Statement of Interests describing the applicant's reasons for pursuing an MSIS degree at Kennesaw State University;
- Additional requirements for International Students as specified by the University.
- International applicants have additional requirements. See Graduate Admission section of this catalog.

Non-Degree Admission

The MS in Information Systems program does not admit students as non-degree, nor are non-degree students allowed to enroll in MS in Information Systems courses.

Transfer Credit

A student may transfer up to six (6) semester hours of graduate courses taken at an accredited institution, providing the transfer hours are made prior to the last 30 hours of course work. Special hardship cases, such as job transfers, will be decided on an individual basis by the program director.

The transfer of credit for course work completed at another institution will be approved only under the following conditions:

- The course work was completed at a regionally accredited institution;
- A minimum grade of 'B' was received in the course;
- The course was restricted to graduate students only;
- The content of the course corresponds to that of a course required or permitted in the student's program at KSU; and
- The credit to be considered for transfer will not be more than five years old at the time the student enters.

Grades in Graduate Courses

Expectations for satisfactory graduate level student performance are detailed in Academic Policies section of this catalog.

Petition to Graduate

Each MSIS candidate must petition to graduate on or before the dates indicated by the Office of the Registrar. The student must contact the MSIS program office and schedule an appointment in order to complete the petition. Applicants should meet with the MSIS director and complete a graduation checklist prior to submitting their petition to the KSU's Registrar's Office.

Information Systems MSIS

Core Requirements (27 Credit Hours)

The Informatics course must be completed in the student's first semester of coursework. The IS Strategy and IT Leadership courses should be completed in the student's last two semesters of work.

- IS 8005 - Informatics (Must be completed in student's first semester in MSIS)
- IS 8100 - Advanced IT Project Management
- IS 8200 - Legal and Ethical Issues in Information Systems
- IS 8300 - Disaster Recovery/Business Continuity Planning
- IS 8400 - Enterprise Process Models
- IS 8500 - Emerging Technologies
- IS 8600 - Global IS Management
- IS 8700 - Information Systems Policy and Strategy (Capstone Experience - should be taken in the student's last two semesters in the MSIS)
- IS 8800 - IT Leadership (Capstone Experience - should be taken in the student's last two semesters in the MSIS)

Electives (9 Credit Hours)

Students must take three courses (9 semester hours) of elective credit. The MSIS program offers students the unique flexibility to design their own areas of interest by taking a variety of elective courses, such as Business, Statistics, Leadership, Accounting, Professional Writing, Governance, and Information Systems. Students may decide to design custom concentrations in one of the following:

- Information Security
- Data Mining/Business Intelligence
- Accounting/IT Auditing
- Business/Global IT Management

- Advanced IT Project Management
- Leadership
- Statistics/SAS

Since prior permission is required to take courses outside of the department, students should contact the program director before they register for non-MSIS courses.

- IS 8900 - Special Topics in Information Systems
- IS 8910 - Special Projects in Information Systems
- IS 8916 - Cooperative Education
- IS 8918 - Internship
- IS 8920 - IT Customer Relationship Management
- IS 8930 - Information Security Administration

Program Total (36 Credit Hours)

Graduate Certificate Program in Information Security and Assurance

Contact: Dr, Michael Whitman, Director, Information Security and Assurance Program
Office: CL 3000
Fax (770) 423-6005
email: mwhitman@kennesaw.edu
Web address: ***http://msis.kennesaw.edu/certificate.html***

Admission Requirements

- Baccalaureate degree from an institution accredited in a manner acceptable by Kennesaw State University
- Acceptable cumulative undergraduate adjusted grade-point average on a 4.0 scale.
- Acceptable scores on the Graduate Management Admission Test (GMAT) OR the General Test of the Graduate Record Examination (GRE)
- A current résumé.
- A Statement of Interests describing the applicant's reasons for pursuing an MSIS degree at Kennesaw State University
- Additional requirements for International Students as specified by the University.

Information Security and Assurance Certificate

The graduate certificate program in information security and assurance is designed for both technology and non-technology graduate students. It encompasses four existing courses:

Required for certificate: (12 Credit Hours)

- IS 8200 - Legal and Ethical Issues in Information Systems
- IS 8300 - Disaster Recovery/Business Continuity Planning
- IS 8930 - Information Security Administration

One elective from:

- IS 8900 - Special Topics in Information Systems
- IS 8910 - Special Projects in Information Systems
- IS 8918 - Internship
- Other course as approved by the certificate coordinator

International Policy Management

Contact: Dr. Michele Zebich-Knos, Program Director
Office: 5044 - Social Sciences Building
Phone: 770-423-6227
Fax: 770-423-6312
Email: mzebich@kennesaw.edu

The Master of Science in International Policy Management (MSIPM) is an applied, cohort model program designed for those who seek greater practical understanding of the Global Arena. The program will prepare leaders in the private and public sectors to understand the political and economic dynamics of the international arena, assess political risk and regulatory environment in which organizations function, and deal with the cultural nuances inherent to the global negotiation process. All courses are taught online with the exception of IPM7760 / Global Experience and IPM 7765/Capstone: Practicum or Thesis.

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:

1. Submission of an application to the graduate admission office and a non-refundable fee;
2. A baccalaureate or KSU-approved equivalent degree from an accredited college or university;
3. Graduate Record Exam – GRE (verbal, quantitative and analytical) or Graduate Management Admissions Test – GMAT scores;
4. An application letter outlining the student's goals for work in the program, including a rationale for why/how this program will meet the applicant's professional needs;
5. A writing sample of about 5 pages, which may come from previous course work at the undergraduate level or graduate level from professional (work-related) writing that reveals the applicant's writing ability;
6. Two letters of recommendation.

International applicants have additional requirements. See Graduate Admission 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 a two-day 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 GeorgiaView Vista, 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.

International Policy Management MS

The MSIPM program is a 36 semester-hour course of study that uses a cohort or learning community-style of course delivery. Students admitted to the program will begin as a group in fall semester of year one and complete the program by December of the final fall semester in year two. Courses are offered only once during each cohort cycle. Dropping out for a semester, or not taking a full load, will delay graduation.

Year One: Fall (9 Hours)

- IPM 7720 - World Politics and Governance
- IPM 7725 - Comparative Politics
- IPM 7730 - International Conflict Management

Year One: Spring (9 Hours)

- IPM 7735 - International Development: Policy and Practice
- IPM 7740 - Strategic Negotiation and Decision-Making
- IPM 7745 - International Political Economy

Year One: Maymester (3 Hours)

- IPM 7760 - Global Experience *

* The Global Experience course is mandatory for all students. If a student cannot participate in a planned trip due to extenuating circumstances, that student may petition for approval to substitute a Professional Experience Project in its place.

Year One: Summer (9 Hours)

- IPM 7750 - Global Trade: Policy and Practice
- IPM 7755 - Political Risk Management
- IPM 7756 - Comparative Regulatory Politics

Year Two: Fall (6 Hours)

- IPM 7765 - Capstone: Practicum or Thesis

Program Total (36 Hours)

Applied Exercise and Health Science

Contact: Dr. Ping Johnson, Graduate Coordinator
Office: CC 3044
Phone: (770) 499-3149
Fax: (770) 423-6561
Email: pjohnso2@kennesaw.edu
Web address: ***http://www.kennesaw.edu/hps***

Program Description

The Master of Science with a major in Applied Exercise and Health Science (AEHS), a 36 semester hour graduate study program, is designed to prepare the graduate students to engage in a variety of leadership positions in the increasingly challenging health and fitness fields. Guided by health behavior theory and research, students completing the program will demonstrate an in-depth understanding of complex problems associated with fitness and health promotion as well as possess the knowledge and skills to develop, implement, supervise, and evaluate effective exercise and health promotion programs.

The objectives of the program are to provide a rich learning experience for students who, upon completion of the program, will be able to: 1) demonstrate the ability to utilize both up-to-date knowledge and skills in advanced fitness and health promotion, research methodology, and assessment techniques to make informed programmatic administrative decisions; 2) develop, implement, supervise, and evaluate effective programs that promote health and wellness; 3) provide culturally competent, age specific health and fitness promotion programs to diverse clients based on a strong theoretical and research foundation thereby improving the quality of lives among various populations; 4) identify, evaluate, and utilize appropriate information technology, resources, and tools in everyday operation and programs in their professional settings; and 5) demonstrate competency in leadership roles as diverse as practitioner, educator, advocate, manager, and administrator in education, practice, and the community by influencing health and fitness promotion as shaped by health policy and societal expectations.

General Requirements for Admission

1. Baccalaureate degree in Exercise and Health Science or equivalent from a nationally accredited institution with a major GPA of at least 3.0.
2. Applicants from other disciplines or related fields (e.g., physical education, athletic training, and health education) will be considered for admission with evidence of foundational coursework in community/personal health, exercise physiology, and statistics/research methods.

3. Course deficiencies can be satisfied by completing one or more undergraduate courses prior to admission to the graduate program.
4. International applicants are subject to the University's requirements for admission.
5. A minimum combined total score of 800 in the verbal and quantitative categories and a minimum of 3.5 in the analytical writing category on the General Test of the Graduate Record Examination.
6. A formal statement of personal goals for the program.
7. Additional documentation may be required prior to admission (e.g., letters of support, interview).

Transfer Credit

A student may transfer up to nine semester hours of graduate credit from other nationally accredited institutions. To be transferred, course work 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.

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.

Applied Exercise and Health Science MS

Courses in this program are designed to provide students with practical applications of the discipline in order to provide leadership in their work settings. Students admitted to the program will work closely with the graduate advisor and develop a course of study approved by the AEHS Graduate Committee.

Leadership Foundational Core (12 Credit Hours)

- EHS 6600 - Leadership and Administration in Applied Exercise and Health Science
- EHS 6610 - Trends and Issues in Applied Exercise and Health Science
- EHS 6620 - Theoretical Foundation of Assessment and Intervention Planning
- EHS 6900 - Administrative Field Experience

Core Content Courses (12 Credit Hours)

- EHS 6630 - Research Techniques in Applied Exercise and Health Science
- EHS 6655 - Epidemiology
- EHS 6665 - Health Promotion Programming and Evaluation
- EHS 6675 - Advanced Exercise Physiology

Capstone Experience (3 Credit Hours)

- EHS 7850 - Master's Project in Applied Exercise and Health Science

Approved Elective Courses (select 9 Credit Hours)

- EHS 6650 - Theories of Health Behavior and Health Psychology
- EHS 6680 - Exercise Psychology
- EHS 6950 - Advanced Laboratory Techniques in Exercise Physiology
- EHS 7710 - Bioenergetic and Neuromuscular Aspects of Exercise
- EHS 7720 - Cardiovascular and Clinical Physiology
- EHS 7730 - Applied Kinesiology and Biomechanics
- EHS 7750 - Special Topics in Applied Exercise and Health Science
- EHS 7760 - Directed Study in Applied Exercise and Health Science
- EHS 7900 - Master's Thesis
- Selected non-EHS graduate courses with Graduate Advisor's Approval (3)

Program Total (36 Credit Hours)

Nursing

Doctor of Nursing Science, DNS
Contact: Tommie Nelms, RN, Ph.D., Program Director
Office: Nursing Bldg, room 248
Phone: 678-797-2088
Fax: 770-423-6627
Email: tnelms1@kennesaw.edu
Web address: ***http://www.kennesaw.edu/col_hhs/schoolofnursing/DNS/***

The Doctorate of Nursing Science (DNS) is a research-focused applied 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

DNS admission requires:

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 500 Verbal, 500 Quantitative, and 3.5 (minimum) analytic writing. GRE scores will be considered from applicants whose scores are more than 5 years old (GRE reporting limit), but 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.

Nursing Science DNS

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 hours)

- NURS 9000 - Structure of Scientific Inquiry
- NURS 9005 - Theoretical Basis of Nursing
- NURS 9010 - Bioethical Issues
- NURS 9015 - Applied Quantitative Scholarly Inquiry
- NURS 9025 - Applied Quantitative Scholarly Inquiry
- NURS 9035 - Practicum in Applied Nursing Research
- NURS 9100 - Health Policy

Concentration Cores (12 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

Elective and Support Courses (15 hours)

Electives

One must be specified as an education elective. Courses may be chosen from new or existing courses. New courses include:

- NURS 9300 - Special Topics
- NURS 9310 - Directed Study

Support Courses

- STAT 9100 - Statistic Methods I
- STAT 9200 - Statistic Methods II

Dissertation (12 hours minimum)

- NURS 9400 - Dissertation
- NURS 9405 - Dissertation Seminar

Program Total (60 hours)

Advanced Care Management and Leadership Program, MSN

Contact: Marilyn King, Program Director
Office: Nursing 242
Phone: (770) 423-6172
Fax: (770) 423-6627
Email: mking71@kennesaw.edu
Web address: ***http://www.kennesaw.edu/col_hhs/schoolofnursing/Masters/index.htm***

The WellStar Primary Care Nurse Practitioner Program and the MSN in Advanced Care Management and Leadership Program are professional degree programs that build on the background of experienced registered nurses to prepare them to function as advanced caregivers in a variety of leadership roles in the emerging world of collaborative health care.

Housed in the WellStar College of Health and Human Services, the MSN programs maintain close community ties with a variety of health care agencies and providers.

General Requirements for Admission to the MSN Programs

MSN admission requires:

1. Baccalaureate degree in nursing from a nationally accredited institution with a satisfactory GPA of at least 3.0.
2. A minimum of three years full-time professional experience as a registered nurse as documented in a professional résumé for the WellStar Primary Care Nurse Practitioner Program applicant or a minimum of one year full-time experience as registered nurse as documented in

a professional resume' for the MSN in Advanced Care Management and Leadership Program applicant. 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 RN licensure in the state of Georgia.
4. A minimum combined total score of 800 in the verbal and quantitative categories and a minimum 3.5 in the analytical writing category on the General Test of the Graduate Record Examination. Applicants may make a formal written request to waive this requirement only when the applicant has completed another graduate degree program and an appropriate transcript is transmitted in support of the request.
5. A formal statement of personal goals for the program not to exceed one typed page.
6. An undergraduate physical assessment course.
7. An undergraduate research course.
8. An undergraduate statistics course.
9. A personal interview with program faculty.

International applicants have additional requirements. See Graduate Admission 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 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 (82) 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 (82) 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.

The MSN in Advanced Care Management and Leadership, a 40-semester hour program, prepares nursing graduates for leadership and administrative positions in healthcare. This program is built around required core courses and two major curricular specialty track courses (Advanced Care Leadership and Nursing Educational Leadership). These tracks include didactic and practicum courses to emphasize the required content. In addition, electives are included for some of the tracks.

Advanced Care Management and Leadership MSN

Required Core courses (24 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 7755 - Pharmacology for Advanced Practice Nursing
- NURS 7765 - Pathophysiology for Advanced Practice Nursing
- NURS 7746 - Research Applications and Outcome Evaluations in Advanced Practice I

- NURS 7747 - Research Applications and Outcome Evaluations in Advanced Practice II
- NURS 8863 - Advanced Leadership Project
- NURS 7780 - Ethics of Leadership for Advanced Practice Nursing
- NURS 7785 - Health Policy and Finance
- NURS/CM 7791 - Seminar in Principles of Conflict Management for Advanced Practice Nursing

Track courses (16 Credit Hours)

Advanced Care Leadership/CNS

- Electives (4)
- NURS 7774 - Advanced Care Management Models for Practice
- NURS 8860 - Assuming Leadership Role in Advanced Care Management
- NURS 8861 - Assuming Leadership Role in Advanced Care Management
- NURS 8862 - Assuming Leadership Role in Advanced Care Management

Nursing Education Leadership

- NURS 7792 - Curriculum, Instruction, & Evaluation in Health Care Organizations
- NURS 7790 - Innovative Teaching Strategies in Advanced Care Management
- NURS 8870 - Assuming Leadership Role in Nursing Education Practicum I
- NURS 8871 - Assuming Leadership Role in Nursing Education Practicum II
- NURS 8872 - Assuming Leadership Role in Nursing Education Practicum III

Health Policy Leadership

- NURS 7793 - Health Policy Leadership Seminar
- NURS 7794 - Advanced Leadership & Policy in Multicultural, Changing World
- NURS 7795 - Global Initiatives in Healthcare, Changing World
- NURS 8880 - Assuming Leadership Role in Health Policy-Practicum I
- NURS 8881 - Assuming Leadership Role in Health Policy-Practicum II
- NURS 8882 - Assuming Leadership Role in Health Policy-Practicum III

Program Total (40 Credit Hours)

WellStar Primary Care Nurse Practitioner, MSN

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 and Outcome Evaluations in Advanced Practice I
- 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

Adult (8 Credit Hours)

- NURS 8800 - Clinical Management of Selected Common Health Conditions in Adults
- NURS 8815 - Clinical Management of Selected Chronic Health Problems in Middle-Aged and Older Adults
- NURS 8830 - Clinical Management of Reproductive Health

Residency (15 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)

Professional Writing

Master of Arts in Professional Writing (MAPW)

Contact: Dr. Jim Elledge, Program Director
Office: (770) 499-3335
Fax: (770) 423-6524
email: jelledg1@kennesaw.edu
Web address: ***http://ksu-mapw.com***

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.

Housed in the Department of English, the MAPW Program works in cooperation with other departments such as Communication and Visual Arts. 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 2.5 grade point average on a 4.0 scale;
2. A minimum total score of 800 (verbal and quantitative) and a minimum 3.5 (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.

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.

1. An application letter that states the applicant's goals for the MAPW program and a rationale for the choice of concentration and support areas;
2. One copy of representative writing samples from both the concentration and the support area, not to exceed 25 pages;
3. A letter of recommendation is optional.

Provisional standing and non-degree status are not available for applicants to the MAPW program.

*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 contact the MAPW office and request a petition be mailed to their home address, or they may print the form located on the MAPW web site at: ***www.ksu-mapw.com .***

The student must obtain the MAPW graduate director's signature before submitting the petition to the business office and registrar.

Professional Writing MAPW

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:

Writing Core Concentration (3 Credit Hours)

The Writing Core Concentration 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 two terms 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): any MAPW course or a course in a related graduate program (3)

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 6260 - Managing Writing in Organizations
- PRWR 6280 - Business and Technical Editing
- PRWR 6410 - Feature Writing
- PRWR 6440 - Professional and Academic Editing
- PRWR 6550 - Document Design and Desktop Publishing
- 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 7900 - Special Topics
- PRWR 7950 - MAPW Directed Study

Creative Writing

- PRWR 6100 - Readings for Writers
- 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 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. The candidate will consult with the capstone committee chair and committee member about which option to choose.

- PRWR 7960 - MAPW Capstone Project

Program Total (36 Credit Hours)

Graduate Certificate Program in Creative Writing

Contact: Dr. Jim Elledge, Program Director
Office: (770) 499-3335
Fax (770) 423-6524
email: jelledg1@kennesaw.edu
Web address: ***http://www.ksu-mapw.com***

Admission Requirements

1. A completed KSU application form, indicating application to the Graduate Certificate in Creative Writing Program
2. An application fee
3. Official undergraduate transcripts
4. Official graduate transcripts, if applicable
5. A minimum undergraduate grade point average of 2.5 on a 4.0 scale or a minimum graduate grade-point average of 3.0 on a 4.0 scale
6. Immunization requirement (see Graduate Admission section of catalog)
7. 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)
8. A writing sample in the genre of concentration:
    - Prose Fiction and Creative Nonfiction: 25 double-spaced pages (excerpts are acceptable)
    - Poetry: 10 poems or 10 pages
    - Play writing and Screenplay Writing: 25 pages of script
9. Optional: A letter 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, 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.

Graduate Certificate Program in Professional Writing for International Audiences

Contact: Dr. Jim Elledge, Program Director
Office: (770) 499-3335
Fax: (770) 423-6524
Web address: ***http://www.ksu-mapw.com***

Professional Writing for International Audiences Certificate 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 minimum undergraduate grade point average of 2.5 on a 4.0 scale and a minimum graduate grade-point average of 3.0 on a 4.0 scale.

The application documentation for this certificate consists of:

1. A completed KSU application form, indicating application to the Graduate Certificate in Professional Writing for International Audiences
2. An application fee
3. Official undergraduate transcripts
4. Official graduate transcripts, if applicable
5. A minimum undergraduate grade point average of 2.5 on a 4.0 scale or a minimum graduate grade-point average of 3.0 on a 4.0 scale
6. Immunization requirement (see Graduate Admission section of catalog)
7. 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;
8. A writing sample
9. Optional: A letter 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.

Graduate Certificate Program in Professional Writing for International Audiences

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)

Public Administration

Contact: Dr. Andrew I. E. Ewoh,
MPA Program Director
Department of Political Science &
International Affairs
1000 Chastain Road, Mail Box #2205
Kennesaw, Georgia 30144-5591
Office: (770) 423-6631
Fax: (770) 423-6312
email: aewoh@kennesaw.edu
Web address: ***http://www.kennesaw.edu/pols/mpa***

Master of Public Administration Program Description

The Master of Public Administration (MPA) is a professional degree that prepares persons interested in public service for administrative 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 democratic administration 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 National Association of Schools of Public Affairs and Administration (NASPAA).

General Requirements for Admission to the MPA Program

MPA Program admission requires:

1. A baccalaureate degree from an accredited college or university with at least 2.75 grade point average;
2. Submission of an application to the Office of Graduate Admissions and a non-refundable application fee;
3. A minimum combined score of 900 on the verbal and quantitative portions with a 3.5 minimum score on the analytical writing section of the General Test of the Graduate Record Examination (GRE) or a combined score of 450 on the Graduate Management Admissions Test (GMAT). (Students submitting scores for the GRE taken prior to October 1, 2002, must submit a minimum combined score of 1350 on the verbal, quantitative, and analytical portions of the Graduate Record Examination.) Applicants may make a formal request to waive this requirement only when the applicant has completed another graduate degree program and an appropriate transcript is submitted in support of the request;

4. International students must also provide satisfactory TOEFL or IETLS scores;
5. International students must also provide satisfactory TOEFL scores;
6. An application letter that states the applicant's interest and goals for the MPA Program and the potential use of the degree;
7. A current résumé;
8. Two letters of recommendation that address the applicant's potential for graduate study and use of an MPA degree;
9. Valid immunization certificate for Measles, Mumps, and Rubella.

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.

Public Administration MPA

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).

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 and nonprofit sectors. Students will choose one of the following concentrations.
Governmental Administration

Required:

- PAD 7455 - Administrative Law

Students will select three additional courses from the following consistent with career goals:

- CM 7100 - Introduction to Conflict Management
- PAD 7130 - Regional Politics and Policy
- PAD 7230 - Local Governance and City Management
- PAD 7120 - Health Policy
- PAD 7150 - Contemporary Public Issues
- PAD 7250 - Leadership and Ethics in Public Service
- PAD 7430 - Regional and Local Planning
- GEOG 7100 - Geographic Information Systems for Administrators
- PAD 7390 - Public Financial Management
- PAD 7470 - Issues in Criminal Justice Administration

Information Systems Administration

- IS 8100 - Advanced IT Project Management
- IS 8200 - Legal and Ethical Issues in Information Systems
- IS 8700 - Information Systems Policy and Strategy

Note:
Student will select one other graduate IS or MPA course or other graduate course as approved by the Program Director. IS 8910, Special Projects in Information Systems, IS 8916, Cooperative Education, and IS 8918, Internship in Information Systems are among the choices available depending upon the student's background and goals.

Nonprofit Administration

Required:

- PAD 7100 - Philanthropy and the Nonprofit Sector
- PAD 7180 - Nonprofit Governance and Administration

Select two additional courses from the following:

- PAD 7130 - Regional Politics and Policy
- PAD 7120 - Health Policy
- PAD 7150 - Contemporary Public Issues
- PAD 7250 - Leadership and Ethics in Public Service
- CM 7100 - Introduction to Conflict Management

MPA Professional Exercises (3 Credit Hours)
Students 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.

Social Work

Contact: Dr. Alan Kirk, Program Director
Office: (770) 423-6630
Fax: (770) 499-3176
email: akirk@kennesaw.edu
Web address: ***http://www.kennesaw.edu/humanservices/msw***

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 the Licensed Master of Social Work (LMSW) and they may also pursue further clinical supervision requirements to become a Licensed Clinical Social Worker (LCSW). In addition, students interested in becoming a certified addiction counselor have the opportunity to take specialized courses in the area of addictions. The MSW program also offers specializations in children and families and mental health. The KSU Master of Social Work program is fully accredited by the Council on Social Work Education (CSWE).

General Requirements for Admission
MSW Program admission requires:

1. Have a GPA of 3.0 or better on a 4.0 scale over the last 60 hours of 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 800 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;
   - Two from a former employer, field supervisor or someone else with expertise in social work
5. An autobiographical statement, maximum 750 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 are subject to the MSW admissions requirements and the University's requirements including the TOEFL examination, financial statements, and acceptance of baccalaureate degrees.

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 30 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.

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.

Master of Social Work

The Master of Social Work program consists of five areas—foundation courses, advanced clinical practice, specialized areas, elective courses, and the fieldwork component. The following is a brief description of each area:

1. Foundation Course Sequence (Blocks 1 and 2) - designed to introduce the student to the field of social work and provide a firm foundation to professional training.
2. Advanced Clinical Practice (Blocks 2 and 3) - the sequence of advanced courses assumes mastery of foundation courses and moves the student into more complex issues of human behavior and advanced clinical practice in areas of specialization.
3. Specialization areas (Blocks 3 and 4) - These consist of two specialized areas - 1) Family and Children Services; and 2) Addiction/Substance Abuse Services. The Children, Youth and Families specialization prepares students for entry level professional social work practice in the area of child welfare and protective services, and service to families, children, and youth. The substance abuse services specialization prepares students for entry level practice in the area of substance abuse prevention and intervention.
4. Elective courses (Block 4) - a small group of elective courses offered to enrich the student's understanding of particular areas of social work practice and programs.
5. Fieldwork Component (Blocks 3 and 4)- placement at a clinical internship site is an integral aspect of the MSW program. Fieldwork offers students direct practice learning in real-world service settings. Under the supervision of an experienced clinical social worker, students are placed in practicum settings which is an integral part of the MSW Program.

Foundation Year (30 Credit Hours)

Semester I (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 II

Semester II (15 Credit Hours)

- SW 7702 - Social Welfare Policy and Services I
- 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)

Semester I

Children and Families

- SW 8702 - Advanced Clinical Practice I: Working With Individuals
- SW 8703 - Social Work Practice with Children and Youth
- SW 8705 - Advanced Clinical Practice II: Assessment, Diagnosis, and Service Planning
- SW 8706 - Bio-Psycho-Social Theories of Addiction
- SW 8712 - Advanced Field Placement III

Mental Health (Community Mental Health Focus)

- SW 8702 - Advanced Clinical Practice I: Working With Individuals
- SW 8705 - Advanced Clinical Practice II: Assessment, Diagnosis, and Service Planning
- SW 8706 - Bio-Psycho-Social Theories of Addiction
- SW 8712 - Advanced Field Placement III
- SW 8713 - Advanced Field Placement IV

Mental Health (Substance Abuse Counseling Focus)

- SW 8702 - Advanced Clinical Practice I: Working With Individuals
- SW 8705 - Advanced Clinical Practice II: Assessment, Diagnosis, and Service Planning
- SW 8706 - Bio-Psycho-Social Theories of Addiction
- SW 8712 - Advanced Field Placement III
- SW 8713 - Advanced Field Placement IV

Semester II

Children and Families

- SW 8709 - Forensic Social Work
- SW 8711 - Advanced Clinical Practice III: Working With Groups
- SW 8713 - Advanced Field Placement IV
- SW 8715 - Children and Youth Mental Health
- SW 8812 - Clinical Practice with Abused and Neglected Children and Their Families: Child Protective Services

Mental Health (Community Mental Health Focus)

- SW 8709 - Forensic Social Work
- SW 8711 - Advanced Clinical Practice III: Working With Groups
- SW 8713 - Advanced Field Placement IV
- SW 8715 - Children and Youth Mental Health
- SW 8810 - Community Mental Health Practice

Mental Health (Substance Abuse Counseling Focus)

- SW 8709 - Forensic Social Work
- SW 8711 - Advanced Clinical Practice III: Working With Groups
- SW 8713 - Advanced Field Placement IV
- SW 8814 - Seminar in Substance Abuse
- SW 8815 - Prevention Theory in ATOD Abuse

Program Total (60 Credit Hours)

Applied Statistics

Contact: Dr. Lewis VanBrackle,
Program Director
Office: WH 102C
Phone: (770) 423-6313
Fax: (770) 423-6629
Email: lvanbrac@kennesaw.edu
Web address: ***http://www.kennesaw.edu/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 participate in a one-hour credit project activity for each semester. Written reports of these activities will form the basis of a Statistical Methods Portfolio demonstrating the analytical skill sets mastered by the students;
3. Boot Camp Option: The summer prior to the start of the fall semester students will have the option of taking a refresher course in calculus and statistical software that will focus on the methodology needed to be successful in courses in the program.

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. While a degree in Mathematics is not required, applicants should have at least 18 semester credit hours in mathematics or related (e.g. engineering or statistics) coursework including Calculus I and Calculus II.

- Minimum cumulative undergraduate adjusted grade-point average of 2.75 on a 4.0 scale.
- Minimum combined score of 900 on the verbal and quantitative portions of the General Test of the Graduate Record Examination (GRE) with a minimum score of 500 on the quantitative portion.

OR

- Minimum score of 500 on the Graduate Management Admission Test (GMAT) with a minimum score of 30 on the quantitative portion.
- 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.

Master of Science in Applied Statistics

Course Requirements

- STAT 7000 - Introduction to Mathematics for Statistics
- STAT 7010 - Mathematical Statistics I
- STAT 7020 - Statistical Computing and Simulation
- STAT 7100 - Statistical Methods
- STAT 8110 - Quality Control and Process Improvement
- STAT 8120 - Applied Experimental Design
- STAT 8140 - Six Sigma Problem Solving
- STAT 8210 - Applied Regression Analysis
- STAT 8240 - Data Mining
- STAT 8310 - Applied Categorical Data Analysis
- STAT 8320 - Applied Multivariate Data Analysis
- STAT 8940 - Applied Analysis Project

Program Total (36 Credit Hours)

Additional Graduate College Options

Additional Graduate Options

1. Accelerated Bachelor's-Master's (ABM) Degree Option
2. Graduate Certificate Program in Leadership and Ethics
3. Concentration in Gerontology

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:

1. 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 21 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 Dean of the Graduate College by the deadline dates listed below.
7. No more than nine semester hours of graduate credit may be completed prior to the completion of the baccalaureate degree and admission to a graduate degree program. An undergraduate student enrolled in graduate classes is limited to six semester hours of graduate course work per term and a total academic course load of 12 semester hours per semester.

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 Dean of the Graduate College.

For application materials, contact the Dean of the Graduate College at 770-423-6738 or go to www.kennesaw.edu/graduate. Students may not apply online for this program. Submit application materials to the Dean of Graduate College no later than the following dates:

- July 9 for Fall term admission
- November 12 for Spring term admission
- April 8 for Summer term admission

The ABM program is not available for students wishing to take courses in the Coles Executive MBA, Master of Science in Nursing, or Master of Science with a major in Applied Computer Science programs. The accelerated option is not available for students wishing to take courses in the M.Ed. program unless the student has the required certification for admission to the graduate program. Contact the Bagwell College of Education for more information at (770) 423-6043; ***http://www.kennesaw.edu/education/grad.***

Leadership and Ethics Certificate

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 skill gained from the certificate will assist students to be better prepared for leadership positions in business, education, health care, non-profit, or community work and offers an extra dimension to master's level education. Ethically conscious organizations value graduates with this additional education. The Certificate can be taken as a stand-alone program or specific ILEC courses can be used as electives in specific master's programs. All courses in the certificate are offered via online 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.

Program objectives include rich learning experiences for students who, upon completion of the program, will demonstrate an increased capacity to: 1) develop a team approach to problem-solving; 2) create and sustain an ethical culture through collaborative processes; 3) provide educational and development opportunities in a global context; 4) demonstrate leadership capacity through modeling, decision making, and change management processes; and 5) improve the quality of ethical leadership through application of strong theoretical and practice foundations.

General Requirements for Admission to the Certificate in Ethical Leadership

If taken prior to admission to Graduate School:

- Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University.
- A minimum cumulative undergraduate grade point average of 2.75 on a 4.0 scale
- Minimum combined score of 900 in the verbal and quantitative categories and 3.5 on the Analytical writing category of the General Test of the Graduate Record Exam (GRE) or a minimum score of 450 on the Graduate Management Admissions Test (GMAT). Applicants may make a formal request to waive this requirement only when the applicant has completed another graduate degree program and an appropriate transcript is submitted in support of the request.
- If you are choosing to enter a master's degree program concurrent with the Certificate or following it, consult the graduate catalogue for admission requirements for the chosen program.
- International applicants have additional requirements. See Graduate Admissions section of this catalog.
- A current resume

Grades

Expectations for satisfactory graduate level student performance are detailed in the Academic Policies section of this catalog.

Courses for 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 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

Choose five 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 8940 - Directed Study in Leadership and Ethics
- ILEC 8980 - Leading and Shaping an Ethical Culture

Certificate Requirements for Masters in Accounting (MAcc) Students

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 8980 - Leading and Shaping an Ethical Culture

Take these two courses:

- ACCT 8990 - Forensic Accounting
- BLAW 8340 - Business Negotiation

Certificate Requirements for Master of Arts in American Studies (MAST) Students

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 8980 - Leading and Shaping an Ethical Culture

Select two of the following:

- AMST 7200 - American Cultural Movements
- AMST 7220 - Passages to America
- AMST 7320 - America in Transitional Context
- AMST 7430 - Identities and Social Groups

Certificate Requirements for Master of Arts In Professional Writing (MAPW) Students

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 8980 - Leading and Shaping an Ethical Culture

Take these two courses:

- PRWR 6260 - Managing Writing in Organizations
- PRWR 6860 - Intercultural Communication in Context

Certificate Requirements for Coles Master of Business Administration (MBA) Students

Option 1

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 8980 - Leading and Shaping an Ethical Culture

Take these two courses:

- MGT 8050 - Managing and Leading Work Behavior
- MGT 8970 - Ethics in Managerial Decision Making

Option 2

Choose two of the following:

- ILEC 8800 - Foundations of Ethics
- ILEC 8850 - Ethical Leadership in a Global Context
- ILEC 8980 - Leading and Shaping an Ethical Culture

Take these two courses:

- MGT 8050 - Managing and Leading Work Behavior
- MGT 8970 - Ethics in Managerial Decision Making

Choose one of the following:
- ILEC 8810 - Foundations of Leadership
- MGT 8840 - Reinventing Business Leadership

Certificate Requirements for Master of Educational Leadership (MEd) Students
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 8980 - Leading and Shaping an Ethical Culture

Choose two of the following:
- EDL 7100 - Leadership Theory and Practice
- EDL 7505 - Ethical Leadership
- EDL 7405 - Human Resources for School Leaders
- EDL 7500 - Educational Law and Policy
  or
- Concentration in Educational Technology

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 8980 - Leading and Shaping an Ethical Culture

Choose two of the following:
- EDL 7100 - Leadership Theory and Practice
- EDL 7405 - Human Resources for School Leaders
- EDL 7500 - Educational Law and Policy

Certificate Requirements for Master of Executive Business Administration (MBA) Students

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 8980 - Leading and Shaping an Ethical Culture

Take these two courses:
- GBA 7212 - Principles of Leadership
- GBA 7222 - The Business of Teaming and Coaching

Certificate Requirements for Master of Public Administration (MPA) Students

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 8980 - Leading and Shaping an Ethical Culture

Choose two of the following:
- CM 7100 - Introduction to Conflict Management
- PAD 6700 - Human Resource Management in Public Service
- PAD 7250 - Leadership and Ethics in Public Service

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 8980 - Leading and Shaping an Ethical Culture

Certificate Requirements for Master of Science in Information Systems (MSIS) Students

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 8980 - Leading and Shaping an Ethical Culture

Take this course:
- IS 8070 - Legal and Ethical Issues in Information Systems

Choose one of the following:
- IS 8110 - information Security Administration
- IS 8900 - Special Topics in Information Systems

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 IPM courses listed below will apply to the Graduate Certificate in Leadership and Ethics.

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 8980 - Leading and Shaping an Ethical Culture

Choose two of the following:
- IPM 7720 - World Politics and Governance
- IPM 7730 - International Conflict Management
- IPM 7740 - Strategic Negotiation and Decision-Making

Certificate Requirements for Master of Science in Nursing (MSN) Students

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 8980 - Leading and Shaping an Ethical Culture

Take these two courses:

- NURS 7780 - Ethics of Leadership for Advanced Practice Nursing
- NURS 8863 - Advanced Leadership Project

Certificate Requirements for Master of Social Work Students

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 8980 - Leading and Shaping an Ethical Culture

Select two of the following:

- SW 7700 - Social Work Foundations: Diversity, Social Justice and Ethics
  or
- SW 7720 - Bridge to Practice I: Diversity, Social Justice, and Ethics
- SW 8713 - Advanced Field Placement IV

Note:
For additional information about the Siegel Institute for Leadership, Ethics, & Character, go to ***http://www.kennesaw.edu/siegelinstitute.***

Gerontology Concentration

The Concentration in Gerontology consists of: (9 Credit Hours)

- GERO 6100 - Sociocultural Aspects of Aging
- GERO 6200 - Health Care for Older Adults
- GERO 6300 - Psychology of Aging

Academic Resources

The Institute for Global Initiatives

The Institute for Global Initiatives promotes and collaboratively leads global learning and regional studies among KSU's faculty, students, staff and the community through academic services and programs, research and scholarship, and partnerships. It supports and promotes KSU's mission of international education by initiating programs, responding to external funding opportunities, and providing leadership for the institution's regional centers. The centers are Center for African and African Diaspora Studies (CAADS) and the Center for Hispanic Studies (CHS). It collaborates with divisions, colleges, departments, and other units to ensure the infusion of international dimensions into teaching, scholarship, and community service. At the core of the IGI is the Office of International Services and Programs (OISP). The OISP coordinates a wide range of international programs and events, including international student recruitment and admission, study abroad programs to various destinations, the annual country-study program, and international student and faculty exchange program.

The Confucius Institute

The nonprofit Confucius Institute at KSU promotes the study of Chinese language, culture, ethics, and philosophy, and furthers the understanding of China today.

With the establishment of this prestigious institute at KSU, the university will become a key resource in developing networks with China, the world's fastest-growing economy, while serving the growing educational and business communities in the Atlanta area, as well as the Southeastern United States.

KSU, Georgia's third largest university, is partnering with Yangzhou University (YZU) in the establishment of this Confucius Institute. YZU is a key comprehensive university in Jiangsu Province. It emerged in 1992 through the merging of several higher educational institutions; the history of some of these institutions dates as far back as 1902.

For more information, visit the Confucius Institute Website.

Teacher Resource and Activity Center (TRAC)

The Teacher Resource and Activity Center, located in Kennesaw Hall Room 2005, is sponsored by the Bagwell College of Education and open to all KSU students, faculty, and staff. Educators in the geographical area served by the University are also invited to use the center.

Designed specifically to meet the needs of professional teachers and education majors in the teacher preparation program, the center offers a curriculum library, media services, and instructional materials. It maintains a large library of professional books and periodicals, K-12 textbooks for curriculum planning at all grade levels, theme-related activity guides, supplemental kits, and over 1,000 educational DVDs and videos. TRAC also houses a production workroom equipped with a print/copy station, laminators, spiral and heat binders, poster printers, paper cutters, badge makers, and other assorted machines that support the development of classroom materials. TRAC has an extensive die-cut collection of over 800 shapes, letters, and numbers for creating bulletin boards and learning center manipulatives. Additional equipment such as computers, opaque projector, tape recorder, CD player, and televisions with VCR/DVD players are available for use in the center. Friendly staff is available to assist visitors.

Writing Center

The Writing Center, located in English Building Rm. 242, is a free service available to all members of the university community. Student and faculty tutors assist writers in any subject and at any stage of the writing process on issues such as topic development, organization, drafting, revision, grammar, punctuation, source documentation, and essay test preparation, including the essay portion of the Regents' Test. Appointments are strongly encouraged and can be made via the Center's website. The Writing Center also includes a computer lab, writing resource library, and study space for student use.

Hours of operation for the academic year:

Monday - Thursday	9:00 a.m. - 8:00 p.m.
Friday	9:00 a.m. - 12:00 p.m.
Sunday	1:00 p.m. - 5:00 p.m.

To schedule an appointment and to learn more about special events and services at the Writing Center, visit: ***http://www.kennesaw.edu/english/WritingCenter/***.

The College of Continuing and Professional Education

Cutting-edge course work for individuals planning to re-enter the workforce, change careers, or add to their portfolio of skills is the specialty of The College of Continuing and Professional Education. Formerly Continuing Education, the College offers more than 40 professional certificate programs and a small collection of life and leisure courses sure to spark fun and creativity.

The College offers more than 2,500 classes annually including classes from Web design to Phlebotomy. Most classes are offered at the KSU Center which offers students a learning experience inside fully equipped classrooms wired with the latest technology or online which allows great flexibility for the full-time professional. The College serves more than 22,000 students annually.

Professional certificate programs include Paralegal, Kennesaw Internet Professional, Technical Writing, Meeting and Event Planning, Administrative Professional, Culinary Fast Track Apprenticeship, Certified Nursing Assistant, EKG Technician, Phlebotomy, Medical Office Assistant, Teaching English as a Second Language, Professional Development in Gerontology, and the Osher Scholar. The College also offers specialized, age-appropriate programs through Summer University (K-12), the KSU Futures program for high school graduates who are not college bound, and The Osher Lifelong Learning Institute (Ages 50 and older).

Continuing Education Units (CEUs) are assigned to all professional development programs with one CEU awarded for 10 con-

tact hours of participation. Several selected courses carry PLUs for teacher re-certification. Transcripts of earned CEUs are available upon request.

Visit the College's website at ***http://www.kennesaw.edu/ConEd/*** or call 770-423-6765 for more information and to request a current Course catalog.

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 $25 technology fee was collected for the first time in the 1997-98 academic year 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, and an electronics study room in the Library; upgrade of student laboratories; and, instruction in the use of advanced multimedia presentation technology in the Multimedia Development laboratory. The technology fee for 2010-2011 is $50.00.

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 our readers. Each year brings new technology, creative uses of technology on campus, and services to meet our growing needs.

Mandatory KSU E-Mail Account

KSU generated e-mail accounts are the official means of communication with students. Instructions can be found at ***http://students.kennesaw.edu*** .

KSU's Vice President for Information Technology and Chief Information Officer

The Vice President for Information Technology and Chief Information Officer (CIO) provides leadership in the continuing advancement of information and instructional technology. This position oversees the operations of information technology which includes the Horace Sturgis Library, Information Technology Services and Enterprise Systems and Services, Online Learning Services Department, Multimedia Development Group, Department of Archives and Records Management, and the Office of Enterprise Information Management.

Horace W. Sturgis Library

Built in 1981 with over 100,000 feet of space, the library, named after the university's first president Horace W. Sturgis, is designed to support and advance the teaching and learning activities of the greater university community.

The Sturgis Library has more than 600,000 volumes of books, E-books and government publications. There are more than 3,300 serial publications and well over 1,500,000 pieces of microforms.

KSU students and faculty have access to and borrowing privileges from the collections in all of Georgia's public college and university libraries as well as a number of private university libraries through The Atlanta Regional Consortium for Higher Education, GALILEO and GIL, Georgia's virtual library system. GALILEO and GIL provide access to the collections of the finest doctoral research university libraries in the state. The comprehensive holdings of Georgia's virtual library system include over 10 million volumes and thousands of full-text periodicals accessible through 225 electronic databases.

The Atlanta Regional Consortium for Higher Education includes institutions such as Agnes Scott College, Emory University, University of Georgia, Clark-Atlanta University, Georgia Institute of Technology, Georgia State University, and the Institute of Paper Science and Technology. Use of these collections is available by an institutional access card, via five day truck delivery, institutional fax machines and through interlibrary loans.

The Atlanta Regional Consortium for Higher Education and University Systems Libraries have unique titles that augment collection development at Kennesaw and through the Georgia Union Catalog, enhance both research and teaching. Access to these extensive catalog collections are through the on-line public catalog which is available in the library, on the campus network and via telephone from remote sites.

For research purposes, faculty and students have access to a broad array of traditional print collections and full-text and full-image digital items through GALILEO, EBSCO, ProQuest, ERIC, and Lexis/Nexis, and other online reference databases. The. The GALILEO service provides access to World Wide Web resources such as the Library of Congress, full-text journal titles, newspapers, and to document delivery services.

Users of the library also have access to four special collections:

- The Children's Literature Collection named in honor of the late John DiFazio, professor of education at Kennesaw, houses an 8,000 volume library used for the professional preparation and training of P-12 teachers.
- The Teen Collection consisting of 1,500 works designed to meet the unique learning and reading needs of adolescence.
- The Bentley Special Collections brings together a world-class collection that spans the history of the written word in the Western World. This collection provides undergraduate students one of few opportunities in the nation to study original works firsthand.
- The Government Documents Collection houses print, microforms, CD-ROM databases and remote access to Federal Agencies. Sturgis Library, as part of the national depository system, makes books, periodicals and agency data available to the Sixth Congressional District.
- Performing Arts Library supports the specialized teaching, learning, and research needs of KSU's School of Music and Department of Theatre, Performance Studies, and Dance. Access to the Sturgis Library's collection of arts-oriented digital resources is available from the PAL's computer terminals. Focused instruction is available to individuals and classes in locating and using print, electronic and media resources.

Recently added services are:

- The DigitalCommons@Kennesaw State University and the Copyright Management Center. The Digital Commons is a new type of service for the university community. The Digital Commons is an institutional repository: a permanent digital archive, the intellectual and creative output of Kennesaw State. The system is a product of Berkeley Electronic Press. With the increase of KSU's graduate programs, the Library intends to use the system to self-publish dissertations and theses and make them available via the web.

- The 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.
- Ask a Librarian e-mail service is now available and is part of a whole array of virtual reference tools designed to expand delivery of information and reference help.

Library Instruction classes are provided for students and faculty. Individual research clinics are available by appointment. The library is a charter member of LYRASIS, the nation's largest regional membership organization for libraries and information professionals and is a member of the On-line Computer Library Center, a major international library computing network with members located in the United States, Canada, Europe and Japan.

The Sturgis Library is open 100 hours during the semester and has extended hours during exams. Between semester hours are posted at library entrances, the circulation desk and on the library website. For checkout of materials, the university identification card serves as a library card.

Computing Services

The goal of Information Technology Services (ITS) is to provide efficient, secure and user-friendly access to technology for all students, faculty and staff, so they have the necessary tools to carryout collaboration, research, scholarship, and innovation. ITS provides the foundational infrastructure of campus computing, both installing and maintaining network connectivity, telecommunications, and campus computing hardware.

Students receive a KSU email account, personal web space, web-based file storage, and are eligible to take online training on many commonly used software programs via a single-sign-on authentication – one login ID, and one password. ITS also provides face to face technology workshops, and a student help desk, complete with walk-up services. Within the ITS computer labs on the 4th floor of Burruss, students have access to many standard office productivity programs plus academically specific software, as well as color printing and copy services. Group labs are available for collaborative work, and trained lab assistants are on duty to answer any questions. Over 63 similar computer labs are scattered throughout the colleges, library and student center.

The rules for use of all telecommunications equipment, including telephones, computers and FAX equipment, are found the KSU Web site at: ***http://its.kennesaw.edu/infosec/issp.php*** . They can also be reached through 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.

Online Learning Services Department

Online Learning Services supports online learning systems for Kennesaw State University, including web-based course support, video servers, and systems for providing live and recorded classes over the Internet. Our mission includes the investigation and development of new technologies for online learning and for classroom use.

OLS supports the KSU WebCT system. WebCT is a system that can be used, at the option of the faculty, in any course at KSU. It is accessed over the Internet from on- or off-campus and provides a variety of instructional tools for use by faculty and students. Access to the WebCT materials for a course is restricted to students enrolled in the course. Each term, more than 50% of KSU students are enrolled in one or more courses supported by WebCT.

Additional information about resources for online learning and the services provided by OLS can be found at the web site: ***http://web.kennesaw.edu/onlined.***

Multimedia Development Group (MDG)

The Multimedia Development Group (MDG) offers a wide range of multimedia services and training for faculty, staff, and students. Located on the fourth floor of the library, MDG supports audio/visual and presentation equipment on campus. In addition to maintaining KSU's multimedia presentation classrooms, MDG specializes in multimedia training and production assistance; graphics creation, multimedia file conversion, audio/video tape duplication, video editing/com-

pression, desktop publishing, and CD-ROM recording. MDG supports some of the most cutting edge multimedia hardware and software available.

Instructional Equipment

MDG supports a wide range of equipment for classroom use. Through designated building coordinators, MDG maintains a distributed set of equipment for faculty to request. Each building coordinator has his/her own system for reserving equipment. See your departmental secretary to obtain building coordinator's contract name and number.

Equipment available for pickup includes: data projection systems, video playback combo, VHS camcorders, audio cassette player/recorders, audio CD players, public address systems, slide projectors, and microphones. If you have special equipment needs, consult MDG to consider options.

MDG Media Circulation Lab Hours

The MDG multimedia lab is open to faculty, staff, and students Monday - Thursday from 9:00 a.m. - 6:00 p.m., and Friday from 8:30 a.m. to 5:00 p.m. The lab is closed on holidays.

Department of Archives, Rare Books, and Records Management

The Department of Archives and Records Management was established in 2004 in order to preserve the history of Kennesaw State University and to oversee the management of University records. The Records Management division assists and provides training for faculty and staff on managing paper and electronic records. The Archives division serves the research interests of KSU students, faculty, staff and the public. Our holdings include 600 linear feet of University records, 120 linear feet of Georgia History collections, several thousand University photographs and audiovisual recordings, and digital collections. Recent acquisitions include the records of the NAACP Cobb County Branch, the Gordon Collection on workplace integration at the Lockheed Plant (Marietta, Georgia) and in the Southeastern United States, and the Walker Collection on African-American churches, plantations, and cemeteries in Georgia. The Bentley Rare Book Library, one of three museum-grade rare book libraries in Georgia, was added to the department in July 2009. The Rare Book Library offers tours, classes and seminars for the KSU community and the general public. Among the more than 15,000 volumes represented by the Bentley Library are recent acquisitions of a fourth folio Shakespeare (1685) and a first edition of the complete works of Chaucer.

Enterprise Information Management (EIM)

The Enterprise Information Management (EIM) office maintains the university's program and institutional evaluation records, is the university's official SACS accreditation liaison, and oversees the university's comprehensive program review and improvement process. The offices of Enterprise Information Reporting and Enterprise Data Management and Analysis aid in facilitating the production of statistical information, data analysis, and special studies in support of institutional reporting, planning, assessment, and administrative oversight.

Educational Technology Center

The KSU Educational Technology Center (ETC) is proud to be the largest of the 13 Georgia Department of Education technology centers located throughout the state. The KSU ETC is located in the Bagwell College of Education on the second floor of Kennesaw Hall. The ETC serves educators in metro Atlanta area school systems by providing comprehensive instructional, administrative, and technical training for Georgia educators in a short course or seminar format. In addition, the ETC provides consulting and advising services, helping school systems to select, implement, and support classroom technology that provides the greatest benefit to students and teachers. The ETC seeks to disseminate information about educational technology through participation in state and national conferences, by producing blogs, podcasts, and web-based materials and by participating in classes offered as part of pre-service degree programs at KSU. Visit their website at ***http://web.kennesaw.edu/etc/*** for more information on available resources and services.

Student Services & Activities

Division of Student Success

The Division of Student Success offers a variety of programs, services and activities that assist and enhance student success. The areas included in this division are the Career Services Center, Intramurals and Recreation Services, Residence Life, Student Life Center, Student Development Center, Student Success Services, Center for Student Leadership and Student Conduct and Academic Integrity.

Student Success Services

Student Success Services (SSS) is a comprehensive service center where students obtain help with educational, career, and personal concerns from a trained staff of counselors, specialists, and advisors. Such assistance is intended to support Kennesaw State University's academic programs by offering relevant resources that facilitate the students' orientation to the university, contribute to personal development, enhance academic success, and facilitate career skills. All students are invited to come to the center from 8:00 a.m. until 7:00 p.m. Monday through Thursday and 8:00 a.m. through 5:00 p.m. on Fridays. We are located in Kennesaw Hall, rm. 2401, or you can call 770-423-6600. Programs and services offered by the Center include:

Orientation

Orientation is designed for first-year students, transfer students, and parents. It was developed to assist students and their parents in making a stress-free transition to Kennesaw State University. The SSS Orientation Program has been recognized by the Foundations of Excellence Organization. Included in the program are opportunities to meet university personnel, understand academic program offerings, advising and registration. Additionally, students and parents are given the opportunity to learn about the various organizations and services available to maximize student success. Orientation Program is located in the Carmichael Building, room 156, and can be reached by calling 770-423-6219.

Counseling and Psychological Services

In an atmosphere of confidentiality, professional counselors offer assistance to students with a variety of concerns which may include career, personal and academic counseling. Special seminars in study skills, time management, stress management, assertiveness, test-taking and other topics are conducted each semester during the academic year. This program is located in the Student Success Services office, 2nd floor of Kennesaw Hall, rm. 2401, and can be reached by calling 770-423-6600.

Testing Services

Testing Services provides institutional, state and national testing opportunities to students in an atmosphere which enables examinees to perform to the best of their abilities. Testing Services coordinates and administers: CLEP, Compass, ISAT, Regents, US & GA History Exemption Exam, US & GA Constitution Exam, as well as provides proctoring services for students enrolled in Independent Study and Georgia eCore. Testing Services is also located in the Student Success Services office on the 2nd floor of Kennesaw Hall, rm. 2401, and can be reached by calling 770-423-6600.

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.

First-Year and Undeclared Advising Services

First-Year and Undeclared Advising Services provides first-year students, students who have not declared an academic program of study and Learning Support Program students with academic advising. Advisors meet with students to help them navigate General Education requirements and identify possible programs of study. First-Year Advising Services is part of the Kennesaw State University advising program whereby each department within the seven colleges provides advising services to students who have chosen their programs of study. Once the undeclared students select a specific program of study, they are referred to the respective colleges where faculty and staff in the academic departments advise the students until graduation. First-Year students who know the major can be advised in First-Year and Undeclared Advising Services as well as the academic department of the major. First-Year Advising is located on the first floor of Kennesaw Hall, rm. 1304 and can be reached by calling 678-797-2860.

Changing or Declaring Majors: To declare a major for the first time, students must contact the departmental office of their desired major. Students will complete a form in that department and have a major assigned. If students change their preferences and desire to select another major, they need to go to the department of the newly desired major. Some students may wish to change from a major to undeclared status. In this case, they must contact the First-Year and Undeclared Advising Services. 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.

Undeclared Students: Students who have not declared a major and those required to take Learning Support classes are assigned to First-Year and Undeclared Advising Services. These advisors are trained and available to help students select courses that meet the General Education requirements for all majors, adjust to the university, and choose a program of study. First-Year and Undeclared Advising Services also refer students to other campus resources when appropriate.

First-Year Advising Requirement: First-Year students (freshmen) are required to meet with an academic advisor prior to registration for their second and third semesters. This requirement is enforced by the placement of the "FY-Advising Required" registration hold. These students will not be able to register for the second and third semester until they have met with an advisor either in their major department or in First-Year and Undeclared Advising Services.

Collegiate Recovery Center

The Collegiate Recovery Center is a community of students in recovery from addiction who meet together to share their experience, strength, and hope. The Center's mission is to assist students to have a full mainstream college experience while in recovery. Students can do that by attending 12-step recovery meetings located at the Center or joining in the peer community after attaining six

months of continuous recovery from addictive behaviors. Our goals are to provide opportunities for students to give back through service, to educate the community about the complexities of addiction, to guide students as they develop academic goals, and to help students continue to develop professional and social resiliency in recovery. The CRC is located in the University College, 2nd floor, rm. 222. CRC direct dialing is 678-797-2538.

Student-Athlete Success Services

Professional staff assist KSU student-athletes by helping them succeed personally and academically. Student-athletes receive assistance with advising, study skills, tutoring, orientation and registration. Life skills are offered as well as opportunities to volunteer as mentors for the community. SASS is located in Building #65 at the corner of Big Shanty and Campus Loop Road and can be reached at 678-797-2402.

Behavioral Response Programs

In order to make Kennesaw State University's campus as safe and supportive as possible, Behavioral Response Programs (BRP) seeks to identify and respond to students who are distressed and precipitating towards behavior that is disruptive, threatening, or potentially dangerous. By identifying these students early, BRP is able to assist the student in getting the help they need and the campus is protected. In addition, BRP provides education and consultation regarding identifying and responding to distressed students to faculty, staff, and other members of the university community. BRP is located within the Student Success Services main office, KH, rm. 2401.

Student Success Services Resource Areas

Counseling and Psychological Services (CPS) and Testing Services office provides a resource area available to all students without appointment. We are located in KH, rm. 2401. Our reception area is primarily a waiting area for visitors scheduled to meet with the professional staff. In addition, it houses a number of supporting resources:

- Computers with software or Internet links for career self-assessments, including PinPoint, Georgia Career Information Center (GCIC), and links to the Occupational Outlook Handbook (OOH).
- CLEP study guides and GRE, GMAT, LSAT, and MCAT information brochures.
- Career and personal counseling books, brochures, and pamphlets.
- Study skills handouts.
- Information about how to sign up and take online career exploration instruments (MBTI, SII) for a small fee.

Another Resource Area within Student Success Services is located in our First-Year and Undeclared Advising Services office, in Kennesaw Hall, Rm 1304. During student advisement our First-Year Advisors determine PinPoint career exploration would be beneficial; the center also has computers with the career self-assessment tool PinPoint available to students.

Career Services Center

The Career Services Center provides a variety of opportunities and experiences which empower the students and alumni of KSU to successfully pursue their career goals. The Center is located on the second floor of Kennesaw Hall, Room 2617. The phone number is 770-423-6555.

Services provided include:

- Resume writing assistance
- Experiential learning opportunities (Cooperative Education and Internships)
- Videotaped practice interviewing
- Career search strategies
- Internet career search assistance: ***http://careerctr.kennesaw.edu/***
- OwlLink Jobs: (listing of hundreds of degree and non-degree openings available through the University's computer network)
- Current listings of government, educational, social service and communications opportunities
- Information on hundreds of companies
- OwlLink (Internet system which enables you to create a resume and upload it to the Career Service database for referral to employees) from the web
- On-Campus recruiting (hundreds of companies interview our graduating students and alumni for available positions each year)

- Career Fairs: Five career fairs are held each year. A general career expo and an accounting career fair are held in the fall. In the spring, an experiential education and career fair is held, as well as a teacher career fair and a non-profit government career fair.

Cooperative Education and Internships

The Cooperative Education and Internship programs offer students work experience relative to their majors. Most employers want students with practical experience and often prefer to hire those who have worked with them and others through internships or co-ops.

Cooperative education combines work experience with time spent in the university classroom. The positions are always paid employment. Students who co-op must do so for a minimum of two (2) semesters with the exception of seniors who are no more than 12 semester hours from graduating. These students may be eligible for a one (1) semester co-op experience. Students receive academic credit for each semester worked and may accumulate a maximum of 12 semester hours of co-op credit. The amount of credit assigned to any co-op experience is determined by the KSU Career Services Center.

Co-op experience may be full-time or part-time. The full-time option usually equates to 35-40 hours of work per week. Additional courses may be taken in the evening if desired. The part-time option involves working an average of 20-25 hours per week, with additional courses taken during the same semester or summer term if full-time enrollment status is desired. At least a 2.5 adjusted GPA is required for all co-op students.

Internships are usually one semester in length, may be either full- or part-time, and may be paid or unpaid. A student will receive academic credit for each internship. This must be approved by the student's academic department. Students may participate in more than one internship experience, but the maximum number of hours of credit that can be earned in internship status is twelve (12) semester hours.

Co-op classes are taken on a pass/fail basis only; thus the grade of "S" or "U" will be assigned. The internship grade structure depends on the academic department involved. Students should check with the Career Services Center for more information about these programs. Co-op and internship course credit may be used as general elective credits in most majors.

Student Conduct & Academic Integrity

The predecessor of the Kennesaw State University SCAI Department, (Office of Judiciary Programs), was developed in 1985 to administer and supervise the procedures surrounding alleged infractions of the KSU Student Code of Conduct and other university policies. The SCAI Department strives to assure fair and impartial considerations of misconduct charges against any KSU student through a system of campus hearing boards and other administrative procedures (hearing officers).

The SCAI structure includes hearing officers and hearing boards (university court and traffic court). Each hearing board is composed of both faculty/staff and student members of the SCAI panel. Members of the panel are trained to hear complaints, arrive at fair and impartial conclusions and deliver clear and direct recommendations. In addition, panel members are trained to assist in the preparation and presentation of misconduct cases before the university court hearing board.

Students are invited to apply to become a member of the SCAI hearing board. Requirements include:

- a minimum 2.8 overall GPA;
- a strong interest in protecting the reputation of the University by assuring that the rules of the Code of Conduct are upheld;
- successful personal interview(s);
- two personal references who will testify to your character and integrity;
- a commitment to uphold the SCAI Code of Ethics, attend training sessions, and volunteer to serve on hearing boards when available.

For more information, please contact the director for the SCAI department at (770) 499-3403 or visit the KSU SCAI Website at ***www.kennesaw.edu/scai/***.

Student Development

Student Development coordinates support services, programs, and activities to enrich the college experiences of specifically identified student populations, including multicultural students, international students, adult learners, and students with disabilities. In addition, the department provides an avenue for individuals to engage in volunteer service in the community through Volunteer Kennesaw State University (VKSU). Through three satellite centers - the Cultural Awareness and Resource Center, the Lifelong Learning Center, and the Global Village - students are provided a place to gather; a broad array of information; access to computers and other equipment; and knowledgeable, friendly support staff to ensure that students have a positive and supportive "home" on campus. The Odyssey Program, a peer mentoring program, is also coordinated by Student Development. The Odyssey Program helps first-year and new transfer students make a smooth transition to college life at Kennesaw State by pairing them with a qualified peer mentor. Student Development, located in the Carmichael Student Center Suite 267, is open Monday through Thursday from 8:00 a.m. to 7:00 p.m. and Friday from 8:00 a.m. to 5:00 p.m. and can be reached by phone at 770-423-6443. More information about Student Development can be found at ***www.kennesaw.edu/stu_dev*** .

Adult Learner Programs

Adult Learner Programs at KSU provides a variety of innovative events and services to meet the needs of the "nontraditional" student. Our target student population are individuals who are 25 years of age or older or who have "nontraditional" life-styles such as family and employment. Offerings include workshops, seminars, and individual consultations for prospective students as well as programs that promote academic success. The staff of Adult Learner Programs act as liaisons and advocates in helping non-traditional students succeed in and outside the classroom. Numerous sources of university information and resources are available as well as opportunities for students to participate in programs such as the Childcare Subsidy Lottery and the Adult Learner Book Subsidy Lottery.

Some of the major events sponsored by Adult Learner Programs include the Adult Learner Information Seminar which is designed to help nontraditional students who are entering or re-entering college conquer their apprehensions and connect with their peers; the Adult Learner Recognition Ceremony which celebrates Georgia's Adult Learner Day by acknowledging individuals who are excelling academically under difficult circumstances; and the WINGS (When I Need Generous Support) Ceremony which provides an opportunity for all graduating seniors to recognize those individuals that have helped them through college. The office is housed in the Lifelong Learning Center, Room 261 of the Carmichael Student Center. Visit ***www.kennesaw.edu/stu_dev/alp*** for more information.

Lifelong Learning Center

The Lifelong Learning Center (LLC) serves as a resource center for degree seeking non-traditional commuter students. Nontraditional students are defined as those over the traditional college age or living "non-traditional" college life-styles such as juggling the responsibilities of family, school, and employment. The LLC seeks to enhance the university experience by providing services specifically designed for students returning to college or starting college later in life. The LLC is located in Room 261 of the Carmichael Student Center. The center is open from 8:00 a.m. to 7:00 p.m. Monday through Thursday and 8:00 a.m. to 4:00 p.m. on Friday. During breaks and summer sessions the LLC is open from 8:30 a.m. to 5:00 p.m. Monday through Thursday and 8:30 am to 4:00 p.m. on Friday. You may reach the Lifelong Learning Center staff by dialing 770-423-6701.

The commuter and non-traditional student will find a multitude of resources available to them in the LLC. Resources include information and referral services as well as literature racks with academic and campus information and services. The LLC also houses a study / networking area with a free local telephone, free local fax machine, and a kitchenette complete with microwave, refrigerator, toaster oven, and free coffee and tea. Academic support services include fifteen computers networked to Information Technology Services, laptop ports, and wireless access. In addition, hour-long, one-on-one math tutoring appointments are available to assist students with a variety of math courses taught at KSU.

The Lifelong Learning Center hosts numerous adult learner workshops and events throughout the academic year.

Multicultural Student Retention Services

A number of factors have a direct or indirect impact upon retention of students of color at major institutions of higher education. Kennesaw State University is no exception. These factors include the quality of support services, faculty's expectations and attitudes, the campus climate of socialization, and the sense of belonging experienced by the students.

Multicultural Student Retention Services (MSRS) provides students of color with essential resources, services, and opportunities to aid in their retention, progression and completion of their academic careers at Kennesaw State University. MSRS facilitates academic success for students of color by offering the following resources:

- Minority Advising Program (MAP) which tracks, monitors, and facilitates academic success and retention strategies for minority students enrolled in each of Georgia's 34 public colleges and universities;
- The Cultural Awareness and Resource Center (CARC), located on the second floor of the Carmichael Student Center in Room 262, which offers an array of tutorial services, technical, and media resources that cater to the needs of African American, Latino/Hispanic American, Asian American, Native American, and Multicltural students;
- KSU Professionals Empowering Our Potential Leaders for Excellence (P.E.O.P.L.E), a program that matches students with faculty and staff members for mentoring and/or informal academic advising; Making the Grade, a series of workshops on a range of subject matters including career and relationship development to help students excel in various aspects of life at, and beyond, KSU;
- Sources of Scholarship (S.O.S.) Program, a services that informs students about scholarships and grants; KSU Minority Report, an annual newsletter circulated each semester for the purpose of keeping members of Kennesaw State University (KSU) informed of our efforts and initiatives to serve our minority students;
- The KSU Black History Celebration Committee, a group of KSU students, faculty, and staff who collaborate to provide events to inform KSU and surrounding communities of the achievements and history of Black people during the Spring Semester.

MSRS also actively encourages students to become involved in the various student organizations on campus. The African American Student Alliance (AASA) is the student organization that is directly affiliated with this office and provides leadership and funding for the annual KSU Black History Celebration. Other student organizations include the Mexican American Student Alliance, the KSU Chapter of the NAACP, Distinguished Black Gentlemen, Ladies of Distinction, KSU Gospel Choir, and KSU Black Alumni society.

The KSU African American Male Initiative, developed in partnership with faculty, staff and students, specifically fosters positive enrollment, retention, progression, and graduation trends of Black males at KSU through assessment, mentoring initiatives, and celebration of academic and leadership achievements.

For more information about MSRS and the CARC, contact either the Associate Director for Student Development over Multicultural Student Retention Services at 770-423-6443, or the Manager of the CARC at 770-423-6512. All are encouraged to come by the CARC during our business hours. MSRS is located in the Student Development Center, Carmichael Student Center Room 267; the CARC is located in Room 262. You can also visit us online at ***http://www.kennesaw.edu/stu_dev/msrs/***.

International Student Retention Services

The Office of International Student Retention Services (ISRS) serves as an advocate and resource for international students. The ISRS provides counseling and advising pertaining to cross cultural adjustment, and academic concerns. Once students become enrolled at KSU, it is the goal of the ISRS to retain

them until they graduate. The ISRS is also responsible for implementing the mandatory International Student Orientation. All newly admitted F1 graduate, undergraduate, and transfer students must attend this orientation. The office seeks to provide international students with pertinent information that will enhance their matriculation and success at Kennesaw State University. International students should note that they must maintain full-time academic status during the fall and spring semesters but may be part-time in the summer or choose not to attend.

The staff of International Student Retention Services develops and implements educational, social and cultural activities, programs and workshops for international students. Workshops and seminars are developed each semester to enhance the experience of the international student. The workshops and seminars provide information on immigration, job search strategies, graduate studies, and taxes. The Office of International Student Retention Services takes the responsibility of retaining international students very seriously. In addition to the above, the ISRS offers international students exposure to the Global Village, a gathering place for internationally-centered activities, resources, discussions, and exhibits. The Global Village is located in room 255 of the Student Center.

The Assistant Director of the ISRS and the Administrative Specialist serve as advisors for the International Student Association (ISA). ISA brings together students of all nations for intercultural, social and athletic exchanges. The International Festival is one of the largest events on campus and includes the Mr. and Miss KSU International Beauty Pageant, International Fashion Show, International Bazaar, and the Courtney Parkins Memorial Soccer Tournament.

For more information about the Office of International Student Retention Services (ISRS), call 770-423-6245 or visit the Global Village in room 255 in the Student Center. ***http://www.kennesaw.edu/stu_dev/isrs/.***

Student Volunteer Service/ Volunteer Kennesaw State University (VKSU)

Student Volunteer Service is an important outreach for Kennesaw State University. Not only does volunteer service provide an avenue for individuals to give something back to the community, but it is also a vehicle for campus organizations and non-profit/ government agencies to partner with KSU. VKSU is a campus-based volunteer service center matching student volunteer skills and talents with on-campus and off-campus community needs. Since 1984, in cooperation with more than 300 agencies, VKSU has served as a clearinghouse for volunteer opportunities which include Habitat for Humanity, local animal shelters, MUST Ministries, and providing tutoring/mentoring services to at-risk children. In addition, VKSU sponsors various volunteer opportunities/activities that include American Red Cross blood drives, Cobb Christmas Stuff-A-Bus, March of Dimes Annual March for Babies, Non-Profit Roundtable, and Marietta Senior Citizen luncheon. VKSU also serves an educational role by providing a practical opportunity for students to explore career options and experience volunteer services in their major fields of interests. Student volunteer service can provide valuable job experience as a prelude to career opportunities.

VKSU also provides services for the Federal Work Study Program. This program is a collaboration between Financial Aid and Student Development. Students who have been determined to be eligible may be employed on campus as student assistants or off campus for the America Reads Program offered in select Cobb County schools. Additional job opportunities are possible in select non-profit agencies. For more information, please visit: ***www.kennesaw.edu/financial_aid/FWS/fws.html***

Students are invited to stop by the VKSU office where VKSU staff members will help them review volunteer service opportunities. The office is in the Student Center, Room 264, and is open Monday through Thursday, 9:00 am to 6:30 pm and Friday, 9:00 am to 4:00 pm during fall and spring semesters. Summer semester and break hours are Monday through Thursday 9:00 am to 5:00 pm and Friday

9:00 am to 4:00 pm. Additional information regarding volunteer service projects can be obtained through the Volunteer Kennesaw State University office at 770-423-6700 and online at www.kennesaw.edu/stu_dev/vksu.

Disabled Student Support Services

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. A number of services are available to help disabled students with their academic work. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services and arrange an individual assistance plan. Certification of disability is required. Special services are based on medical and/or psychological certification of disability, eligibility for services by outside agencies, and ability to complete tasks required in courses. Any individual with a disability who wishes to participate in an activity or program offered by the institution and needs accommodations should contact the office sponsoring the program at least five days prior to the date of the program so that arrangements can be made.

Accommodative services may include, but are not limited to, handicap-accessible parking spaces, special test rooms, classroom accessibility, modifications of printed materials, sign language interpreters, assistance with getting class notes, audio recording, library and laboratory assistance, adaptive computer equipment, and referral to community resources. Eligible students deliver certification letters to faculty at the beginning of each semester identifying the approved accommodations.

The Assistant Director for Disabled Student Support Services works with faculty members to assure that students with special needs receive appropriate accommodations.

Students taking courses on-line or at sites other than the main campus should contact the Disabled Student Support Services office by phone (770-423-6443) or email (***cpope@kennesaw.edu***) to make arrangements to submit documentation, register with the department, arrange accommodations, etc. Accommodations and services at remote locations may require additional time to arrange, so please start early.

Workshops on relevant topics designed to meet the unique needs of disabled students are offered frequently during each semester. Individual assistance with study skills, assignment completion, and test preparation is available.

Students, faculty, and staff are encouraged to become active members of the Disabled Student Support Services Advisory Committee and to have a part in promoting awareness of the important contributions made by students with disabilities to the life of the university and the community. The committee also works to increase the accessibility of the university and to represent the interests of students with disabilities to the university administration. Individuals with hearing impairment may contact the university's Assistant Director for Disabled Student Support Services by TTY at 770-423-6480. More information is available at ***www.kennesaw.edu/stu_dev/dsss/dsss.html***.

Student Life Center

The Student Life Center provides an open, comfortable, engaging place that promotes student success and personal growth. Staff members of the Student Life Center value: the power of education in everything we do; the strength of inclusion - everyone has a place, a part, a purpose; the spirit of youth - it is not the age, it's the attitude; the commitment to service - meeting needs, setting standards, and going beyond expectations; the potential of students - valuing who they are and where they are going; and the belief in our team - a unique partnership that sets us apart to bring us together. The Student Life Center exists to create well-rounded extracurricular life for students at Kennesaw State University. The center provides support for most of the programs and services funded with the student activity fee and strives to promote student involvement by informing students of the opportunities available to them. By being involved in student activities, our goal is for students to learn how to plan and execute activities and how to work cooperatively and collaboratively with other groups and constituencies on campus.

General services provided by the Student Life Center include oversight of the Student Center, including staffing of the information booth, operation and staffing of the Game Room, management of most student activity budgets, reservations of campus space for student organizations, and support for over 160 student organizations. The Student Life Center also has a Notary Public service. Programs include intramural and recreation services, clubs and organizations, sororities and fraternities, the Kennesaw Activities Board (KAB), Student Government (SG), and the student media. More details on these programs are provided below.

Lost and Found services are available in the Student Life Center. Items found on campus should be taken to and recovered from the Student Life Center. Lost items are logged in and the owner is notified, if the item is recovered. All found items are listed in the classified section of The Sentinel as a service to the KSU community. Found items not retrieved after one month will be discarded. The Student Life Center is located in room 274 of the James V. Carmichael Student Center. Telephone number is (770) 423-6280.

Student Media

Four student media organizations provide opportunities for students to write, edit, photograph, and create designs, web pages and radio broadcasts for experience, academic credit or for pay. The Sentinel, KSU's weekly newspaper, covers campus news, sports and student opinion. Talon, KSU's feature magazine, captures student life through photos and stories. Share, the student literary and art magazine, provides a publishing outlet for the creative talents of KSU students. OWL Radio allows students to gain experience on and off the air with KSU's Internet streaming radio station. Experienced students are welcome as well as those who are willing to learn on the job.

Student Organizations and Activities

KSU offers over 160 registered student organizations. There is a wide variety of honor societies, fraternities and sororities, special interest groups, religious and political groups from which to choose. Contact the Student Life Center for an updated list of student organizations. Student organization mailboxes and offices are located on the 3rd floor of the Student Center in the Activity Area. The Activity Area also contains a copy machine and a fax machine for use by student organizations.

To be eligible to participate in any campus club or organization, a student must be enrolled in classes and have paid fees. The criteria for eligibility or participation will vary depending upon the nature of the organization. Honor societies, for example, have particular grade and/or class requirements for membership. Fraternities and sororities have particular selective membership requirements. Other clubs and organizations are open to all students who meet the individual group requirements.

In order to hold an office in a club or organization, a student must have a minimum cumulative grade point average of 2.0 and must maintain this average while holding office; must be enrolled for a minimum of six credit hours while holding office; and must not be on disciplinary probation. Each club or organization has the right to set higher standards for participation and/or leadership if it so desires.

Kennesaw Activities Board (KAB)

The Kennesaw Activities Board (KAB) offers a wide range of activities for the entire university community including: coffeehouses with popular entertainment (comedians and musicians); The Chautauqua lecture series; family film days (in collaboration with the Lifelong Learning Center); KSU Day; and Homecoming. KAB also coordinates CineKAB, a movie rental service on campus. Students who are interested in becoming active members of KAB can call 770/423-6279 or drop by the KAB office located in the Student Center, room 375.

Student Government (SG)

Student Government (SG) serves to represent the student interests to the KSU administration. SG is the student's voice, and SG meetings are open to all students. All enrolled students are considered members of SG and are encouraged to attend meetings, participate on committees, vote in elections and referendums, and seek out an SG officer to voice concerns. The SG office is located in the Student Center, room 374.

SG officers include the president, executive vice-president, secretary/treasurer, along with six secretaries (appointed by the president) and senators (two from each college of the university, three at-large, one non-traditional, one traditional, one undergraduate, one graduate, one international, one disabled, an American minority, a student athlete and two freshmen). Elections for these positions (with the exception of the freshmen senators) are conducted each spring; however, opportunities are usually available for involvement each semester. Students who wish to run for an office should contact either the SG office at 770-423-6276 or the Student Life Center at 770-423-6280.

Department of Sports & Recreation

Participating in intramural & recreation programs can be one of the most fun and memorable experiences here at Kennesaw State. From flag football to table tennis, the activity schedule offers something for everybody. The programs provide an opportunity to socialize, develop positive fitness practices, cultivate a connection to the university, and just have fun. Program schedules and facility hours are available at the beginning of each semester. Additionally, a semester program guide listing events gives you an opportunity to plan the activities you wish to participate in. The recreation facilities comprise the Student Recreation & Wellness Center (SRWC), sand volleyball court, tennis courts, on-campus intramural field and Owl's Nest. The Student Recreation & Wellness Center has two floors dedicated to fitness equipment, a gymnasium, equipment checkout desk, XP Power Performance room, group fitness studios, locker rooms, the Wellness Center and the Department of Sports & Recreation. The facilities schedule is available at the front desk of the SRWC and the web page (***www.ksuintramurals.com***). Students may also call the facilities hotline at 770-420-4393 to hear a 24-hour recording of the Rec Center's operating hours.

In addition to the many activities, the Department of Sports & Recreation also employs a number of students for various jobs. Student staff positions range from office assistants to sport officials. There are many benefits to working, for example, registering early for classes, keeping your parking space between classes and earning extra money while on campus.

We offer competitive sports, informal recreation, fitness activities including group exercise classes and personal training, equipment checkout, outdoor recreation activities, and special events. All you need to begin participating is a valid KSU ID and a completed waiver/release form. During your time at KSU, we ask that you allow us to be part of your college experience. For more information, stop by the our office located in room 129 of the Student Recreation & Wellness Center or call 770-423-6913.

Center for Student Leadership (CSL)

The Center for Student Leadership (CSL) was created to develop strategies, foster academic/SSES partnerships, and launch programs that work to identify, develop, and sustain the leadership of students and graduates of Kennesaw State University. The CSL focuses on providing students resources, training, and programs that enhance their leadership skills and abilities. The CSL functions under three dimensions of development: leadership programs, civic engagement, and scholarship and research.

Leadership Programs

Leadership programs incorporate varied civic engagement experiences to encourage the development of skills and knowledge through reflection, in an environment where students empower themselves to lead lives congruent with ethical leadership.

Civic Engagement

Civic engagement experiences promote a lifestyle congruent with ethical leadership by providing practical opportunities for students to deepen understanding, take action, and reflect on community issues of concern.

Engaged Research and Scholarship

Engaged Research and Scholarship is a holistic approach to learning that blends academic achievement, mentoring and engaged actions that contribute a measured positive change in society and promotes a student's personal growth.

CSL Mission

The Center for Student Leadership offers opportunities for leadership development, action research, and civic engagement to encourage students to embrace life-long leadership.

CSL Vision
Students participating in CSL programs will be life-long, reflective leaders, actively engaged in improving their communities.

CSL Philosophy
Leadership is a lifestyle. It is a reflective, purposeful process, grounded in congruence, driven by collaborative relationships, promoting positive change.

Residence Life
Campus housing is provided through a public-private partnership between the university and the KSU Foundation. Residential support services are provided through the KSU Department of Residence Life, and all leasing and facility matters are handled by a private management company owned by the KSU Foundation called KSUF Housing Management LLC (or 'KSU Housing' for short). Kennesaw State University began offering on-campus housing in the fall of 2002. There are 3044 rooms available in four residential communities serving different student populations: University Village Suites (all freshmen), University Village (primarily sophomore and freshmen, and Honors housing), University Place (all upperclass), and KSU Place (designated buildings for both freshmen and upperclass). All units offer private bedrooms including cable, Internet, furnishing, and utilities. About half the units offer private bathrooms and half offer shared bathrooms between two bedrooms. All apartments include a full-kitchen, and most apartments include a washer and dryer in the unit. Each community offers unique amenities, such as social lounges, study rooms, classrooms, retail stores and food service, and health clinic. The Residence Life main office is located in the University Village Suites, terrace level of the 3000 building, suite 3051.

For more information visit ***http://www.kennesaw.edu/residencelife*** , email ***reslife@kennesaw.edu*** , or call the KSU Department of Residence Life at 770-420-4388. Private management information is available at ***www.ksuhousing.com*** , ***leasing@ksuhousing.com*** , or 770-426-0668.

Student Fees
Upon registering, each student pays $144 to the intercollegiate athletics program, $72 to student activities, and $42 to Student Recreation and the Wellness Center. The $72 in student activity fees support a variety of programs, activities and organizations to provide all students with opportunities to develop leadership skills, form social networks, maintain a healthy mind and body, and enjoy a variety of entertainment. Student activity fees also support student publications, student media, intramurals, indoor recreation, campus activities board programs, student government programs, performing arts, clubs, organizations, student leadership training programs, the Center for Health Promotion and Wellness, and the Lifelong Learning Center. Because student activity fees help to fund publications, workshops, programs, entertainment and other activities, they are usually offered at no additional cost.

Student activity fees go into the student activities budget, which is handled by the Budget Office under the ultimate authority of the assistant vice president for financial services. The Student Activities Budget Advisory Committee (SABAC) serves as an advisory group to the vice president for student success on matters concerning student activity funds and also approves applications for forming new student organizations. Expenditures are supervised by the vice president for student success. Authority for yearly allocations has been delegated by the president of the university to the vice president for student success, who acts on the advice of SABAC. Regular meetings are held for the specific purpose of hearing requests for funding, approving changes in RSO by-laws, or reviewing requests to form new student organizations. All meetings are open to the public. Students are welcome to attend and voice their opinions about allocation of the funds. For further information about ABAC, please contact the Student Life Department at 770.423.6280.

Other Student Services

KSU Bookstore
The largest selection of used and new textbooks for all KSU classes, supplies, reference materials, and study aids as well as academically-priced software are available in the KSU Bookstore. The exact cost of required books and peripheral items will vary depending on courses; a full load semester cost is approximately $600. All books and supplies can be bought online. The Bookstore is owned and operated by KSU and all profits from operations go toward campus improvements.

The KSU Bookstore buys back textbooks throughout the year; the best prices will be received during finals week at the end of each term. Textbook refunds are generally 100% refundable within the first three days from date of purchase. After that, books will only be considered for a full refund if you drop the course during the first two weeks of classes. If you drop the class, you must provide proof of your course drop along with your original sales receipt. New textbook packages must be intact for treatment as a new book versus a used book. Access codes and software must be unopened.

The Bookstore also offers all spirit wear and mementos, graduation items & gifts, reference and trade books, as well as snacks. Bookstore hours during the semesters are:

Monday – Thursday	7:30 a.m. to 7:00 p.m.
Friday	7:30 a.m. to 4:00 p.m.
Saturday	9:00 a.m. to 2:00 p.m.

Limited hours are maintained when classes are not in session. Please check the Web site at ***http://bookstore.kennesaw.edu/*** for more information or to order online. Call the Customer Service line at 770-423-6261 if you have any questions.

Culinary Services

KSU Culinary Services is extremely proud to serve the campus community with fast, friendly service and value options to make eating on campus palate-pleasing, healthy and convenient.

The Commons, KSU's new dining hall, is conveniently located next to the Burruss building just north of the Campus Green. This 50,000 square foot facility provides guests with a variety of dining options for breakfast, lunch and dinner. The all-you-care-to-eat facility features nine venues to choose from, as well as an external take-out facility for when you're on the go. Opened in August 2009, to serve the growing number of students living on campus, The Commons is the main dining hall for meal plan participants, and is also open to the public, faculty and staff of KSU. Non-students may either purchase a one-time entry to The Commons or a full meal plan, which provides a volume discount. Please visit ***www.kennesaw.edu/dining*** for complete details on meal plans and upgrade options, as well as retail pricing for dining at The Commons.

For other available dining options located around campus, visit Einstein Bros. Bagels (on the ground floor of the Burruss building), Chick-fil-A Express (in the Carmichael Student Center), Jazzman's Café (in the Social Sciences building), and our late-night location, "The Hoot" (in the University Village). In August 2010, a PJ's Coffee Café will open in the Carmichael Student Center, adjacent to the Chick-fil-A Express. This location will feature the famous New Orleans coffee house roast, serving a special PJ's blend made just for KSU. It promises to be the campus destination for a perfect cup of coffee and a quick bite, enjoyed alone or with friends in a relaxed setting.

All dining venues, including The Commons, accept "K-Cash" flex dollars, from either of two accounts: General Declining Balance or Food Restricted. The Food Restricted Account allows students to purchase food items with no added sales tax, a savings of 6%. Details about the K-Cash program and the Food Restricted plans can be found on the Culinary Services website, ***www.kennessaw.edu/dining/***. To manage your account, check your meal plan balance, buy additional meal plans, or add money to your KSU ID, visit the online K-Cash Manager at ***https://kcashmanager.kennesaw.edu.***

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Culinary Services also oversees the on-campus operations of the contracted catering vendors that serve KSU. A current list of all approved catering vendors can be found by visiting ***www.kennesaw.edu/dining/***, and following the link to Catering.

Center for Health Promotion & Wellness

The Center for Health Promotion and Wellness, a department of the WellStar College of Health and Human Services, encourages students and employees to assume more responsibility for their health and well-being through awareness and education. Our primary goal is to enhance and provide a balance in the intellectual, emotional, physical, social, environmental, and spiritual development of

the whole person. We also strive to provide an environment that supports positive health practices. Programming focuses on helping students and employees reduce lifestyle risk factors. The Center also serves as a learning center for future exercise and health science students.

The Center for Health Promotion and Wellness, located in room 131 of the Student Recreation and Wellness Center, promotes wellness through a variety of avenues including:

- Special events: Learn-over-Lunches, health fairs, guest speakers, health screenings, CPR classes, eating disorders awareness week, and national collegiate alcohol awareness week.
- Wellness Works, KSU Employee Fitness Center: Open to KSU employees and their family members. The Center is located at the KSU Center, Suite 475 and offers the following for a small monthly fee: monthly newsletters, aerobic equipment, free weights, weight machines, and group fitness classes. These classes include Boot Camp, Pilates, Step Aerobics, Jazzercise, Cycling, and Cardio-Kickboxing. To join or for more information, please call 770-423-6770 or visit ***www.kennesaw.edu/col_hss/wellness/***.
- Peer Health Education: Peer Health Educators (PHEs) are student volunteers who are trained and certified in developing, implementing, and evaluating fun, interactive wellness programs for fellow students. Peer Health Educators help make the campus healthier, safer, and more enjoyable. To request a PHE for your group or organization, visit ***www.kennesaw.edu/col_hss/wellness/***.
- Nutrition Services: Students can meet with a registered and licensed dietitian for an assessment of their current eating habits, challenges, lifestyle, medical conditions, and overall nutritional needs. They will receive expert advice for losing weight, gaining weight, managing an eating disorder, controlling health conditions such as diabetes and high blood pressure, and much more!
- Health Assessments: Check your current level of health by having your blood pressure, heart rate, , body mass index, weight, and height checked.
- Fitness Assessments: How is your fitness level? We offer MicroFit computerized fitness evaluations for cardiovascular endurance, body composition, muscular strength, and flexibility. The evaluation also assesses blood pressure, heart rate, body mass index (BMI), weight, and height. Track your progress with pre- and post-test comparisons.
- Educational Materials: The Wellness Resource Center contains videos, books, magazines, journals, newsletters, and brochures on a variety of health and wellness topics. The Center also has computer programs where you can analyze your diet, assess your stress level, look up prescription drug information, and get healthy cooking tips and recipes. Hours are M-Th. 9-6, Fri. 9-5 and Saturdays by appointment only. For more information call 770423-6394 or visit ***www.kennesaw.edu/col_hss/wellness/***.

Kennesaw State University Health Clinics

The KSU Health Clinics serve students of Kennesaw State University by encouraging health promotion, disease treatment and prevention. Certified nurse practitioners and physicians provide services including a full range of primary care services, adult immunizations, travel health, women's health, psychiatric services, laboratory testing, and acute and chronic illness care. Medical information is confidential and will not be released without the patient's written consent except as required by law or in event of an immediate life-threatening medical condition.

Health Clinic charges are billed to the student's Owl Express account.

The Health Clinics are located at:

- Walk-in Clinic: Ground floor of University Village
- Appointment Clinic: House #52 on Campus Loop Road

The Health Clinics are closed on scheduled school holidays and hours are limited during semester breaks.

Kennesaw State University, does not assume responsibility for the overall health and physical well-being of its students. The university does assume, however, a reasonable degree of responsibility for the safety and welfare of its student body by encouraging students to participate in a nominally priced accident and sickness insurance plan and maintaining adequately equipped first-aid stations at strategic locations on campus.

If an individual becomes seriously ill or involved in an accident requiring medical attention, the KSU police should be contacted by dialing ext. 6666. There are police officers, who are trained in C.P.R. and State-certified First Responders, on duty during all normal office and class hours. Comprehensive medical facilities are reasonably accessible to the campus. If it becomes necessary to seek medical attention beyond minor first-aid treatment, the following steps will be taken:

1. If the student is conscious and alert and wants an ambulance to be called, the attending officer will comply with the request;
2. If the student is unconscious, he/she will be treated and transported to the hospital by ambulance. The attending officer will call the ambulance at the individual's expense to transport him/her to the nearest emergency room;
3. In the case of injury to students participating in sanctioned intercollegiate athletic activities, the university will assume responsibility for the expense of the ambulance;
4. Every reasonable effort will be made to contact parents, spouse or next of kin to inform them of the situation.

No student with a contagious disease may attend classes. Every student is held individually responsible for adhering to this regulation. Any student who needs special consideration because of any physical disability—either permanent or temporary—should have the attending physician write an explanatory letter to the vice president for student success giving full details of the disability and any desired limitations or special considerations requested.

KSU Card Services Center

The Card Services Center at KSU issues the official university ID, parking permits,, and keys. In addition, they manage the KSU Debit Card Program and the KSU Mall. Almost all services require an in-person visit to the office in Suite 207 of the Carmichael Student Center. The Card Services Center hours of operation are posted online at the Card Services website, but please contact the department if you need service outside this time frame. Please visit, call (770.499.3436) or email the Card Services Center (***idservices@kennesaw.edu***) for details on any of these programs. Information is also available on the Card Services website at ***http://www.kennesaw.edu/idservices/*** .

First time services to students and employees are free (e.g. IDs and Parking Permits). Replacement services are subject to fees. Please be prepared to present a valid U.S. government-issued document that includes a photo (e.g. driver's license or passport) for identity verification.

Identification Cards

All enrolled students at Kennesaw State University are required to carry an official KSU Identification Card. The Card Services Center produces this card on campus in Suite 207 of the Carmichael Student Center. The KSU ID card is honored across campus: for photo identification; in security applications; for access to events, activities and resources; and for selected retail services. Card applicants must agree to an un-obstructed facial photo. All students must be prepared to present their KSU ID Card to University officials upon request. Please visit our website for more information.

KSU Debit Card

KSU has partnered with HigherOne, an Internet bank to distribute refunds through the KSU Debit Card Program. The KSU Debit Card program gives students the opportunity to receive funds electronically either through direct deposit to a checking/debit account with HigherOne or by ACH to a third-party bank. Students may still opt for a paper check but are encouraged to instead choose electronic distribution to receive their funds quicker. Students are not required to open an account with HigherOne but must use the card provided to setup their refund option.

Parking Permits

All vehicles on campus must display a valid KSU Parking Hangtag or Decal. Vehicles without a valid hangtag or decal will be ticketed and/or booted. New students and employees must pickup their parking permits in-person. New permits are issued annually only to campus residential students. All other parking permits are valid for the duration of your official status with KSU. One day passes are available at the Welcome Center as appropriate. Parking permits must be picked up in person at the Card Services Center. It is the responsibility of all KSU employees and students to review and abide by the Kennesaw State University Parking Policies and Procedures available online at ***http://www.kennesaw.edu/parking/***.

KSU Mall

The KSU Mall is a web-based shopping cart application that is appropriate for sales of goods and services offered by internal departments to the general public. Current offerings may be viewed by selecting the KSU Mall Quick Link from the KSU public website at ***www.kennesaw.edu*** . Contact the Card Services Center for more information.

Print & Copy Services

Printing and making copies at Kennesaw State University is very easy. Once you receive your KSU ID card at the Card Services Center, you can add cash to your account at any of the K-Cash machines located around campus This will allow you to use your card to make copies or to print jobs from any of the computer labs. Just follow the instructions on any K-Cash device found on campus. They are located in the following locations:

- ITS Computer Lab Area – 4th floor Burruss Building
- Kennesaw Hall – 2nd floor Education Wing
- Library lobby, directly across from the circulation desk
- Science Building – 1st floor vending area
- Carmichael Student Center – 2nd floor hallway
- The Commons – main entrance area
- Social Sciences - 3rd floor hallway

You can also add money to your account via the K-Cash Manager website by using your KSU NetID and PWD to log in to: ***https://kcashmanager.kennesaw.edu*** . This site will also let you review recent transactions and temporarily disable your card should you misplace it. Parents can add value via this interface as well. All they need to know is your NetID. If you choose to give them your password they will have access to all the other features of the site as well.

To make a copy, just swipe your ID card through the device attached to the copier. Follow the instructions on the swipe device and the system will determine whether you have sufficient funds for the job that is submitted. Be sure to press clear "CLR" when your job is complete so that someone else doesn't end up using your account.

To print, you can send jobs using our new online print facility at https://webprint.kennesaw.edu, from the various labs around campus, or from the Cyber Café located in the Student Center Food Court. Most labs have printers inside or just outside the lab. Detailed instructions on how to use the print function are posted in the Labs you use for your classes.

If you don't have your ID card with you, simply purchase a Guest Card at any of the K-Cash machines. Guest Cards work just like your ID card for printing or copying.

Call 678-797-2200 or extension 2200 from a campus phone to ask questions about these services or when you encounter any problems.

Additional information may be found on the KSU web site at ***http://www.kennesaw.edu/copyprint/*** .

Intercollegiate Athletics

Initiated in the fall of 1982, KSU's intercollegiate sports program is a member of the Atlantic Sun Conference (A-Sun) and Division I of the National Collegiate Athletic Association (NCAA). The A-Sun's membership includes: Belmont, Campbell, East Tennessee, Florida Gulf Coast, Jacksonville, KSU, Lipscomb, Mercer, North Florida, Stetson and USC Upstate. The Fighting Owls currently sponsor seven sports for men (baseball, basketball, cross-country, golf, indoor track, outdoor track and tennis) and nine for women (basketball, cross-country, golf, soccer, softball, tennis, indoor track, outdoor track and volleyball). Cheer, dance, and the pep band

are also part of both the men's and women's basketball programs. Dance competes for a national championship each year.

Students receive free admission, with a valid ID, to all of KSU's home contests and are encouraged to become involved as either a team participant through a tryout, an athletic staff member, or a regular spectator.

Sports Clubs

Club Sports at Kennesaw State University are designed to provide opportunities for students of the university community to participate in a variety of sports and recreational activities. Club Sports are organized and conducted by students under the direction of the Campus Intramural and Recreation Services Department. A Club Sport must be active and approved through the Club Sports office. Each club is formed by individuals with a common interest in a sport or activity that exists to promote and develop interest in that particular activity. Clubs may be instructional, recreational, competitive, or some combination thereof. Characterized by being student-initiated and student-managed, the basic structure of clubs allow members numerous opportunities for leadership and decision-making. The actual success and strength of each club is dependent on effective leadership of the officers and the degree of involvement of its club members.

Kennesaw State University currently has the following clubs: Cricket, Cycling, Ice Hockey, Roller Hockey, Men's and Women's Lacrosse, Rugby, Men's Soccer, Ultimate Frisbee, Wakeboarding, and Wrestling. New Clubs are regularly added based on current student interest and desire to facilitate the process. All participants in the Club Sport teams must be KSU students and maintain a MINIMUM 2.0 GPA and be in good academic standing. Club Sports offer students the opportunity to meet new people, stay fit, be involved at KSU and build life long friendships.

KSU Club Sports compete against other local and regional team that might include UGA, GT, Emory, Duke, Clemson, Alabama, Mercer, Auburn, Georgia Southern, UT and many more road trips. Get involved! College is what you make of it!

The club's participants must meet any financial obligations, including insurance and playing expenses.

Please visit ***http://www.clubs.kennesaw.edu/clubsports/index.php*** to get additional information or contacts for individual teams.

Kennesaw State University Alumni Association (KSUAA)

Chartered in 1978, the Kennesaw State University Alumni Association, Inc. is a nonprofit, educational corporation. The association places particular emphasis on and concentrates the majority of its energies and resources toward providing programs and services for alumni, fostering institutional pride, developing and enhancing KSU's public image and meeting needs by raising and administering funds for educational purposes at Kennesaw State University. The affairs of the association are guided by a 22-member board of directors including a seven-member executive committee. Each director serves for a term of three years.

Kennesaw State University employs a full-time staff, including a director, to support the association and direct Alumni Affairs' programs and activities. The Association and Office are responsible for all outreach to KSU alumni, i.e. anyone who successfully matriculated through one semester at KSU or one of its predecessors (Kennesaw State College, Kennesaw College, or Kennesaw Junior College). The Association does not charge membership dues but rather encourages alumni to support the University financially, which then designates the individual as an active alumnus.

Student Activities & Budget Advisory Committee

The Student Activities & Budget Advisory Committee (SABAC) serves as an advisory group to university administration concerning student activity funds. It also approves applications for new campus organizations as well as updates to constitutions for existing organizations.

Membership of SABAC includes representatives of the administration, staff, faculty and students. Student members are appointed annually by the president of the Student Gov-

ernment Association. The chair is elected from the student membership. Students are invited to apply for appointment to this committee. For more information contact the Student Life Center at 770-423-6280.

During the Fall Semester, SABAC meets regularly from 3:30 p.m. to 5:30 p.m. on dates specified by the Vice President for Student Success. During the Spring Semester, regular meetings and budget review meetings will be held from 3:30 p.m. to 5:30 p.m. on dates specified by the Vice President for Student Success. Meetings are open to the public. All SABAC decisions shall be made in public/ open meetings and recorded in the minutes.

Statement of Student Rights and Responsibilities

Preface

Students of Kennesaw State University are guaranteed all of the rights, privileges and freedoms granted to a citizen of the United States. 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 policies and regulations expressed in this Statement of Student Rights and Responsibilities. By doing so, students may fulfill their responsibilities and enjoy the exercise of their own rights while also respecting the rights of others.

Interpersonal Relations and Non-Discrimination Position Statements and Policies

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

Intellectual Diversity and Interpersonal Relations Position Statement

Kennesaw State University is an educational community comprised 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.

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.

Americans with Disabilities Act (ADA)

Kennesaw State University does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities.

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications.

Qualified individuals with disabilities are encouraged to apply for employment opportunities with the University. Individuals with disabilities who require reasonable accommodation to participate in any portion of the application, interview and/or testing process must advise the University's Department of Human Resources in advance. Upon request, applicants must provide documentation confirming a disability and the need for an accommodation. Advance requests for reasonable accommodation(s) should be directed to the Director of Human Resources. The office telephone number is (770) 423-6030 V/TDD. The FAX number is (770) 423-6570. The Web address for employment opportunities is ***http://www.kennesaw.edu/hr***

The following individuals have been designated by the President of the University to provide assistance and ensure compliance with the ADA. Should you 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 (770) 423-6224; or the Director of Human Resources, ADA Compliance Officer for staff and faculty at (770) 423-6030.

Kennesaw State University Policy on Accessibility in Facilities, Programs and Employment

Kennesaw State University is committed to providing accessibility in facilities, programs, and employment to all individuals, regardless of disability. Kennesaw State University does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. As a recipient of federal funds, KSU has maintained compliance with Section 504 of the Rehabilitation Act of 1973 in providing accessibility to programs and services for students with disabilities.

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Accessibility of Facilities, Programs, and Services

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, handicap parking, assistance with note-taking, sign language interpreting 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.

Visits By Children

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

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 member of the faculty, the administration, the staff or the student body who is HIV positive.

Sexual Harassment

Kennesaw State University follows the established policy on sexual harassment of the Board of Regents of the University System of Georgia. That policy (802-18 in the Regents' Policy Manual) is as follows: Federal law provides that it shall be an unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. Harassment of an employee on the basis of sex violates this federal law. Sexual harassment of employees or students in the University System is prohibited and shall subject the offender to dismissal or other sanctions after compliance with procedural due process. Unwelcome sexual advancements, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment. Sexual harassment can occur in situations where one person has power over another, but it can also occur between equals. Both men and women can be sexually harassed, though women are most often victimized. A relationship between a faculty member and a student should be considered one of professional and client in which sexual relationships are inappropriate.

Procedures for Handling Complaints of Sexual Harassment.

Informal Resolution

Early efforts to control a potential harassment situation are very important. Sometimes an individual can stop sexual harassment by telling the person directly that he/she is uncomfortable with the person's behavior and would like it to stop. Writing a letter to the person can also be effective.

Formal Complaints and Grievances

Formal complaints of sexual harassment by students against faculty or staff will be resolved according to established grievance procedures (see Grievance Procedures for Students- Grievance Procedure for Discrimination, Harassment, and Retaliation in this

catalog). Sexual harassment is a form of sexual discrimination. A formal complaint of sexual harassment by one student against another student will be resolved through the Student Conduct and Academic Integrity (SCAI) Department (contact the Director of SCAI at 770-499-3403).

President's Statement on Sexual Harassment

"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 the absence of that cooperation, we will enforce our policies to the fullest, up to and including dismissal."

KSU Freedom of Assembly and Expression

Kennesaw State University recognizes and upholds First Amendment Rights of Freedom of Speech and Assembly. Demonstrations and assemblies can be valid expressions 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, and student body to refrain from, and discourage, behaviors that threaten the rights, freedoms and respect every individual deserves.

Administrative procedures and guidelines pertaining to Freedom of Assembly and Expression are detailed in the KSU Student Handbook.

Rights Pertaining to Student Records

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-a-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 office. 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 Rd, MB #0116, Kennesaw, Georgia, 30144, or hand-deliver the request to the Office of the Registrar located in Kennesaw Hall or fax the request to 770-423-6541.

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
- Address

- Telephone Number
- Major
- Advisor
- Dates of Attendance
- Degrees Awarded
- Participation in Recognized Activities and Sports
- 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 for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) 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. 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.
- 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.
- 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.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the re-

quirements 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

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.

Director of 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
GRE and GMAT Examination Test Scores
International Admission Documents, TOEFL

Director of Student Financial Aid

Loan Processing Request
Financial Aid Application
Award Notification

Chair of University Studies

University Placement Examination Scores (Placement and Exit)
International Regents' Test

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 Success Services (formerly CAPS)

Individual Standardized Tests
Georgia and U.S. History & Constitution Test Results
CLEP Tests
ISAT Tests
COMPASS Exam

Vice President for Student Success and Enrollment Services

Letters of Recommendation

Director of Student Conduct and Academic Integrity

Discipline Files
Health Clinic
Health Insurance Brochures

Student Code of Conduct

I. Preamble

Students of Kennesaw State University are guaranteed all of the rights, privileges and freedoms granted to a citizen of the United States. 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 a citizen'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. 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 these high standards 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 panel or before the Vice President for Student Success (or his/her designee) shall be suspended for at least one semester, unless the

student persuades the deciding body 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 as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). 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.

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 as part of a course.

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

No student shall misplace, take, or 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 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 initiate 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 senate. The senate, 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. Belligerent, abusive, profane, threatening and/or inappropriate

behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found responsible for such misconduct may be subject to immediate dismissal from the institution. In addition, 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 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.

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, b) is disruptive to the academic functioning of the institution, or c) constitutes a threat against an individual(s) such that it would provoke that individual(s) to imminent violent reaction.

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. Sexual Harassment/Assault
No student shall subject another person to unwelcome sexual overtures or conduct, either verbal or physical.

F. Theft or Damage of Personal Property
No student shall take, sell or attempt to take or sell, damage or destroy any items belonging to students, faculty, staff, guests of the university, or student groups without proper authorization. Nor shall any student make or attempt to make unauthorized use of the property of any other person or organization while on the KSU campus. 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.

G. Theft or Damage of University Property
The taking of or malicious, unwarranted, or irresponsible destruction or damaging of items of university property (including library items), items rented, leased, or placed on the campus at the request of the institution, or items belonging to the students, faculty, staff, guests of the university, or student groups or organizations is prohibited.

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. Peace officers recognized by the State of Georgia are exempt from this firearms regulation.

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 of 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, including classrooms.
3. No student shall in any way dispose of tobacco products in trash receptacles in or on University property.

L. Kennesaw State University Is a Smoke-Free Environment

Smoking is prohibited on KSU campus except in areas specifically designated for smoking.

M. Gambling Is Strictly Prohibited

N. Raffles

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

O. 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.

P. 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.

Q. 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.

R. Residential Code of Conduct Violations

A violation of the residential code of conduct is also a violation of this student code of conduct. The residential code in its entirety may be found at the SCAI webpage, ***http://www.kennesaw.edu/scai/code_of_conduct.shtm***l . See section III R.

IV. Financial Responsibility

A. Financial Responsibility

Students are required to meet all financial obligations to the university. 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 for this debt, and any communication or correspondence with the University about such debt must be directed through the collection agency.

B. 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

Use or possession of drugs (controlled substances) or both is prohibited.

A. 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 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 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 section I of the residential code of conduct.

B. All student organizations must submit an "Acknowledgment of Alcohol Policy" form to the vice president for student success during the first week of classes 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.

C. 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.

D. Any activity (especially those competitive in nature) contributing to the overindulgence of alcohol is, by these guidelines, prohibited.

E. Any violation of this policy at any organization activity shall be reported to the vice president for student success by the designated monitor(s) verbally with 24 hours of returning to campus and followed by a written report within three working days. The Kennesaw State University police shall report any violation of this policy, whether at an activity or on an individual basis, to the vice president for student success, who shall then be responsible for 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 side walks. 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. The following regulations apply to off-campus activities including outings or field trips for classes of Kennesaw State University, off-campus University athletic events, 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, destroy or attempt to take, damage or destroy property of another.

C. Use and possession of Drugs, including alcohol: Use and/or possession of drugs (controlled substances) are prohibited. Alcohol regulations appear in Section V of this code.

VII. Organizations

A student organization is subject to the authority of the Court 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 court, 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) are prohibited. Alcohol regulations appear in Section V of this code.

C. Hazing

Hazing in any form is prohibited. Hazing is defined as follows: Any action taken, or situation intentionally created, on or off the premises of the university, to produce mental or physical discomfort, embarrassment, harassment, ridicule or suffering as a means to gain entry into an organization. These activities include, but are not necessarily restricted to, paddling in any form; creating excessive fatigue; physical or psychological shocks; wearing, in public, apparel that is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; morally degrading or humiliating games and activities; and/or any other activities not consistent with the regulations of Kennesaw State University.

D. Theft and Disregard for Property

1. Unauthorized taking, attempted taking, 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, to become officially recognized Kennesaw State University student organizations.

I. Gambling Is Strictly Prohibited

J. Raffles

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

K. Sales, Fund-raising and Advertising

Unauthorized selling of any kind (including bartering), unauthorized fundraising, and unauthorized advertising of fundraising or any other type of event is prohibited. Organi-

zations shall follow the guidelines set down by the Office of the Vice President for Student Success for all such activities.

L. 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 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 is prohibited.

M. Shared Responsibility

Student organizations are responsible at all times for organizational violations of the university student 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 boards 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 pertaining to Academic Honesty

Any student, faculty member, or administrator can initiate 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 senate. When the SGA senate 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 court, 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 court, 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. Ethics Training: for violation of the academic honesty code, assignment to Ethics Training will be in addition to and following the prescribed suspension period. For other violations, ethics training may be assigned by the hearing panel, by the vice president for student success, or his/her designated representative.
11. Other Remedies: as imposed by the vice president of student success or his/her designated representatives.

B. For Student Organizations

1. Includes disciplinary sanctions 7, 8, 9, 10, and 11 listed above.
2. Suspension of the organization's registration with student activities.
3. Probated suspension of the organization's registration with student activities.
4. Revocation of the organization's registration with student activities.

C. Academic Dishonesty

Any accused student found to have violated KSU regulations concerning academic honesty by an SCAI hearing before a University Court panel or before the Vice President for Student Success, or his/her designee, shall be suspended for at least one semester unless he/she has convinced the hearing body that there exist substantial mitigating circumstances to his/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 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:

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 judiciary procedures allow.

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, including the library, labs, or offices;

d. restriction from entering the campus or any designated portion thereof.

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

Handling Student Code of Con-

duct Violations at KSU

Kennesaw State University's Student Code of Conduct, SCAI 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 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 Student Conduct and Academic Integrity (SCAI) Department and submit the proper documentation. A 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 court 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 misconduct procedures Web site, ***http://www.kennesaw.edu/scai/misconduct_procedures.shtml***

I. 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 on the SCAI webpage at http://www.kennesaw.edu/scai , 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 Student Conduct and Academic Integrity (SCAI) Department 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 Department. Incident reports which are submitted to the SCAI will by kept confidential 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 an 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 the SCAI for a hearing. Academic misconduct, as determined by an SCAI hearing, carries a mandatory minimum suspension of one semester, unless substantial mitigating circumstances are proven.

II. Disruptive Behavior

It is the purpose of the University 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. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Code of Conduct. Students who are found in viola-

tion 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.

Disruptive behavior includes, but is not limited to the following conduct (See the KSU Student Code of Conduct in the Kennesaw State University Handbook and Planner or the code of conduct on the SCAI website, ***http://www.kennesaw.edu/scai/code_of_conduct.shtml*** for additional categories of unacceptable student conduct):

1. **Disorderly Assembly**
   No student 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).
2. **Disruptive and/or Dangerous Conduct**
   No student shall act in a manner which 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.
3. **Disruptive Speech**
   That speech is prohibited which: a) presents an immediate or imminent clear and present danger, b) is disruptive to the academic functioning of the institution, or c) constitutes a threat against an individual(s) such that it would provoke that individual(s) to imminent violent reaction.
4. **Physical Attack**
   Physical attack on or in University property or at functions sponsored by the University or any registered university organization, is at any time prohibited.

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 or students 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 SCAI Department using the Student Misconduct Incident Report Form: ***http://www.kennesaw.edu/scai/docs/general_misconduct_form.doc***

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 and 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, (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 student conduct procedures allow.

Interim suspension may include any or all of the following: (1) restriction from participating 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.

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 the Student Conduct and Academic Integrity (SCAI) Department - (770) 499-3403.
2. Vice President for Student Success - (770) 423-6310.
3. Director of University Police - (770) 423-6206.
4. The KSU Student Code of Conduct
5. The University SCAI webpage (which includes all rules, policies and procedures related to the Student Conduct and Academic Integrity) at ***http://www.kennesaw.edu/scai/***

III. Sexual Assault

Victims should report instances of alleged sexual assault to either the KSU Department of Public Safety (770) 423-6666 or the Student Success Office (770) 423-6310.

The victim of a sexual assault should take care to preserve any evidence that may be necessary to prove that the 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 prosecution or conduct proceedings from going forward.

Students who report sexual assaults to the KSU Department of Public Safety or the vice president for student success shall be afforded assistance in seeking counseling and follow-up medical care, making changes to their academic situations and reporting to the appropriate criminal authorities after an assault has occurred.
Kennesaw State University 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 which 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 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 under report, crimes because:

1. the victims are somehow responsible for the commission of crimes against them;
2. victims were contributively 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.

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 assailant(s), including transfer of classes if requested by the victims.

Note: Kennesaw State University is concerned with your safety. We publish two campus safety publications: Safe and Sound and Sexual Assault: Myths and Reality. They contain such information as campus crime statistics and campus safety policies. These publications are available at the Department of Public Safety, upon request. You may also request a campus security report regarding crime statistics from this office.

IV. Parental Notification Policy: Drug and Alcohol Violations

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 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 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 alco-

hol/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 Vice President for 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 Kennesaw State SCAI Department, Student Center Suite 253, 770-499-3403.

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.

KSU Mission Statement on Occupational Health and Safety

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 & Safety of Kennesaw State University will ensure compliance with local, state, and applicable federal codes, provide technical assistance, conduct routine facility audits and empower the employees of KSU through training in hazard recognition and accident prevention. KSU is a Restricted Smoking Campus.

Smoking is prohibited on KSU campus except in areas specifically designated for smoking.

Drug and Alcohol Policy

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.R of KSU Student Code of Conduct for more information: ***http://www.kennesaw.edu/scai/code_of_conduct.shtml#iii***

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.

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 planning to serve alcohol at any off-campus function must submit an "Acknowledgement of Alcohol Policy" form to the vice president for student success during the first week of classes 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 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 drivers' licenses. Any activity (especially those competitive in nature) contributing to the overindulgence of alcohol is, by these guidelines, prohibited. Any violation of this policy, whether at an activity or on an individual basis, to the vice president for student success within 24 hours of the occurrence. The vice president for student success shall then be responsible for disciplinary action according to established university nonacademic 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 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 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 Activities 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 judicial code sanction, a student who is a member of a university athletic team may face additional sanctions based on rules established by the 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 CAPS Center, (770) 423-6600, is located on the second floor of Kennesaw Hall. The Center currently has eleven professional counselors qualified to work with students who have problems associated with alcohol and/or drug abuse. At present, one counselor is certified as a Prime for Life facilitator, while another counselor has previously worked in a substance addiction treatment facility. These two counselors 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. CAPS also performs in-house evaluation for alcohol and drug abuse and uses the SASSI-3 Substance Abuse Subtle Screening Inventory as well for alcohol abuse screening. CAPS maintains a listing of referral agencies for off-campus assistance when such assistance is more appropriate. CAPS services are available to all enrolled students. Two CAPS 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 establishing AOD educational programs. In addition, CAPS has a newly funded/developed program on campus. The Collegiate Recovery Center (CRC), which was opened in Fall 2007. The center is designed to support students in recovery from addictive disorders

by facilitating a peer to peer recovery community. The CRC is now the home for three on-campus 12-step meetings per week and an open monthly meeting called Celebration Recovery where students in recovery share their story with others. The CRC has developed an education workshop, Trends in Addiction, Abuse, Use and Treatment, which has been presented in multiple cross-major settings. The CRC is located in University College Room 222. Telephone number is 678-797-2538 or email ***recovery@kennesaw.edu***

The Department of Human Resources, (770) 423-6030, 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 Compsych, Inc. and may be accessed by phone toll-free at 877-327-4753 or via their website. Additional information can be found at ***http://www.kennesaw.edu/hr/ben_eap.shtml***

The Department of Public Safety, (770) 423-6206 (non-emergency number), is located in the Public Safety Building #20 near the West Parking Deck. 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.

The Wellness Center, (770) 423-6394, is located in the Student Recreation and Wellness Center, Bldg. 3, RM 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, and the Center makes available computer programs, Alcohol 101, and prescription drug information to further this mission. The Wellness Center also 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 KSU Health Clinic, (770) 423-6644, is located on Campus Loop Road, House 52, across from University Place Housing. The clinic provides services to KSU students, faculty, and staff. Alcohol and drug use and abuse programming are 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, (770) 420-4388, relocated from the Carmichael Student Center to the new University Village Suites (effective Fall 2008) to better serve the residential population, and in particular the first-year residents. The new office is located on the terrace level of the 3000 Building of the University Village Suites, room 3051. It provides alcohol and drug education to residential students on a continuing basis throughout the year through programs presented in both small and large group settings.

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).

Administrative Withdrawal of Students

A student may be administratively withdrawn from the university when, in the judgment of the vice president for student success, and the director of counseling services, and after consultation with the student's parents and personal physician, if any, it is determined that the student suffers from a physical, mental, emotional or psychological health condition which: (a) poses a significant danger or threat of physical harm to the student or to the person or property of others or (b) causes the student to interfere with the rights of other members of the university community or with the exercise of any proper activities or functions of the university or its personnel or (c) causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the Student Code of Conduct and other publications of the university.

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

Grievance Procedures for Students

Grievance Procedures for Admissions, Privacy Rights and 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 Judiciary Program. Grievances related to loss of athletic scholarship and other forms of financial aid are heard by the Financial Aid Appeals Committee.

Grievance Procedures for Discrimination and Retaliation

All student grievances or complaints against faculty, staff, or administrators alleging (1) discriminatory practice(s) based on race, religion, color, sex, sexual orientation, handicap, or national origin, or (2) retaliation against the student because of his/her prior report of discrimination or harassment, or because of the student's cooperation in any investigation, shall be addressed in writing to the KSU EEO office in the Division of Legal Affairs with the following caveat. If the 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 section II (Grade Appeal Procedure When There Is an Allegation of Discrimination or Retaliation). Otherwise, once the EEO office has received a written complaint containing specific allegations of discriminatory practices or retaliatory actions the following process shall take place.

A. The EEO officer (or his/her designee) must notify in writing the person(s) whose actions or behavior is/are at issue of the allegation of discrimination and/or retaliation and of the pending investigation as soon as possible, but definitely within one week of receiving the complaint in writing from the student. The person's immediate supervisor should be notified at the same time.

B. During the investigation by the EEO office no administrative or legal action or intervention will be taken unless the EEO investigator first consults with and obtains the agreement of the Provost and VPAA (or his/her designee) and the VP for SS (or his/her designee) to the proposed administrative or legal action or intervention.

C. If the EEO officer (or his/her designee), after investigation, finds that the student does not have reasonable grounds for complaint he/she shall so notify in writing the student, the person(s) about whom the complaint is made, and that person(s)' immediate supervisor. This investigation and notification will take place within sixty days of the written allegation's receipt by the EEO's office.

D. If the EEO officer (or his/her designee), after investigation, finds the student may have reasonable cause for complaint he/she will so notify in writing the student, person(s) about whom the complaint is made, and that person(s)' immediate supervisor. The investigation and notification will take place within sixty days of the written allegation's receipt by the EEO's office. On the same date that written notification is delivered to the parties, the EEO officer (or his/her designee) will contact the chair of the university council. The chair of the council will then be responsible for establishing an ad hoc committee of three (faculty/administrative faculty/staff members) and two students to hear the discrimination complaint and make recommendations. The names and contact information of the five members of the ad hoc committee shall be communicated by the chair of the university council to the EEO officer (or his/her designee).

E. Prior to the hearing the EEO officer (or his/her designee) will arrange that the ad hoc committee shall meet and elect a chair from among the five members. The chair will conduct the hearing. The chair may participate in all deliberations, but will not vote except in the case of a tie.

F. The hearing committee may draw up its own rules of procedure, and the committee is not bound by any formal rules of legal proceedings and may hear any information that may be of value in determining the issues involved, but minimum due process shall include the right of both parties to be notified in writing at least ten business days in advance of the date, time, and place of the hearing; the right of the person against whom the complaint has been made to be informed in writing of the specific nature of the complaint against him/her and of the evidence and/or witnesses on which it is based; and the right of both parties to present evidence and witnesses on their behalf and to question witnesses. The EEO officer (or his/her designee) shall act to make certain these due process rights are met. The supervisor of the person about whom the complaint is made will be notified that a hearing has been scheduled. The EEO officer (or his/her designee) will attend the hearing and may present any report created or evidence or information obtained during the EEO office's investigation if requested to do so by either party or by the committee. The EEO officer (or his/her designee) shall retain all records associated with the complaint, his/her investigation, the hearing, the committee's written report, and the president's written decision for such length of time as required by Georgia law.

G. Each party has the right to a non-attorney advisor to assist in preparing and presenting his/her case before the committee. Those present during the hearing will be the members of the ad hoc committee, the EEO officer (or his/her designee), the parties to the complaint, one non-attorney advisor for each party, and such witnesses as are necessary. Each witness shall be present only when his/her presence is necessary to present information and/or answer questions. No other persons shall be present unless agreed upon in writing by the chair of the committee, both parties, and the EEO officer (or his/her designee).

H. All decisions and recommendations will be based on a majority vote, and be rendered according to the principle of the preponderance of evidence. Only the five members of the ad hoc committee should be present during deliberation except that the EEO officer (or his/her designee) may be present to answer policy questions.

I. The hearing committee will be expected to produce a written report summarizing the information presented, indicating and explaining its decision, and making recommendations, if desirable, to any party or parties. Copies of the written report will be submitted to each party in the case (student and person complaint made against), the person's immediate supervisor, the EEO officer (or his/her designee), the chief legal officer for the university, and the president of the university within five business days from the completion of the hearing. The chair of the hearing committee shall act to make certain the written report is delivered to the proper persons. The opinions and recommendations of the ad hoc committee are advisory and in no way bind the president to the recommended actions.

J. After consideration of the ad hoc committee's written report, the president shall make a decision and communicate it in writing within five business days to the student, the party or parties against whom the complaint has been made, the EEO officer (or his/her designee), the chief legal officer of the university, and the immediate supervisor(s) of the employee(s) against whom the complaint has been made.

K. Should the aggrieved student remain dissatisfied with the president's decision, further redress may be sought through internal channels by applying to the Board of Regents for a review of the decision, pursuant to the Bylaws of the Board of Regents, Article IX, p. xxvii.

Nothing in this process prohibits the parties from settling this matter at any stage with the assistance of mediation through the Office of the University Ombuds (770-423-6112), if appropriate. However, any attempt to settle the matter through mediation does not affect time deadlines for this process.

Any student complaints against another KSU student should be addressed to the KSU Department of Student Conduct and Academic Integrity (formerly Office of Judiciary Programs).

Courses

Glossary

This section lists undergraduate courses offered by the university and available for credit. Courses are listed in alphabetical order. The subject code for courses and the program offering the courses are listed below:

Accounting ..... ACCT
Adolescent Education ..... EDAD
American Studies ..... AMST
Anthropology ..... ANTH
Applied Exercise and Health Science .. EHS
Applied Music Performance ..... MUAP
Art Education ..... ARED
Biology ..... BIOL
Business Information Systems Mgt ..... BISM
Business Law ..... BLAW
Chemistry ..... CHEM
Chemistry Education ..... CHED
Coach Education ..... EDCO
Conflict Management ..... CM
Communication ..... COM
Computer Science ..... CS
Doctor of Business Education ..... DBA
Early Childhood Education ..... ECE
Economics ..... ECON
Education ..... EDUC
Education - Reading ..... EDRD
Educational Leadership ..... EDL
Educational Research ..... EDRS
English ..... ENGL
Finance ..... FIN
Foreign Language Education ..... FLED
Geography ..... GEOG
Gerontology ..... GERO
Graduate Business Administration ..... GBA
History ..... HIST
Inclusive Education ..... INED
Information Systems ..... IS
Instructional Technology ..... ITEC
International Conflict Management .... INCM
International Policy Management ..... IPM
Leadership and Ethics ..... ILEC
Management ..... MGT
Marketing ..... MKTG
Mathematics ..... MATH
Mathematics Education ..... MAED
Music ..... MUSI
Music Education ..... MUED
Nursing ..... NURS
Physics ..... PHYS
Physics Education ..... PHED
Political Science & Int'l Affairs ..... POLS
Professional Writing ..... PRWR
Public Administration ..... PAD
Science ..... SCI
Science Education ..... SCED
Social Science Education ..... SSED
Social Work ..... SW
Sociology ..... SOCI
Spanish ..... SPAN
Statistics ..... STAT
Study Abroad ..... SA
WebMBA ..... WMBA

Courses

ACCT: Accounting Prerequisites

ACCT 3100 - Intermediate Financial Accounting & Auditing. 3-0-3.
Prerequisite: A grade of "B" or higher in ACCT 2100 and ACCT 2200.
Focuses on problems and issues related to the collection, analysis, and reporting of external and internal information. Includes theory and applications in financial accounting and auditing within the framework of accounting as an information system.

ACCT 3200 - Concepts in Federal Taxation. 3-0-3.
Prerequisite: A grade of "B" or higher in ACCT 2100 and ACCT 2200.
Focuses on the fundamental principles and concepts applicable to tax liability determination and tax planning, including an introduction to tax research methodology.

ACCT 3300 - Accounting Information Systems. 3-0-3.
Prerequisite: A grade of "C" or higher in ACCT 3100 or equivalent.
A continuation of accounting transaction processing concepts; internal controls and systems analysis and design.

ACCT 4050 - Intermediate Financial Accounting II. 3-0-3.
Prerequisite: A grade of "C" or higher in ACCT 3100 or equivalent.
A continuation of intermediate financial accounting theory and applications, with a focus on detailed technical topics and specialized problems.

ACCT 4150 - Auditing and Assurance. 3-0-3.
Prerequisite: ACCT 3300 or equivalent.
A continuation of audit theory with a focus on specific applications to financial reporting. Also covers other types of attestation and assurance services with a focus on the concepts of risk, control, evidence, and ethics.

ACCT: Accounting

ACCT 8000 - Accounting Insights for Managers. 3-0-3.
Prerequisite: Admission to the Coles MBA.
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. 3-0-3.
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 - Advanced Business Reporting. 3-0-3.
Prerequisite: ACCT 8100.
A study of complex business reporting topics, e.g., accounting for post employment benefits, stock compensation, and an examination of financial statement analysis techniques.

ACCT 8220 - Issues in Managerial Accounting. 3-0-3.
Prerequisite: Admission to the MAcc and ACCT 3100 program, 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 8230 - Studies in Accounting Information Systems. 3-0-3.
Prerequisite: Admission to the MAcc program and ACCT 3300 or ACCT 8000 and ACCT 3300 or their equivalents.
Current issues in the area of accounting information systems including an overview of contemporary information systems technology management.

ACCT 8270 - Accounting and Legal Issues in International Business. 3-0-3.
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. 3-0-3.
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 8400 - Seminar in Auditing. 3-0-3.
Prerequisite: Admission to the MAcc program and ACCT 4150 or ACCT 8000 and ACCT 4150 or their equivalents.
A study of financial audits, assurance services, and internal audits. Emphasis is on current developments.

ACCT 8510 - Tax Research and Procedure. 3-0-3.
Prerequisite: Admission to MAcc program and ACCT 3200 or ACCT 8000 and ACCT 3200 or their equivalents.
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. 3-0-3.
Prerequisite: Admission to the MAcc program and ACCT 3200 or ACCT 8000 and ACCT 3200 or their equivalents.
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. 3-0-3.
Prerequisite: Admission to MAcc program and ACCT 3200 or ACCT 8000 and ACCT 3200 or their equivalents.
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 8550 - Estate and Gift Taxation. 3-0-3.
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 8570 - Selected Topics in Taxation. 3-0-3.
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 8900 - Special Topics in Accounting. 1-3 (Repeatable).
Prerequisite: Admission to the MAcc program and ACCT 3100 or ACCT 8000 and ACCT 3100 or their equivalents and approval of instructor and MAcc Coordinator 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).
Prerequisite: Admission to MAcc program and ACCT 3100 or ACCT 8000 and ACCT 3100 or their equivalents and approval of instructor and MAcc Coordinator prior to registration.
Special topics of an advanced or specialized nature not in the regular course offerings.

ACCT 8950 - Special Projects in Accounting. 3-0-3.
Prerequisite: Admission to MAcc program and ACCT 3100 or ACCT 8000 and ACCT 3100 or their equivalents and approval of 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 8990 - Forensic Accounting. 3-0-3.
Prerequisite: Admission to the MAcc program and completion of 12 hours of 8000-level graduate courses including ACCT 8100 and ACCT 8400 or ACCT 8000 and completion of 12 hours of 8000-level graduate courses including ACCT 8100 and ACCT 8400.

- Before registration, students must submit this online form: ***https://coles.kennesaw.edu/mba-options/MACC/advising/gradpetition.pl***

This course examines current issues in forensic accounting and fraud investigation, including the nature of fraud, who commits fraud, types of fraud (fraudulent financial reporting, asset misappropriation, etc.), fraud prevention, fraud detection, fraud investigation / prosecution, and non-fraud forensic accounting services. The course is designed for graduate accounting students with strong backgrounds in financial accounting and auditing.

Note The course will be taught in a seminar format with a great deal of interaction in class.

ACCT 9601 - Seminar in Behavioral Research. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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).
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. 3-0-3.
Prerequisite: Admission into Coles DBA Program and completion of two of the four courses in the sequence of ACCT 9601, ACCT 9611, and/or ACCT 9650 and permission of the advisor.
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.

ACCT 9902 - Research Methods & Dissertation Design II. 3-0-3.
Prerequisite: Admission into Coles DBA Program and completion of ACCT 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.

ACCT 9904 - Dissertation Research. 3-0-3.
Prerequisite: Admission into 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.

AMST: American Studies

AMST 7000 - American Studies Scholarship. 3-0-3.
Prerequisite: Admission to the graduate program in American Studies or permission of the program coordinator.
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, as well as explores some of the historical development of American Studies.

AMST 7100 - American Studies Methods. 3-0-3.
Prerequisite: Admission to the graduate program in American Studies or permission of the program coordinator.
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 Cultural Movements. 3-0-3.
Prerequisite: Admission to the graduate program in American Studies or permission of the program coordinator.
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. 3-0-3.
Prerequisite: Admission to the graduate program in American Studies or permission of the program coordinator.
Studies in 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 7220 - Passages to America. 3-0-3.
Prerequisite: Admission to the graduate program in American Studies or permission of the program coordinator.
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 7230 - Public History and Culture. 3-0-3.
Prerequisite: Admission to the graduate program in American Studies or permission of the program coordinator.
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 7300 - American Cities, Suburbs, and Countryside. 3-0-3.
Prerequisite: Admission to the graduate program in American Studies or permission of the program coordinator.
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. 3-0-3.
Prerequisite: Admission to the graduate program in American Studies or permission of the program coordinator.
Regional Studies offers a thematic study of cultural, social, and economic patterns of a representative region sing 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 7320 - America in Transitional Context. 3-0-3.
Prerequisite: Admission to the graduate program in American Studies or permission of the program coordinator.
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 7400 - The Film Industry in American Culture. 3-0-3.
Prerequisite: Admission to the graduate program in American Studies or permission of the program coordinator.
Examines the history and cultural influences of the film industry from its beginnings in America through the present. Emphasis is on how the aesthetic, economic, and technological aspects of the film industry and film have impacted American Society. Course content deals with the history of film; key eras for film and their impact, such as the 1970s; and the role of particular filmmakers, directors, and producers in shaping popular culture. Students read from the texts to gain historical perspective, see documentary films dealing with aspects of film and the film industry, view and analyze selected individual films and consult reviews of films to ascertain their critical reception and impact on the community at the time of their release. Course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7410 - Literature and Performance in American Culture. 3-0-3.
Prerequisite: Admission to the graduate program in American Studies or permission of the program coordinator.
Examines the history and cultural work of literature 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. 3-0-3.
Prerequisite: Admission to the graduate program in American Studies or permission of the program coordinator.
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 7430 - Identities and Social Groups. 3-0-3.
Prerequisite: Admission to the graduate program in American Studies or permission of the program coordinator.
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 7440 - Enterprise & Labor in American Culture. 3-0-3.
Prerequisite: Admission to the graduate program in American Studies or permission of the program coordinator.
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 7500 - Practicum (Internship or Applied Research Project). 3-0-3.
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 7900 - Capstone Experience. 1-6 (6 hours required for program completion).
Prerequisite: Admission to the graduate program in American Studies or 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 develop a proposal, 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.

ANTH: Anthropology

ANTH 7900 - Special Topics. 1-9 (Repeatable, Regular Grades).
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).
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.

ARED: Art Education

ARED 6200 - Curriculum, Assessment, Classroom Management in Art Education. 3-0-3.
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 6200L - Art Education Practicum II. 0-9-3.
Prerequisite: EDUC 6100L, ARED 6200.
This field experience is designed to provide the candidate with the opportunity to apply and reflect on concepts addressed in the prerequisite course ARED 6200, Teaching Comprehensive Art Education. Candidates are placed in appropriate school settings where they carry out directed activities. Candidates spend approximately nine hours per week in the field. Candidates must have a satisfactory practicum to continue in the MAT Art Education program without remediation.

Note: Verification of Liability Insurance is required.

ARED 6250 - Materials, Methods, & Management for Art Education Classrooms P-5. 3-0-3.
Prerequisite: ARED 6200L and ARED 7705.
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. 3-0-3.
Prerequisite: ARED 6200L & ARED 7705
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. 0-18-6.
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 7701 - Special Topics in Art Education. 3-0-3.
Prerequisite: ARED 6200L and ARED 7702
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. 2-2-3.
Prerequisite: EDUC 6100L & ARED 6200
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. Verification of Liability Insurance is required.

ARED 7703 - Technology & Computer Applications. 3-0-3.
Prerequisite: ARED 6200L and ARED 7400.
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. 3-0-3.
Prerequisite: ARED 6200L and ARED 7702.
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. 3-0-3.
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. 3-0-3.
Prerequisite: ARED 6200L and ARED 7702.
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 online course work, classroom work is required to carry out directed activities.

ARED 7720 - Research in Art Education. 3-0-3.
Prerequisite: ARED 6200L and ARED 7702.
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. 3-0-3.
Prerequisite: ARED 6200L and ARED 7702.
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.

BED: Biology Education

BED 6416 - Teaching of Biology. 6-0-6.
Prerequisite: EDUC 6100, 6100L, admission to MAT Biology program, approval from 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. 0-9-3.
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 6475 - Teaching of Biology (6-12) Practicum II. 0-18-6.
Prerequisite: 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.

BIOL: Biology

BIOL 5327 - Medical Genetics. 3-0-3.
Prerequisite: BIOL 3300 with a grade of C or better; 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. 3-0-3.
Prerequisite: BIOL 3300 with a grade of C or better; 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 6465 - Immunology. 3-0-3.
Prerequisite: BIOL 3300 with a grade of C or better; BIOL 3340 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 6486 - Bioethics. 3-0-3.
Prerequisite: C or better grade 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 6610 - Advanced Studies in Anatomy and Physiology. 1-4.
Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director; graduate study in education; appropriate undergraduate course in Anatomy and/or Physiology with a grade of "C" or better.
Advanced topic in physiology that may fit the needs and interests of students and faculty. Such topics might include advances in laboratory techniques, microbial physiology and cellular physiology. Can be taken only once for credit toward degree.

BIOL 6620 - Advanced Studies in Ecology and Evolution. 1-4.
Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department, chair, and director; graduate study in education; appropriate undergraduate course in Ecology and/or Evolution with a grade of "C" or better.
Advanced topics in ecology and evolution that may fit the needs and interests of students and faculty. Such topics might include advanced lab and field techniques, microbial ecology, evolution of specifif taxa, biology of gender. Can be taken only once for credit toward degree.

BIOL 6630 - Advanced Studies in Cell and Molecular Biology. 1-4.
Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director; graduate study in education; appropriate undergraduate course in Cellular and/or Molecular Biology with a grade of "C" or better.
Advanced topics in cell or molecular biology that may fit the needs and interests of students and faculty. Such topics might include advanced genetics, microbial genetics, biology of cancer or biotechnology. Can be taken only once for credit toward degree.

BIOL 7900 - Special Topics. 1-4.
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.

BIOL 7950 - Directed Study. 1-4.
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.

BISM: Business Information Systems Management

BISM 8450 - Information and Organizations: A Managerial Approach. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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 (Repeatable).
Prerequisite: Admission to the Coles MBA or MAcc program, permission of instructor, and approval of program director.
Selected contemporary topics in business information systems management of interest to faculty and students.

BLAW: Business Law

BLAW 8320 - Cyberlaw. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3. (Repeatable).
Prerequisite: Admission to the Coles MBA or MAcc program, permission of instructor, and approval of Program Director.
Selected contemporary topics in business law of interest to faculty and students.

CHED: Chemistry Education

CHED 6416 - Teaching of Chemistry. 6-0-6.
Prerequisite: EDUC 6100, 6100L, admission to MAT Chemistry program, approval from 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 ontent 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. 0-9-3.
Prerequisite: Admission to 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 6475 - Teching of Chemistry (6-12) Practicum II. 0-18-6.
Prerequisite: 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.

CHEM: Chemistry

CHEM 5010 - Medicinal Chemistry. 3-0-3.
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. 3-0-3.
Prerequisite: 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. 3-0-3.
Prerequisite: 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. 3-0-3.
Prerequisite: 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. 3-0-3.
Prerequisite: Grade of C or better in CHEM CHEM 3100 and CHEM 3602.
Survey of modern inorganic chemistry and current theories concerning atomic structure, bonding, coordination chemistry, spectroscopy including a discussion of symmetry and group theory as they apply to the characterization of inorganic compounds, ligant field theory and other topics.

CHEM 6310 - Advanced Topics in Analytical Chemistry. 3-0-3.
Prerequisite: Grade of C or better in CHEM 3602.
Advanced theories and methods in analytical chemistry emphasizing newer analytical methods in practice in modern laboratories.

CHEM 6420 - Identification of Organic Compounds. 3-0-3.
Prerequisite: Grade of C or better in CHEM 3362.
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. 3-0-3.
Prerequisite: Grade of C or better in CHEM 3362.
Advanced topics in organic chemistry as may fit the needs and interest of the students and faculty. Such topics might include stereochemistry, physical organic chemistry, heterocycles.

CHEM 6440 - Polymer Chemistry. 3-0-3.
Prerequisite: Grade of C or better in CHEM 3362.
Topics in modern polymer chemistry including synthesis, kinetics, characterization, and uses.

CHEM 6510 - Advanced Topics in Biochemistry. 3-0-3.
Prerequisite: Grade of C or better in CHEM 3501.
Topics relating to the chemistry of metabolic processes in living organisms.

CHEM 6620 - Advanced Topics in Physical Chemistry. 3-0-3.
Prerequisite: Grade of C or better in CHEM 3602.
Advanced topics in physical chemistry with emphasis in such areas as statistical mechanics, quantum mechanics of kinetics, and molecular spectroscopy.

CHEM 7900 - Special Topics 1-9 (Repeatable, Regular Grades).
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).
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.

CM: Conflict Management

CM 7100 - Introduction to Conflict Management. 3-0-3.
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.

CM 7205 - Basic Mediation Skills. 2-0-2.
Prerequisite: Admission to MSCM graduate program or permission of 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.

CM 7210 - Foundations and Theories of Conflict Management: Conflict Theory. 3-0-3.
Prerequisite: Admission to MSCM graduate program or permission of 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 introducation 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.

CM 7220 - Foundations and Theories of Conflict Management: Negotiation Theory. 3-0-3.
Prerequisite: Admission to MSCM graduate program or permission of 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.

CM 7230 - Foundations and Theories of Conflict Management: ADR Continuum. 1-0-1.
Prerequisite: Admission to MSCM graduate program or permission of 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.

CM 7305 - Advanced Conflict Management Skills. 2-0-2.
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.

CM 7310 - Critical Knowledge and Skills of Conflict Management: Interpersonal, Intergroup, and Community Conflict and Workplace/Organizational Conflict. 4-0-4.
Prerequisite: Admission to the MSCM program and approval of the director in consultation with faculty, CM 7210, CM 7220, CM 7230.
This course examines the dynamics of interpersonal and inter-group conflict, including emphases on the role of identity in conflict and the experience of conflict in employment contexts. Students witll learn the common sources, processes, and effects of conflict through readings, presentations, and exercises.

CM 7320 - Critical Knowledge and Skills of Conflict Management: Public Policy Disputes, Cross-Cultural and International Conflict Resolution. 3-0-3.
Prerequisite: Admission to MSCM graduate program or permission of program director in consultation with faculty, CM 7210, CM 7220, CM 7230, CM 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.

CM 7400 - Conflict Management Research Methods. 3-0-3.
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.

CM 7500 - Conflict Management Systems Design. 3-0-3.
Prerequisite: CM 7200; CM 7300; CM 7400.
This course will prepare students to design a system to address conflict in the environment of an organization.

CM 7600 - Study of a Specific Conflict Management Environment. 3-0-3.
Prerequisite: CM 7200; CM 7300; CM 7400; CM 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.

CM 7705 - Advanced Applied Skills Training. 2-0-2.
Prerequisite: CM 7205.
This 40-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.

CM 7710 - The Practice of Conflict Management: Field Experience. 2-0-2.
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.

CM 7715 - The Practice of Conflict Management: Field Experience. 2-0-2.
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 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.

CM 7720 - The Practice of Conflict Management: Field Study and Internship Reports. 5-0-5.
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.

CM 8900 - Special Topics. 1-3 (Repeatable).
Prerequisite: Admission to graduate study or permission of director of MSCM.
Exploration of a specified topic in conflict management.

CM 8940 - Directed Study. 1-3.
Prerequisite: None.
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.

CS: Computer Science

CS 6500 - Fundamentals of Programming with Data Structures (Online). 3-0-3.
Prerequisite: Admissions to the MSACS Program.
An introduction to problem-solving methods that leads to the development of correct, well-structured software programs using data structure approaches. Topics include computer systems fundamentals, use of a programming language, arrays, lists and trees, along with simple methods for sorting and searching. This course's credit hours do not count towards the MSACS degree's 36 hour requirement.

CS 6501 - Fundamentals of Computer and Network Architecture (Online). 3-0-3.
Prerequisite: Admissions to the MSACS Program.
A study of computer hardware and network components and devices. The course explores, synergizes and focuses on underlying foundational topics relating to both computer architecture and data communications. Topics include communication media, encoding systems, data security and integrity, network topologies, data representation, binary arithmetic and numbering systems for computers and network systems, basic structure of computers, machine language, logic circuits, processing unit, memory systems, and input/output organization. This course's credit hours do not count towards the MSACS degree's 36 hour requirement.

CS 6502 - Fundamentals of Operating Systems (Online). 3-0-3.
Prerequisite: Admission to the MCACS program.
An introduction to fundamental operating systems concepts. Emphasis will be on the interfaces supplied by operating systems. Topics include; job scheduling, memory management, and process interactions. This course's credit hours do not count towards the MSACS degree's 36 hour requirement.

CS 8420 - Software Project Engineering. 3-0-3.
Prerequisite: Permission of Program Director.
Introduction to the foundations and concepts of managing software projects. The course covers various project management topics related to software development projects. Topics include concept of software product, process models, project management concepts and metrics, project planning, risk analysis issues, project scheduling and tracking methods, quality assurance concepts, and software configuration management.

CS 8450 - Software Engineering. 3-0-3.
Prerequisite: Permission of the program director.
Techniques and formal methods in modern software design and engineering. Coverage of UML, design patterns and frameworks.

CS 8460 - Object-Oriented Software Analysis and Design. 3-0-3.
Prerequisite: CS 8450.
This course covers topics in Object-Oriented Software analysis, design, and development along with an introduction to the study of algorithms and data structures. Topics include basic analysis and design concepts; problem solving and programming with Java; and data structures.

CS 8530 - Database Administration. 3-0-3.
Prerequisite: Permission of Program Director.
An introductory course in database administration. Students will learn database theory, with hands-on applications.

CS 8550 - Introduction to Bio-Informatics. 3-0-3.
Prerequisite: Permission of the Program Director.
Students will understand the theoretical data manipulation strategies fundamental to bioinformatics, and will examine the successful application domains and techniques. Students will apply their knowledge through programming and database exercises.

CS 8560 - Data Mining. 3-0-3.
Prerequisite: CS 8530.
This course covers major Data Mining concepts and techniques for uncovering interesting data patterns hidden in large data sets, including Data Warehousing and OLAP technology, association mining, classification and predication, clustering analysis, and time-series analysis.

CS 8620 - Modeling and Simulation. 3-0-3.
Prerequisite: Permission of Program Director.
A study of the use of simulation in the design and verification of complex software systems, specifically including real-time systems with hard timing constraints.

CS 8640 - TCP/IP and the Internet. 3-0-3.
Prerequisite: Permission of Program Director.
A study of the TCP/IP protocol suite, wired technologies, wireless technologies and how they are used in data communications on the Internet.

CS 8645 - Network Security. 3-0-3.
Prerequisite: CS 8640.
The course covers selected areas in network security such as domain naming service, traffic monitoring and intrusion detection, authentication and access control, routing, firewalls, IP traceback schemes, IPSec, malware propagation and detection, secure auditing and searchable encryption, cryptography, Web security and privacy, wireless network security, etc.

CS 8672 - Embedded Systems. 3-0-3.
Prerequisite: Permission of the Program Director.
An introduction to embedded systems, embedded systems programming, microcontrollers and embedded system analysis and design. Discussion of real-time systems, operating systems, timing constraints and execution size limitations. Laboratory experience will realize theoretical concepts.

CS 8678 - Introduction to A.I. and Robotics. 3-0-3.
Prerequisite: CS 8672.
An introductory course in Robotics and Artificial Intelligence. Students will analyze, design, build and test simple robotic systems.

CS 8690 - Digital Game Design. 3-0-3.
Prerequisite: Permission of Program Director.
Introduction to computer game design and artificial intelligence for computer game playing, with practical projects in game design for computers. The game design component will include graphics, human-computer interface design, real-time response programming and game strategy intelligence. Students explore game design and programming using a software system and language compiler targeted for the standard personal computer.

CS 8910 - Professional Seminar. 1-0-1.
Prerequisite: Permission of Program Director.
Students may complete up to three hours of CS 8910 Professional Seminar.

CS 8916 - Coop. 3-0-3.
Prerequisite: Permission of Program Director.
Students may receive credit for internship work through this course.

CS 8918 - Internship. 3-0-3.
Prerequisite: Permission of Program Director.
Students may receive credit for coop and internship work through this course.

CS 8990 - Special Topics. 1-3.
Prerequisite: Permission of Program Director.
Current topics in applied computer science, offered on an as needed basis.

CS 8994 - Certification Study and Exam. 1-6.
Prerequisite: Admission to the MSACS program and approved Plan of Study.
Students take a preparatory course towards some professional certification in the computing field and must pass the certification exam. The student will need to generate a plan-of-study showing the timeline for the prep course and exam. The student must be enrolled in a minimum of 6 hours during the semester, the student is taking the certification prep course. The student is able to enroll in a variable number of graduate credit hours per semester in completing their certification prep course and exam.

CS 8995 - Applied Project. 1-9.
Prerequisite: Admission to the MSACS program and approved Plan of Study.
Students will develop a formal and detailed project proposal and plan for completing an applied project with a faculty sponsor. The project proposal must be approved by a Faculty Sponsor and by the program Director prior to beginning work on the applied project. The student is able to enroll in a variable number of graduate credit hours per semester in completing their applied project.

CS 8996 - Thesis. 1-12.
Prerequisite: Permission of Program Director.
Student can pursue a formal thesis under the direction of a faculty advisor. The thesis option is worth a total of 12 credit hours.

DBA: Doctor of Business Administration

DBA 9001 - Micro Issues in Business. 3-0-3.
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 - Macro Issues in Business. 3-0-3.
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. 3-0-3.
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 9102 - Quantitative Research Methods I. 3-0-3.
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 9103 - Survey, Design & Research Methods. 3-0-3.
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 b 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 9104 - Quantitative Research Methods II. 3-0-3.
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.

ECE: Early Childhood Education

ECE 7511 - Inquiry: Educational Research and Prospectus. 3-0-3.
Prerequisite: Admission to M.Ed. Program.
Through the exploration of quantitative and qualitative educational research, candidates develop strategies to make informed decisions for intervention, as well as appropriate assessment for diverse student populations. Action research is a major focus in preparing candidates for planning and writing their prospectus that is carried out through the M.Ed. program.

ECE 7512 - Inquiry: Best Instructional and Curricular Practices & Multiple Assessment Strategies. 3-0-3.
Prerequisite: Admission to 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 - Diverse Environmental Influences on Achievement. 3-0-3.
Prerequisite: Admission to M.Ed. program and completion of first phase.
This course focuses on all the elements of diversity (age, disability, ethnicity, family structure, gender, geographic region, giftedness, language, race, religion, sexual orientation, and socioeconomic status), strengthening candidates' content knowledge and professional dispositions, and culminating candidates' vision for teaching all children.

ECE 7514 - Inquiry: Essentials of Technology Strategies and Skills & Introduction to E-portfolio. 3-0-3.
Prerequisite: Admission to Montessori Graduate Certificate Program or M.Ed. Program.
Through the exploration of both traditional and advanced educational technologies, candidates develop technological skills and strategies of implementation to build an integrated plan of utilizing technology for improving classroom teaching and student learning.

ECE 7530 - Integrated Models of Instruction II. 3-0-3.
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, social studies and detailed approaches to globalization.

ECE 7531 - Research and Implementation in Classroom I. 3-0-3.
Prerequisite: Admission to M.Ed. program and completion of the first phase.
Candidate will implement integrated models of instruction into action research, classroom

teaching, and portfolio development for students' success in the areas of language arts and social studies.

ECE 7540 - Integrated Models of Instruction II. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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 7550 - Prospectus Completion. 3-0-3.
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. 3-0-3.
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 - Accomplished Instructional Leader. 3-0-3.
Prerequisite: Admission to M.Ed. program and completion of the second phase.
By collaborating with other cohort members, candidates plan a conference to be held on the Kennesaw State University campus. Each candidate presents a project from their portfolio highlighting their plan and focusing on reflection and changes made to improve student achievement in their classroom. Conference attendants include candidates from other cohorts finishing the M.Ed., new M.Ed. cohort candidates, and teacher colleagues. In addition to providing candidates with an opportunity to demonstrate leadership skills, this conference sets expectations for the new M.Ed. cohorts. Candidates prepare a Power Point presentation to accent the key topics in their portfolio. Portfolios are aligned as closely as possible with National Board for Professional Teaching Standards guidelines.

ECE 7700 - Scientific Foundations of Early Childhood Education. 2-3-3.
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 Sensitve 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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education and EDUC 7741.
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. 3-0-3.
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. 3-0-3.
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. 2-3-3.
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 acheive 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. 3-0-3.
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. 2-3-3.
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 7730 - Development of Language and Literacy Skills. 2-3-3.
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 proved 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. 3-0-3.
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. 2-3-3.
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 Ethical Foundations for Teacher Leaders. 3-0-3.
Prerequisite: Admission to the Ed.D. Program.
This course is intended to nurture a more philosophical perspective towards planning, implementing, evaluating curriculum, teaching, and school policy. Emphasis will be on understanding the implications of the philosophic roots and implications of current elementary school reform, curriculum decision-making and classroom instruction.

ECE 8110 - Contemporary Curriculum Inquiry. 3-0-3.
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 8120 - Critical Analysis of Instruction and Learning. 3-0-3.
Prerequisite: Admission to the Ed.D. Program
This course will emphasize translating theory to the practice of instructional systems development. The application of foundational applied theories of instructional design (systems theory, communication theory, learning Applied Theories, & instructional theories) will be explored. The development of technology-based learning materials will be integrated throughout the development and study of instructional systems.

ECE 8140 - Current Critical Issues in Elementary Education. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to the Ed.D. Program.
This course will explore the critical issues and updated applications of educational technology in elementary and early childhood education. Topics will include issues such as advocacy, the Federal Elementary and Secondary Education Acts, virtual learning, digital equity, funding trends, and the integration of advanced technology in elementary and early childhood education classrooms. Candidates will be charged with illustrating how their proposed doctoral research will address a practical, critical technological need in elementary and early childhood education.

ECE 8160 - Assessment of and for Learning. 3-0-3.
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 9100 - Cognitive Processes and Educational Practice. 3-0-3.
Prerequisite: Admission to the Ed.D. Program.
This course will present the basic challenges of applying scientific cognitive research to learning in educational settings. This course is designed for students who want to explore children's cognitive development and the links between cognition and learning. As key players in curriculum decision making and implementation, teacher must make informed decisions about learning based on some of the latest and most accepted research about neurological and cognition that underlie learning.

ECE 9110 - Classroom Community for Maximized Learning. 3-0-3.
Prerequisite: Admission to the Ed.D. Program.
This course will focus on the understandings needed to develop classrooms into communities where students become leaders for learning and take responsibility for their own learning and for the success of the group as a whole. This course helps teachers develop skills to serve as the models of what it means to be caring and involved citizens. As the transition from classroom to community happens, links between the heart and the mind will develop to help students become active, responsible citizens inside and outside of the classroom.

ECE 9120 - Mentoring Future Teacher Leaders. 3-0-3.
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 9140 - Internship for Developing Teacher Leaders. 3-0-3.
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 9220 - Curriculum Decision Making (K-5). 3-0-3.
Prerequisite: Admission to the Ed.D. Program.
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 9230 - Curriculum Decision Making (Birth- 8yrs). 3-0-3.
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. 3-0-3.
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).
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).
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).
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.

ECON: Economics

ECON 8010 - Resource Allocation and Decision Analysis. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to the Coles MBA or MAcc program.
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. 3-0-3.
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 8650 - Strategic Decision Making and Competitive Pricing. 3-0-3.
Prerequisite: ECON 8010 or equivalent.
This course provides an economic analysis of the fundamental issues which underpin the firm's pricing and production decisions. Topics include product differentiation, employee compensation, optimal advertising, cartel behavior,` devices which facilitate collusion, and the effects of economics of scale and scope on pricing and market behavior. In addition to traditional micro economic analysis, this course also adopts a variety of models from noncooperative game theory. The goal of these models is to enhance the manager's understanding of the impact of competition, regulation, and asymmetric information on the firm's allocation of resources.

ECON 8660 - Economics and Strategy for the Information Economy. 3-0-3.
Prerequisite: Admission to the Coles MBA or MAcc program, ECON 8010 or equivalent, and FIN 8020 or equivalent.
This course provides an overview of the information economy. Topics include an overview of recent technological advances and their implications for the economy; structure, performance and pricing in the market for information goods and design of auction markets; issues in the valuation and financing of new information economy businesses; and the effect of internet technology on financial markets, product distribution, and business strategy.

ECON 8700 - Econometrics and Forecasting Methods. 3-0-3.
Prerequisite: ECON 8010 or equivalent.
This course considers the statistical estimation and forecasting of demand, cost, and price, as

well as other characteristics of importance to the business manager. Topics include the estimation of regression models, hypothesis testing, detection of and correction of violations of the classical model, the analysis of qualitative information, time series analysis, and the construction and evaluation of forecasts.

ECON 8720 - Multivariate Data Analysis. 3-0-3.
Prerequisite: ECON 8010 or equivalent.
Theory and application of quantitative methods of data analysis with an emphasis on empirical modeling in business and economics. Topics include regression analysis, experimental design, discriminant analysis, principal components analysis, factor analysis, and cluster analysis.

Note: An applied project will be incorporated.

ECON 8740 - Quantitative Decision Models in Economics and Finance. 3-0-3.
Prerequisite: ECON 8010 or equivalent.
This course considers a variety of quantitative methods that have numerous applications in economics, finance, and other business areas. Among the techniques considered are linear and nonlinear programming, inventory models, and the analysis of sequential decisions. Emphasis is placed on the utilization of computer packages to and the integration of results into the decision-making process.

ECON 8760 - Simulation and Risk Analysis. 3-0-3.
Prerequisite: ECON 8010 or equivalent.
The theory and application of stochastic decision models. Emphasis is on the application of probability and simulation techniques to structure decision problems in business and economics. Topics include decision processes, decision analysis, measurement of risk, and static and dynamic simulation models.

Note: An applied project will be incorporated.

ECON 8900 - Special Topics in Economics. 3-0-3 (Repeatable).
Prerequisite: Admission to the Coles MBA or MAcc program, permission of instructor, and approval of program director.
Selected contemporary topics in economics of interest to faculty and students.

EDAD: Adolescent Education

EDAD 8100 - Curriculum Theory & Practice in Middle & Secondary Schools. 3-0-3.
Prerequisite: Admission to Ed.S./Ed.D. Program.
This course is designed for students of curriculum theory, development, and design/planning. It provides an in-depth study of the foundations, principles, and issues of curriculum as they affect teachers, supervisors, and administrators who participate in curriculum making. The course consists of two major components: curriculum theory, which examines the philosophical, historical, psychological, social, and cultural foundations of curriculum; and curriculum development, which examines various models of curriculum as processes that have emerged and continue to shape education and schooling.

EDAD 8200 - Supervision, Mentoring, and Advocacy in Middle and Secondary Schools. 3-0-3.
Prerequisite: Admission to Ed.S. or Ed.D. Program.
This course focuses on specific instructional supervision research, models, and strategies that promote and advocate for collegial middle and secondary 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 8300 - Critical Analysis & Educational Policy for Teacher Leaders. 3-0-3.
Prerequisite: Admission to Ed.S. or Ed.D. Program.
This course provides an analysis of K-12 education policy at the national, state, and lo-

cal levels. It includes the history of American education, the 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 teacher leaders think critically about education policy and its effects on diverse schools and classrooms and the influence policy has on distributed leadership.

EDAD 8400 - Internship in Teacher Development or Teacher Education. 3-0-3.
Prerequisite: Permission of professor and admission to Ed.S. or Ed.D. Program.
This internship is for advanced doctoral students interested in teacher education and scholarly work (e.g. research, editing). 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.

EDAD 9300 - Critical Issues for Student Learning: (Topic). 3-0-3.(Repeatable).
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 P-12 schools with a particular emphasis on the contexts of middle and secondary students, classrooms and schools.

EDAD 9350 - Doctoral Directed Study. 1-9 (Repeatable).
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 in middle and secondary schools. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

EDAD 9900 - Dissertation. 3-9 (Repeatable).
Prerequisite: Admission to 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.

EDCO: Coach Education

EDCO 7010 - Introduction to Coaching. 3-0-3.
Prerequisite: None.
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. 3-0-3.
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. 3-0-3.
Prerequisite: EDCO 7010 and EDCO 7020.
Corequisite: 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 coachee.

EDL: Educational Leadership

EDL 7100 - Leadership Theory and Practice. 3-0-3.
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 7105 - Technology Leadership and Vision in Schools. 3-0-3.
Prerequisite: Admission to M. Ed. program or permission of 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. 3-0-3.
Prerequisite: Admission to M. Ed. program or permission of 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 7205 - Leading Teaching and Learning in the 21st Century. 3-0-3.
Prerequisite: Admission to M. Ed. program or permission of 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. 3-0-3.
Prerequisite: Admission to M. Ed. program or permission of 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 7305 - Data Analysis and School Improvement. 3-0-3.
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.

EDL 7400 - Leading Professional Learning and Change. 3-0-3.
Prerequisite: Admission to M. Ed. program or permission of 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 7405 - Human Resources for School Leaders. 3-0-3.
Prerequisite: Admission to M. Ed. program or permission of 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 7500 - Educational Law and Policy. 3-0-3.
Prerequisite: Admission to M. Ed. program or permission of 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. 3-0-3.
Prerequisite: Admission to M. Ed. program or permission of 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. 3-0-3.
Prerequisite: Admission to M. Ed. program or permission of 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. 3-0-3.
Prerequisite: Admission to M. Ed. program or permission of 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 7605 - School Leadership in Multicultural Contexts. 3-0-3.
Prerequisite: Admission to M. Ed. program or permission of 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. 3-0-3.
Prerequisite: : Admission to M. Ed. program or permission of 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 7705 - Current Issues in Educational Leadership. 3-0-3.
Prerequisite: : Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 1.
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 7781 - Practicum II. 1.
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. 1.
Prerequisite: : Admission to 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.
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. 1.
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 7900 - Special Topics. 1-9 (Varies).
Prerequisite: Admission to 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 Leadership for Learning. 3-0-3.
Prerequisite: Admission to the Ed.S. or Ed.D program.
The cornerstone of the doctorate, Leadership for Learning, is an interdisciplinary core that establishes a common set of performance outcomes aligned with Distributed School Leadership Practice (DSLP). This course introduces DSLP, a new perspective on leadership that captures the collective, and complex, relationship dynamics of formal and informal school leaders. DSLP is more than shared leadership: DSLP is about the synergy and situations that develop as school leaders reform schools into places that are intentionally inclusive and inviting to all students.

EDL 8100 - Critical Issues in School Transformation. 3-0-3.
Prerequisite: Admission to Ed.S. or Ed.D. program or permission of 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 & Global Learning. 0-9-3.
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 8300 - Intercultural Communication and Global Learning. 3-0-3.
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 8710 - Vision and Governance. 3-0-3.
Prerequisite: Admission to EdS 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. 3-0-3.
Prerequisite: Admission to EdS 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 concpets 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. 3-0-3.
Prerequisite: Admission to EdS 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 readins 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. 3-0-3.
Prerequisite: Admission to EdS in Leadership for Learning program.
Because 21 st 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. 3-0-3.
Prerequisite: Admission to EdS 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. 0-9-3.
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 th importance of developing and implementing a vision for school improvement within school and system governance structures.

EDL 8820 - Managing the Physical Environment. 0-9-3.
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. 0-9-3.
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. 0-9-3.
Prerequisite: admission to program
This module focuses on develoing 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. 0-9-3.
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. 0-9-3.
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 (Repeatable).
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 educational leadership.

EDL 9350 - Doctoral Directed Study. 1-9 (Repeatable).
Prerequisite: Admission to the Ed.D. 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 9900 - Dissertation. 3-9 (Repeatable).
Prerequisite: Admission to Ed.D. program, 12 hours of graduate level research course, 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.

Note: Course may be repeated as necessary.

EDRD: Reading

EDRD 7715 - Theory and Pedagogy in the Study of Literature. 3-0-3.
Prerequisite: Admission to graduate study in education.
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. Candidates will also explore historical perspectives of literacy as well as prominent researchers and theorists. This course serves as the prerequisite for other courses in the Reading Endorsement.

EDRD 7716 - Young Adult Literature in Middle and Secondary Schools. 3-0-3.
Prerequisite: None.
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 7718 - Content Area Reading and Writing. 3-0-3.
Prerequisite: Admission to graduate study in education.
An advanced study of the processes and problems of literacy instruction in content area classrooms. This course explores components of the reading and writing processes related to content area instruction including technical reading and writing, prior knowledge, research-based strategies, supplemental texts, and methods of grouping. Special emphasis is placed upon teaching struggling readers and/or diverse learners.

Note: A field component is required.

EDRD 7719 - Reading Assessment and Instruction. 3-0-3.
Prerequisite: EDRD 7715.
An advanced study of reading assessment and the instruments used for understanding the literacy needs of all grade-level readers. Candidates will use assessment data to plan, evaluate, and revise effective reading instruction. Current trends and issues in testing and assessment in US schools will be studied.

Note: A field component is required. While EDRD 7719 is the preferred last course in the sequence, candidates may request to co-enroll in EDRD 7718.

EDRD 7720 - Introduction to Literacy Coaching in Middle and Secondary Schools. 3-0-3.
Prerequisite: EDRD 7718 and EDRD 7719
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 7765 - Teaching Reading in the Content Area to Diverse Learners. 2-3-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to the Inclusive Education graduate program.
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. 3-0-3.
Prerequisite: Admission to the Inclusive Education/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.

EDUC: Education

EDUC 6100 - Development, Psychology, and Diversity of the Learner. 5-0-5.
Prerequisite: Admission to Master of Arts in Teaching.
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. 0-3-1.
Prerequisite: Admission to Master of Arts in Teaching. 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. 3-2-3.
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. 3-2-3.
Prerequisite: Admission to Master of Arts in Teaching and EDUC 2110, or permission of 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. 3-0-3.
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. 3-0-3.
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 6300 - Reflective Inquiry and Action Research. 3-0-3.
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. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to M.Ed. Program.
A seminar for masters level students in Adolescent Education degree programs. The course is designed to assist students in portfolio or thesis construction. Deals with proposed field-based projects, research and critiques of literature. Initiates documentation of professional growth while providing a basis for understanding the mission of the National Board for Professional Teaching

Standards (NBPTS). Topics include interactive discussion about professionalism in education, grant writing, developing presentations for professional organizations, legal issues, political influences, and other contemporary issues influencing education.

EDUC 7702 - Best Practices in Secondary Schools. 3-0-3.
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.

EDUC 7703 - Advanced Studies of Middle Grades Learner. 3-0-3.
Prerequisite: Admission to graduate study in education.
This course focuses on diverse middle grades 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. 3-0-3.
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.

EDUC 7706 - Motivation. 3-0-3.
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 sociocultural 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. 3-0-3.
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 deisgned 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
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. 3-0-3.
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-learders for collaborative roles in their school and district.

EDUC 7741 - Educational Research. 3-0-3.
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 7752 - Multiple Literacies in Schools and Communities. 3-0-3.
Prerequisite: Admission to graduate study in education.
Candidates will develop a foundational understanding of the multiple, often competing, conceptions of literacy that can foster or impede learning in adolescent classrooms at the middle grades and secondary levels. Literacy practices in homes, schools and the larger communities will be observed and interpreted with an emphasis on their implications for effective teaching. The ways that an individual student's literacy practices may be shaped by gender, social class and ethnicity will be considered, including, in particular, issues associated with ESL learners.

EDUC 7755 - The Knowledgeable Teacher: Reflective Practice. 3-0-3.
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 precandidates as established by the Professional Standards Commissions.

EDUC 7761 - Characteristics of Gifted Children. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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. 3-0-3.
Prerequisite: Admission to 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 - The Portfolio. 3-0-3.
Prerequisite: Permission of the committee chair.
This is the capstone experience for the Master of Education in Adolescent Education. Candidates work independently under the supervision of the portfolio committee. The portfolio requirements resemble, in part, those required by the National Board of Professional Teaching Standards (NBPTS). The purpose of the portfolio is to implement a systematic, reflection-in-action approach to problem solving and decision-making. This process is designed to document the candidates development of expertise as a teacher-leader. A primary goal of the portfolio is to document the candidates impact on student achievement. The portfolio provides a detailed authentic picture of the candidates professional practice and reflective analysis of the integration of courses taken supported by theory. Changes in classroom practice as well as in ones self are documented.

EDUC 7900 - Special Topics. 1-9 (Repeatable, Regular Grades).
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).
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. 0-3-3. (Repeatable, Regular Grades).
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 8100 - Advanced Study of Learning. 3-0-3.
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 8300 - Intercultural Communication and Global Learning. 3-0-3.
Prerequisite: Admission to Ed.S. program or permission of instructor.
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 course 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.

EDUC 9300 - Critical Issues for Student Learning: (Topic). 3-0-3 (Repeatable).
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 P-12 schools.

EDUC 9350 - Doctoral Directed Study. 1-9 (Repeatable).
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. 3-0-3.
Prerequisite: Admission to 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).
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.

EDRS: Educational Research

EDRS 8000 - Applied Quantitative & Qualitative Research. 3-0-3.
Prerequisite: Admission to Ed.S. or Ed.D. program or permission of instructor.
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 8900 - Applied Field Research. 3-0-3.
Prerequisite: 6 hours of graduate research courses.
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.

EDRS 9100 - Advanced Qualitative Research Methods. 3-0-3.
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. 3-0-3.
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.

EHS: Applied Exercise and Health Science

EHS 6600 - Leadership and Administration in Applied Exercise and Health Science. 3-0-3.
Prerequisite: Graduate status.
This course is designed to develop understandings and skills in the areas of leadership/ advanced administration in the context of the delivery of exercise and health science related programs in a variety of settings. Effective leadership competencies/styles, fiscal management approaches, policy formulation and modification, several decision-making models/change processes (strategic planning) in exercise and health science is emphasized. Specific implications of administrative structures, current trends & issues relevant to ethical leadership in exercise and health promotion and educational programs is addressed.

EHS 6610 - Trends and Issues in Applied Exercise and Health Science. 3-0-3.
Prerequisite: Graduate status.
This course critically examines current topics in exercise science and health promotion that impact the profession and society. Topics include, but are not limited to, fitness and exercise trends, health care and public health policies and practices, expansion of the exercise and fitness industry and related career, educational, social, and health status implications.

EHS 6620 - Theoretical Foundation of Assessment and Intervention Planning. 3-0-3.
Prerequisite: Graduate status.
This course addresses intervention planning for physical activity and health behaviors. Topics covered include behavior theory, exercise and health behavior determinants and influences, and intervention planning strategies. There is an emphasis on behavior change and intervention from a multi-level focus: individual, community and population.

EHS 6630 - Research Techniques in Applied Exercise and Health Science. 3-0-3.
Prerequisite: Graduate status and undergraduate statistics or permission of instructor.
This course is designed to discuss concepts and methodologies employed in research design typically applied in studies dealing with Exercise and Health Sciences. 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 6650 - Theories of Health Behavior and Health Psychology. 3-0-3.
Prerequisite: Graduate status.
In this course, the most commonly used health behavior theories are discussed and applied to both individual and community-level health behaviors. By combining theory with practical application, this course prepares Applied Exercise and Health Science students to function as health behavior change professionals.

EHS 6655 - Epidemiology. 3-0-3.
Prerequisite: Graduate status.
This course focuses on the basic epidemiological principles with an emphasis on the examination of human and environmental factors that enhance or diminish human health. Topics include the study of human disease determinants and distribution, strategies for health enhancement, and the application of epidemiological principles in developing health promotion interventions.

EHS 6665 - Health Promotion Programming and Evaluation. 3-0-3.
Prerequisite: Graduate status and EHS 6620.
This course focuses on the components, factors, and processes that are critical to the planning, implementation, and evaluation of health promotion programs specific to a

variety of settings. The content and competencies of this course is aligned with the National Commission for Health Education Credentialing Competency-Based Framework for Graduate-Level Health Educators.

EHS 6675 - Advanced Exercise Physiology. 2-3-3.
Prerequisite: Graduate status and undergraduate exercise physiology or equivalent or permission of 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 6680 - Exercise Psychology. 3-0-3.
Prerequisite: Graduate status.
This course addresses physical activity and exercise as they relate to psychological health issues. Factors related to physical activity and exercise adoption and adherence and intervention planning are also addressed. The course is taught with an emphasis on application of concepts and discussion and evaluation of the scientific research.

EHS 6900 - Administrative Field Experience. 1-12-3.
Prerequisite: EHS 6600 and approval from major professor and graduate committee.
Supervised administrative field experience in an approved exercise science and/or health promotion 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 committee.

EHS 6950 - Advanced Laboratory Techniques in Exercise Physiology. 2-3-3.
Prerequisite: EHS 6630, EHS 6675, and admission to the graduate program.
Techniques and research applications for measuring, assessing, and evaluating physiological parameters.

EHS 7710 - Bioenergetic and Neuromuscular Aspects of Exercise. 2-2-3.
Prerequisite: EHS 6675 and admission to the graduate program.
Examination of acute and chronic bioenergetic and muscular adaptations to the performance of work.

EHS 7720 - Cardiovascular and Clinical Physiology. 2-2-3.
Prerequisite: EHS 6675 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 7730 - Applied Kinesiology and Biomechanics. 2-3-3.
Prerequisite: Graduate status and undergraduate kinesiology/biomechanics, or permission of 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 7750 - Special Topics in Applied Exercise and Health Science. 1-3 (Variable).
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).
Prerequisite: Graduate status and permission of major professor.
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 7850 - Master's Project in Applied Exercise and Health Science. 3-0-3.
Prerequisite: Core program completed and approval from major professor and graduate committee.
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. 3-0-3.
Prerequisite: Permission of the program director.
Development and writing of a thesis under the supervision of a graduate faculty member.

ENED: English Education

ENED 6414 - Teaching Secondary English I. 2-3-3.
Prerequisite: EDUC 6100 and EDUC 6100L
Corequisite: EDUC 6414L
An examination and application of curriculum issues, learning theories, teaching strategies, instructional materials and assessment procedures for teaching secondary school English/Language Arts in the multicultural and diverse classroom of today. Includes a secondary school field experience in English teaching. Proof of professional liability insurance is required prior to school placement.

ENED 6414L - Practicum II. 0-9-3.
Prerequisite: EDUC 6100 and EDUC 6100L
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 6475 - Teaching Secondary English II. 2-3-3.
Prerequisite: ENED 6414 and ENED 6414L
Corequisite: EDUC 6300 and 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. 0-18-6.
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 8310 - Applied Theory and Research in Writing. 3-0-3.
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. 3-0-3.
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 8741 - Digital Media and Pedagogies in English/Language Arts Education. 3-0-3.
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. 3-0-3.
Prerequisite: Approval of 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. 3-0-3 (Repeatable).
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).
Prerequisite: Admission to the Ed.D. 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. 3-0-3.
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. 3-0-3.
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).
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.

ENGL: English

ENGL 7701 - Topics in Literature. 3-0-3.
Prerequisite: Admission to graduate study in education.
A treatment of themes and issues in English and/or American and/or World literature. Students will read selected works and consider teaching applications for engaging adolescents and young adults in responding to and interpreting a wide variety of literary texts.

ENGL 7709 - Workshop for Teachers of Writing. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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 - Author Studies. 3-0-3.
Prerequisite: Admission to graduate study in education.
A study of the work of one or more significant authors. Attention will be given to strategies for engaging students in critical thinking and writing about literature.

ENGL 7731 - Language Studies in English. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to graduate study in education.
A survey of issues and themes in composition studies, especially those which have influenced writing instruction in the schools. Topics examined include writing as a process and writing for a variety of purposes, audiences, and genres, as well as approaches for evaluating writing and for planning writing instruction that invites students to use the art of writing for exploring authentic issues that matter in their lives.

ENGL 7741 - Technology and Media in English and Language Arts. 3-0-3.
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. 3-0-3.
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. 3-0-3 (Repeatable, Regular Grades).
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. 3-0-3 (Repeatable, Regular Grades).
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.

FIN: Finance

FIN 8020 - Business Finance. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
Prerequisite: FIN 8020 or equivalent.
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. 3-0-3.
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. 3-0-3.
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 8410 - Valuation and Strategic Financial Management. 3-0-3.
Prerequisite: FIN 8020 or equivalent.
This course focuses on designing and implementing systems that promote and reward decisions that add market value to investor-supplied funds. Conceptual frameworks for valuation are developed and their usefulness in practice is examined and evaluated. Valuation frameworks are used to measure and analyze the historical performance of actual companies. Operating, investing, and financing strategies are developed for actual companies, targets are established for value drivers, and future performance is forecasted. Measurement, evaluation, and compensation systems are designed to align the interests of managers and owners to produce business decisions that increase the market value added to investor-supplied funds.

FIN 8900 - Special Topics in Finance. 3-0-3(Repeatable).
Prerequisite: Admission to the Coles MBA or MAcc program, permission of instructor, and approval of program director.
Selected contemporary topics in finance of interest to faculty and students.

FIN 9601 - Theory of the Firm and Capital Markets. 3-0-3.
Prerequisite: Admission into Coles DBA Program and completion of DBA 9001 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. 3-0-3.
Prerequisite: Admission into 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. 3-0-3.
Prerequisite: Admission into 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).
Prerequisite: Admission to the 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. 3-0-3.
Prerequisite: Admission into 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. 3-0-3.
Prerequisite: Admission into 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. 3-0-3.
Prerequisite: Admission into 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.

FLED: Foreign Language Education

FLED 7703 - Research in Second Language Acquisition. 3-0-3.
Prerequisite: Admission to the MAT program (Foreign Languages).
A survey of second language acquisition theory and current research. This course also explores the cognitive, affective, and biological mechanisms that underlie acquisition and their implications in the classroom. Includes observations of foreign language classrooms in elementary, middle, and high schools.

Note: Proof of professional liability insurance is required for field experience.

FLED 7708 - Curriculum and Assessment in Foreign Languages. 3-0-3.
Prerequisite: Admission to the MAT program (Foreign Languages).
Examines current best practices in curriculum design and assessment for foreign language learning. Focus is placed on standards-based instructional units and assessments that facilitate P-12 students' achievement of program learning outcomes. The use of technology to support and enhance the curriculum and design assessments that are age and level appropriate is required. Includes observations of foreign language classrooms in elementary, middle, and high schools.

Note: Proof of professional liability insurance is required for field experience.

FLED 7710 - Teaching Foreign Languages I. 3-0-3.
Prerequisite: FLED 7703 and FLED 7708.
This course focuses on understanding effective practices for teaching a foreign language to elementary and middle school learners. Students learn how to plan, implement, and sustain a standards-based foreign language program. Course requirements include observations of foreign language classrooms in elementary and middle schools.

Note: Proof of professional liability insurance is required for field experience.

FLED 7712 - Teaching Foreign Languages II. 3-0-3.
Prerequisite: FLED 7703 and FLED 7708.
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. Requires weekly field experiences.

Note: Verification of liability insurance is required.

FLED 7720 - Foreign Language Education Practicum II. 0-40-6.
Prerequisite: Approval of the FLED Graduate Committee.
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 are placed in appropriate school settings where they will have the opportunity to apply and reflect on concepts addressed in previous course work. This course requires approximately 40 hours per week in the field.

Note: Verification of Liability Insurance is required.

FLED 7730 - Foreign Language Education Practicum III. 0-20-3.
Prerequisite: FLED 7720.
Corequisite: FLED 7735.
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 choose two field placements among elementary, middle and high school levels. This course requires approximately 20 hours per week in the field.

Note: Verification of Liability Insurance is required.

FLED 7735 - Professional Portfolio in Foreign Language Education. 3-0-3.
Prerequisite: Approval of the FLED Graduate Committee.
Corequisite: FLED 7730.
This course is the capstone experience for the Master of Arts in Teaching Foreign Languages. Candidates work independently under the supervision of the course instructor and the Graduate FLED Program Area Committee to design a standards-based electronic portfolio that documents the candidates development as a subject matter expert, a facilitator of learning, and a collaborative professional. The portfolio documents this progress as well as the candidates development as a teacher-researcher through presentation and analysis of the action research project.

GBA: Graduate Business Administration

GBA 6101 - Accounting Foundations. 1-0-1.
Prerequisite: Admission to the Coles MBA or MAcc program.
This course will cover the fundamental concepts of managerial and financial accounting. Topical coverage will include financial statement analysis, financial decision making, the use of accounting information in managing a business, and managerial problem solving.

Note: This course satisfies business foundation requirements only.

GBA 6102 - Finance Foundations. 1-0-1.
Prerequisite: Admission to the Coles MBA or MAcc program.
This course will cover the fundamental concepts of corporate and managerial finance. Topical coverage will include the time value of money, valuation of bonds and stocks, financial analysis, working capital management, capital budgeting, and capital structure.

Note: This course satisfies business foundation requirements only.

GBA 6103 - Statistics and Math Foundations. 1-0-1.
Prerequisite: Admission to the Coles MBA or MAcc program.
This course will cover the basics of inferential statistics, math (principally algebra), and selected computer analysis software. Topical coverage will include the descriptive statistics, inferential statistics including business-related hypothesis testing, college algebra fundamentals, and statistical tools for managerial problem solving and decision making.

Note: This course satisfies business foundation requirements only.

GBA 7005 - Team Development and Orientation Residency. 6-0-6.
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 7010 - Institutional Excellence. 9-0-9.
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. 11-0-11.
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. 9-0-9.
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 7036 - Best Practices Residency. 4-0-4.
Prerequisite: None.
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. 9-0-9.
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.

GBA 7211 - Business Acumen Foundations. 3-6.
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.
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
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.
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.
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.
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.
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.
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.
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. Credit hours. 2-4.
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. 4-0-4.
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. 3-0-3.
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. 5-0-5.
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. 3-0-3.
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 8900 - Special Topics in Business and Accounting. 1-3 (Repeatable).
Prerequisite: Admission to the Coles MBA and approval by advisor and department chairperson.
Selected contemporary topics in a discipline of interest to faculty, students, and employers.

GBA 8950 - Special Projects in Business and Accounting. 1-3 (Repeatable not to exceed 6 semester 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.

GEOG: Geography

GEOG 7100 - Geographic Information Systems for Administrators. 3-0-3.
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. 3-0-3.
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).
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).
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.

GERO: Gerontology

GERO 6100 - Sociocultural Aspects of Aging. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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.

HIST: History

HIST 7710 - Local History Research and Resources. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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).
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).
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.

ILEC: Leadership and Ethics

ILEC 8800 - Foundations of Ethics. 3-0-3.
This course will emphasize the study of foundational texts and figures in eastern and western ethics. Before studying a particular culture, it is important to develop a world view based upon an understanding of ethics. The course begins with the study of the philosophical theory of cultural differences. Using this heuristic as a conceptual framework, the course undertakes a close reading of seminal texts in history of western and eastern ethics. The course culminates in a brief introduction to applied ethics to demonstrate how these foundational theories can be applied to specific case studies.

ILEC 8810 - Foundations of Leadership. 3-0-3.
Historical and contemporary leadership theories will be studied including transactional, transformational, contingency, and followership. An emphasis will be placed on the moral dimensions of leadership and ethics. Competencies of leaders and followers will be contrasted. Students will gain insights through personal leadership and character assessments.

ILEC 8850 - Ethical Leadership in a Global Context. 3-0-3.
Prerequisite: ILEC 8800, ILEC 8810, or permission of faculty.
This course focuses on the challenges of effective ethical leadership. Students will emerge from this course with a greater understanding of self, others, and the global environment. They will learn about their strengths and weaknesses as leaders through leadership assessment, the development of a personal leadership theory and a leadership development plan with a global focus. Learning to understand and work with other cultural values will include studying characteristics of ethnic values and philosophy and appreciating diversity. Multiculturalism as well as situational leadership will be included in studying the environment. Additionally, developing a vision and learning how to share it will be covered.

ILEC 8900 - Special Topics in Leadership and Ethics. 3-0-3. (Repeatable).
Selected contemporary topics in leadership and ethics of interest to faculty and students.

ILEC 8940 - Directed Study in Leadership and Ethics. 1-3 (Repeatable, for a maximum of 6 credit hours).
Prerequisite: Permission of instructor and approval of program director
Advanced study or special topics student projects in leadership and ethics.

ILEC 8980 - Leading and Shaping an Ethical Culture. 3-0-3.
Prerequisite: ILEC 8800 or permission of faculty.
This course will focus on assessing and building an ethical culture within an organization. Instruction will include a study of the legal requirements for managing and developing an ethical organization. Topics such as the Sarbanes-Oxley, the due diligence of the 1991 U.S. sentencing guidelines, methods for measuring the ethical culture of an organization and diagnosing problems, risk analysis, best practices in compliance and ethics, and how to recognize, analyze, and address ethical issues will be discussed. Students will learn

how to lead in ways that create a strong ethical culture including how to identify and train "ethical culture carriers".

INCM: International Conflict Management

INCM 9001 - Theories and Analysis in International Conflict Management. 3-0-3.
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 peacemaking. 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 resarch and practices in that realm.

INCM 9002 - International Relations: Theory, System, and Practice. 3-0-3.
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 9003 - Essentials of International Negotiation: Theory and Practice. 3-0-3.
Prerequisite: Admission to the Ph.D. program.
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 9004 - Faculty Research Colloquium. 1-0-1.
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 9101 - Fundamentals of Research Design. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to the Ph.D. program.
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. 3-0-3.
Prerequisite: Admission to the Ph.D. program.
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. 3-2-4.
Prerequisite: INCM 9102.
This course will cover advanced topics beyond those covered in INCM 9102, such as nonlinear statistical methods, game theory, social networking analysis, spatial statistical analysis, and aggregate data analysis. The lab component will involve advanced use of statistical packages in the analysis of international conflicts.

INCM 9230 - Advanced Qualitative Methods. 3-2-4.
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., NVIVO8) and/or practical field experience.

INCM 9250 - International Program and Management Evaluation. 3-0-3.
Prerequisite: INCM 9101, 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 Topcis in Research Methods. 3-0-3.
Prerequisite: Approval of the instructor.
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 9310 - Intercultural Dynamics in International Conflict Management. 3-0-3.
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 9330 - Foundations and Issues in International Political Economy. 3-0-3.
Prerequisite: Admission to the Ph.D. program.
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 9350 - Peacebuilding, Peacekeeping, and Reconciliation. 3-0-3.
Prerequisite: INCM 9001, INCM 9002, and INCM 9003.
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 9370 - International Project Management. 3-0-3.
Prerequisite: INCM 9001, INCM 9002, and INCM 9003.
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 corss-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 9410 - Comparative Conflict Management Policies of International Organizations. 3-0-3.
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 Programme, 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. 3-0-3.
Prerequisite: INCM 9001, INCM 9002, and INCM 9003.
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 coruption 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. 3-0-3.
Prerequisite: INCM 9001, INCM 9002, and INCM 9003.
A selection of Special Topcis 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 Deomcratization; Environmental Conflict; Internship with International Organization; Conflict Mitigation; Non-Governmental Organizations; International Non-Governmental Organizations; and Grassroots Organizing and Organizations.

INCM 9510 - Related Study of a Selected Regional Area. 3-0-3.
Prerequisite: Admission to the Ph.D. program.
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, literatuere, 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. 3-0-3.
Prerequisite: Admission to the Ph.D. program.
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 course may also be team-taught.

INCM 9550 - Related Course Directed Study. 3-0-3.
Prerequisite: Admission to the Ph.D. program.
Students are expected to take an additional three credit hours in related study coursework, choosing from a pool of courses (avail-

able electives, cross-listed courses, directed study, transfer courses) selected in agreement with the faculty advisor.

INCM 9600 - Dissertation Proposal Seminar. 1-0-1.
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 9700 - Internship with International Organization. 3-0-3.
Prerequisite: INCM 9001, INCM 9002, INCM 9003, and approval of the program director.
This course offers an opportunity for the student to do short-term work in a conflict area of his/her choice. Students should complete a substantive project relevant to their sub-field in a foreign country for an international, governmental, or non-governmental organization. This may proved the student with an opportunity to work toward the program language requirement. Prior to embarking on the internship, the program director and student must agree on requirements for the completion of the internship. KSU faculty will facilitate these experiences through their study abroad connections.

INCM 9900 - Ph.D. Dissertation Research. 1-9 (repeatable).
Prerequisite: INCM 9600 and INCM 9700, successful completion of comprehensive exams. Student's dissertation proposal must be approved before registering for INCM 9900.
This course includes dissertation writing under the direction of the major professor. Non-traditional format: independent research and preparation of the doctoral dissertation.

INED: Inclusive Education

INED 7705 - Inclusive Education Procedures. 3-0-3.
Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program.
This course focuses on understanding national and state laws, policies and procedures in inclusive education programs. Emphasis is placed on tracing the way students with exceptionalities are served from the first risk factors (prereferral) through post-secondary and community-based options including screening, transition and record maintenance. Communication skills required to engage other professionals and parents in the implementation of inclusive education programs are included. Clinical issues and professional ethics are addressed.

INED 7715 - Nature/Needs: Students with Mild Disabilities. 2-3-3.
Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program
This course focuses on systematic analysis of the physical, affective, behavioral and educational development of individuals with mild disabilities (intellectual, behavioral and learning disabilities). There is an emphasis on etiological, perceptual motor, language and academic aspects of the problems with consideration for parental involvement in the educational process. Clinical applications in a field site are included.

Note: Proof of professional liability insurance is required for clinical placement.

INED 7720 - Classroom Behavioral Strategies. 3-0-3.
Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program.
The primary focus of this course is for candidates to develop skills in implementing proactive strategies for positive classroom management. The basic application of the principles of applied behavior analysis, functional analysis, positive classroom ecology, and positive behavior support for classroom management will provide the framework in developing these skills. Candidates will learn and apply these principles through the development of an application project with a student with problem behaviors. This course also discusses family and cultural influences on behavior as well as a variety of different perspectives on improving student's behavior in classroom and school settings and how they relate to applied behavior analysis.

INED 7725 - Education of Students with Severe Disabilities. 2-3-3.
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. 3-0-3.
Prerequisite: Admission to M.Ed. program or graduate add-on program.
This course covers standardization, issues, and vocabulary in assessment. Candidates develop competencies in administration and interpretation of norm-referenced tests and development, administration and interpretation of criterion-referenced, curriculum-based, observation, checklist/rating scale, authentic and informal assessments. Special emphasis is placed upon development of case studies to address language proficiency levels of students who are culturally and linguistically diverse and/ or those students who are classified as displaying mild or moderate disabilities.

INED 7731 - Assessment of English Language Learners. 3-0-3.
Prerequisite: Admission to M.Ed. or MAT program.
This course focuses on the process of testing/assessing students' language proficiency and achievement in P-12 classrooms. Candidates develop competencies in administration and interpretation of norm-referenced tests and development, administration and interpretation of criterion-referenced, curriculum-based, observation, checklist/rating scale, and informal assessments.

INED 7735 - The Law and It's Impact on Programs for Diverse Learners. 3-0-3.
Prerequisite: Admission to M.Ed. program in Special Education. EXC 7705 and 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. 3-0-3.
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 - Educational Research. 3-0-3.
Prerequisite: Admission to M.Ed. in Inclusive Education or MAT in TESOL.
Candidates develop a basic understanding of educational research paradigms including qualitative, quantitative and action research designs. Candidates also gain expertise in reading, analyzing, critiquing and synthesizing research in each of the three research paradigms. Additionally, candidates design and prepare to conduct an action research project focused on improving student learning in their own P-12 classrooms or schools. Major topics include but are not limited to validity, reliability, generalizability, data collection and analysis, ethical guidelines and Institutional Review Board (IRB) processes and procedures.

INED 7745 - Social Skills Strategies. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to M.Ed. or MAT programs.
This course is designed to engage candidates in critically examining a) the role of language and the implications of language policy on educational discourse, b) the nature and power of culture in the performance of students, c) the cultural context of children's lives in school, including values, worldviews, and language, d) how children can be misidentified, misunderstood, mislabeled, and misplaced because of language differences, e) institutional and structural discrimination in educational settings, f) the education related challenges culturally and linguistically diverse families experience, and g) pedagogical benefits of bilingualism.

INED 7760 - Curriculum Development for Diverse Learners. 3-0-3.
Prerequisite: Admission to M.Ed. and MAT programs.
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, Teaching Speakers of Other Languages, and inclusive education. The proposed curriculum model follows the precepts of universal design and provides build-in adaptations to the lesson that reduce the amount of time needed to create individual accommodations and modifications for students with disabilities and those who are linguistically and culturally diverse. The :Big Ideas: addressed in this course include Curriculum Mapping, Backwards Design, SIOP, Universal Design and Interdisciplinary Unit Development. Additional attention will be paid to the Georgia Performance Standards as they continue to unfold from the Georgia Department of Education.

INED 7770 - Psychoneurological and Medical Issues in Inclusive Education. 3-0-3.
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 7780 - Collaborative Practices. 3-0-3.
Prerequisite: Admission to M.Ed. Program.
This course is designed to assist teachers in orchestrating culturally responsive classrooms, particularly for students with disabilities and those who are culturally and linguistically diverse. The course focuses on development of collaborative, communication and consultative skills necessary for working with families, classroom teachers, related services practitioners, community resource personnel and others to facilitate delivery of appropriate services for diverse learners.

INED 7781 - Cultural Issues for ESOL Teachers. 3-0-3.
Prerequisite: Admission to M.Ed., MAT, or ESOL endorsement program.
This course is designed to develop a knowledge base about culture, its influence on learning and teaching, and its role in intercultural classroom settings. In this course, prospective ESOL teachers will examine major theories related to educating a culturally diverse student body, and teachers will develop strategies for ensuring that ESOL students develop knowledge of mainstream culture as they become proficient in English.

INED 7782 - Applied Linguistics for ESOL Teacher. 3-0-3.
Prerequisite: Admission to M.Ed., MAT, or ESOL endorsement program.
Principles of linguistic systems and their acquisition as they occur in first and second languages. Candidates will explore the relationship of oral and written language and become familiar with assessment techniques and devices for evaluation of the development of English as an additional language.

INED 7783 - Methods and Materials for Teaching ESOL. 3-0-3.
Prerequisite: Admission to M.Ed., MAT, or ESOL endorsement program and INED 7781, and INED 7782.
In this course, prospective ESOL teachers will develop skills in writing, adapting, and implementing curricula; critiquing and selecting materials, and applying strategies for teaching reading, writing, speaking and listening to speakers of other languages based upon English language proficiency level and development. This course also includes a supervised field experience. If the candidate is employed, the practicum may be conducted on-the-job. If not, the site of the teaching experience must be organized through the Office of Field Experiences in the BCOE.

Note: Successful completion of this course is required in order to continue in the MAT and M.Ed. programs in TESOL.

INED 7790 - Documenting Professional Growth. 1-3.
Prerequisite: Department approval.
This course provides support for Master of Education or Masters of Arts in Teaching candidates in completing and presenting their professional portfolio to document their professional growth. Candidates work with a portfolio committee to organize reflections about their growth including: highlighting pivotal KSU learning experiences, reflecting on changes in practice, integrating research and practice, and relating these to the growth of their students. Outcomes will include an on-line portfolio and a multi-media presentation summarizing their portfolio to be completed at least three weeks before their graduation date.

Note: May be repeated. Proof of professional liability insurance is required prior to field experience placement.

INED 7950 - Directed Study. 1-3.
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 7970 - Internship. 1-3(S/Ugrades).
Prerequisite: Admission to 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 department chair. Contracted employment teaching individuals with mild d
This course constitutes a full-time supervised teaching experience for teachers seeking to add-on IRR inclusive education area or endorsement in ESOL to a current and renewable Georgia teaching certificate.

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. 0-3-3.
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. 0-3-3 (S/Upgrades).
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. 3-0-3.
Prerequisite: None.
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 8310 - Inclusive Policies and Practices in Special Education. 3-0-3.
Prerequisite: None.
This course assists school leaders in developing their skills in distributed leadership, particularly in terms of managing large scale change. Class discussion focuses upon the federal and state laws and policies for general and special education in the key areas of accountability, assessment, curriculum, funding, professional development and governance and how they translate into daily practice at the district and local level. Secondarily, the course assists aspiring school leaders with basic collaborative strategies to implement policy at the local levels through shared governance and site-based management. (For those who are otherwise qualified, successful completion of this course may lead to an endorsement as special education administrator.)

INED 8315 - Supervision, Mentoring and Collegial Coaching in Special Education. 3-0-3.
Prerequisite: Admission to the Inclusive Education/ESOL Ed.D. Program.
This course assists aspiring supervisors in developing skills in distributed leadership, particularly in terms of effectively providing support, guidance and feedback to teachers, paraprofessionals and related services practitioners in their respective areas of expertise. Competencies are couched in effective collaboration, communication and collegial coaching aimed at increasing the outcomes for students with disabilities. This course ultimately prepares supervisors with the strategies to assist teachers in reaching the level of master teacher, one who routinely implements validated practices and engages in on-going professional development through classroom-based action research. (For those who are otherwise qualified, successful completion of this course may lead to an endorsement as special education administrator.)

INED 8320 - Special Education Administrative Internship. 3-0-3.
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. Candi-

dates 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. 3-0-3.
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. 3-0-3.
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 8340 - Planning, Implementing & Assessing Instruction for Diverse Learners. 3-0-3.
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. 3-0-3.
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 9300 - Critical Issues for Student Learning: (Topic). 3 (Repeatable).
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).
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).
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.

IPM: International Policy Management

IPM 7720 - World Politics and Governance. 3-0-3.
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 Politics. 3-0-3.
Prerequisite: Admission to the MSIPM program.
This course examines the theory and method of comparative politics though 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 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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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 - Comparative Regulatory Politics. 3-0-3.
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. 3-0-3.
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. The Global Experience course is mandatory for all students. If a student cannot participate in a planned trip due to extenuating circumstances, that student may petition for approval to substitute a Professional Experience Project in its place.

IPM 7765 - Capstone: Practicum or Thesis. 6-0-6.
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. Students in this course will communicate results effectively in writing and by oral presentation and are encouraged to use the Global Experience (IPM 7760) as a gateway into the practicum or thesis topic.

IS: Information Systems

IS 8005 - Informatics. 3-0-3.
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 8020 - Object-Oriented Software Development Methods and Technologies. 3-0-3.
Prerequisite: Full admission to the MSIS program or permission of the graduate program director.
Current technologies and practices of object-oriented software engineering. Topics include data structures, design optimization, file and stream processing, templates, inheritance and reusability.

IS 8040 - Data Communication Theory and Practice. 3-0-3.
Prerequisite: Full admission to the MSIS program or permission of the graduate program director.
Overview of the principles of data communication including protocols, communication software, switching, networks design and management practices, and network implementation projects.

IS 8050 - Project Management Methods. 3-0-3.
Prerequisite: Full admission to the MSIS program or permission of the graduate program director.
Application of project management principles to Information Systems projects. Topics include project planning and estimation techniques, management of JAD projects, budgeting, concurrent project management strategies, managing project relationship with IT customers, and controlling project risks. Project Management software will be used to facilitate team projects and project reporting.

IS 8060 - Information Systems Development Methods and Technologies. 3-0-3.
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 8070 - Legal and Ethical Issues in Information Systems. 3-0-3.
Prerequisite: IS 8005.
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 online research and explore ethical issues at the leading edge of the organization's technology frontiers.

IS 8080 - Database Application Design and Implementation. 3-0-3.
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 8100 - Advanced IT Project Management. 3-0-3.
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 8110 - information Security Administration. 3-0-3.
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 8112 - Information Security Technologies. 3-0-3.
Prerequisite: IS 8040.
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 8120 - Human Computer Interface Design. 3-0-3.
Prerequisite: Full admission to the MSIS program or permission of the graduate director.
The human-computer interface models the ways in which humans use and react to computer systems. Topics: help systems, interaction styles, visual design principles, user interface prototyping, and human factor analysis.

IS 8130 - Query Languages. 3-0-3.
Prerequisite: IS 8080.
This course will provide students with in-depth understanding of SQL from the Oracle perspective. Additional topics will include SQL*Plus and PL/SQL. Objectives for the course will be organized around the Oracle certification exam for SQL and PL/SQL.

Note: The class will include a hands-on lab.

IS 8200 - Legal and Ethical Issues in Information Systems. 3-0-3.
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 8300 - Disaster Recovery/Business Continuity Planning. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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 fore-

casting methodologies, such as monitoring, expert opinion, trend analysis, and scenario construction.

IS 8600 - Global IS Management. 3-0-3.
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 8622 - Network Implementation and Security. 3-0-3.
Prerequisite: IS 8040.
Design, implementation and security of small-scale computer networks that support the organization's applications. Contemporary commercial systems will be evaluated and installed. Administration, maintenance, and security issues are explored.

IS 8625 - Advanced Data Communications. 3-0-3.
Prerequisite: IS 8040.
The course provides coverage of advanced data communications topics. Topics include internetworking concepts, core data link, network, transport and application level TCP/IP protocols, and general concepts regarding wireless technologies.

IS 8628 - Internetworking Technologies. 3-0-3.
Prerequisite: IS 8040.
This course examines the integration of Local Area Network (LAN) and Wide Area Network (WAN) networking environments. The course also addresses key protocols, hardware, software and networking components. Topics include: router and switch operations, Internet gateway and firewall configuration, client/server systems and internetworking security.

IS 8700 - Information Systems Policy and Strategy. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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 8822 - Information Systems Integration. 3-0-3.
Prerequisite: Full admission to the MSIS program or permission of the graduate program director.
Modern information systems contain many purchased components, which must be selected, integrated, tested, and installed. This course addresses the skills required to develop system RFPs, evaluate and manage contracts and contractors, testing methodologies, installation planning, and outsourcing.

IS 8826 - Information Technology Services. 3-0-3.
Prerequisite: Full admission to the MSIS program or permission of the graduate program director.
Design and management of the service functions performed by the Information Systems organization. Topics include: Managing help desks, customer support, training end users, developing professional development programs for IS employees, documentation management, and marketing IT products. Internal and external clients are considered.

IS 8900 - Special Topics in Information Systems. 1-3.
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.
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.
Prerequisite: Must be approved by graduate program director.

IS 8918 - Internship. 1-3.
Prerequisite: Must be approved by graduate program director.

IS 8920 - IT Customer Relationship Management. 3-0-3.
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 8930 - Information Security Administration. 3-0-3.
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 8950 - IS Policy & Strategy. 3-0-3.
Prerequisite: Permission of the department chair.
This is a capstone course that integrates the coursework from the MSIS program into a comprehensive overview of IS as a strategic organizational building block. The course investigates IS management, strategic perspec-

tives for aligning competitive strategies, and core competencies associated with IS. Also covered are the development and implementation of policies and plans to achieve integration goals while defining the systems that support the operational, administrative, and strategic goals of the organization, its business units, and individual employees. Practical approaches to managing the IS function in organizations, including the various challenges of controlling the use of legacy IS, while experimenting with emerging technologies, are discussed from a strategic perspective.

ITEC: Instructional Technology

ITEC 7305 - Data Analysis and School improvement. 3-0-3.
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.

ITEC 7400 - 21st Century Teaching and Learning. 3-0-3.
Prerequisite: Admission to the M.Ed. program in Instructional Technology.
This course introduces the design and facilitation of learning environments that apply technology-enhanced instructional strategies to maximize student learning. Candidates will apply current research and instructional design principles to design a 21 st century learning experiences for students.

ITEC 7410 - Instructional Technology Leadership. 3-0-3.
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.

ITEC 7420 - Productivity and Assessment Tools. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to the M.Ed. program in Instructional Technology.
This course introduces candidates to methods and strategies for using the Internet effectively in the classroom. 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 leassons that are current, highly motivating, and mentally engaging.

ITEC 7440 - Multimedia in Education. 3-0-3.
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 postively impact student acheivement.

ITEC 7450 - Web Design and Development. 3-0-3.
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. Topcis inclue media-based tools, distance learning systems, web-based authoring tools, telecommunications tools, and online curricular projects.

ITEC 7460 - Professional Learning and Technology Innovation. 3-0-3.
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.

ITEC 7470 - Educational Research. 3-0-3.
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.

ITEC 7480 - Facilitating Online Learning. 3-0-3.
Prerequisite: Admission to the M.Ed. program in Instructional Technology.
This course provides an introduction to the field of distance learning and prepares instructional technology leaders to design and facilitate high-quality online learning. Course includes the examination of basic concepts and principles of online learning, the theoretical underpinings of the field, research and application literature, and distance education delivery technologies. A systematic approach to the design, development, delivery, and evaluation of instruction for online learners is emphasized.

ITEC 7490 - Educational Technology Support, Management, and Operations. 3-0-3.
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. 3-0-3.
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 intructional 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 st Century Schools; Using Assistive and Adaptive Technologies in Schools (ADA, IDEA).

ITEC 7500 - Capstone Experience and Portfolio. 3-0-3.
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.

ITEC 7555 - Special Topics in Instructional Technology. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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 9300 - Critical Issues for Student Learning: (Topic). 3 (Repeatable).
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 K-12 classrooms and schools with special emphasis on technological issues and contexts.

ITEC 9350 - Doctoral Directed Study. 1-9 (Repeatable).
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 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. 3-0-3.
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. 3-0-3.
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 - Designing and Facilitating Online Learning. 3-0-3.
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 9430 - Evaluating Professional Learning and Technology Implementation. 3-0-3.
Prerequisite: Admission to the 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 9900 - Dissertation. 3-9 (Repeatable).
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.

MAED: Mathematics Education

MAED 6416 - Teaching Secondary Mathematics I. 3-0-3.
Prerequisite: EDUC 6100 and EDUC 6100L.
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. 0-9-3.
Prerequisite: EDUC 6100.
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 6475 - Teaching Secondary Mathematics II. 3-0-3.
Prerequisite: MAED 6416, 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. 0-18-6.
Prerequisite: MAED 6417 and MAED 6417L.
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 7701 - History of Mathematics. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. This course is designed to fulfill the Georgia Professional Standards Commission requirement for technology endorsement.

MAED 7723 - Patterns & Relations. 3-0-3.
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. 3-0-3.
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). 3-0-3.
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. 3-0-3.
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).
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).
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 & Critique in Mathematics Education. 3-0-3.
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 8900 - Research Methods and Critique in Mathematics Education. 3-0-3.
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).
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).
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).
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.

MATH: Mathematics

MATH 7495 - Advanced Perspectives on School Mathematics. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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).
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).
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.

MGT: Management

MGT 8040 - Managing the Value Chain. 3-0-3.
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. 3-0-3.
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 8120 - Employment Law. 3-0-3.
Prerequisite: MGT 8800.
Provides a basic understanding of the legal implications surrounding managerial decisions regarding employees and work. The focus is on managerial decision making within the law in areas such as EEO, Americans with Disabilities Act, Age Discrimination in Employment, Family Leave Act, Employee Retirement Income Security Act, Fair Labor Standards Act, Taft Hartley Act, and Occupational Safety and Health Act.

MGT 8200 - Supply Chain Management. 3-0-3.
Prerequisite: Admission to the Coles MBA or MAcc program.
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. 3-0-3.
Prerequisite: Admission to the Coles MBA or MAcc program and BISM 2100 and MGT 3100, or their equivalents.
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. 3-0-3.
Prerequisite: Admission to the Coles MBA or the MAcc program.
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. 3-0-3.
Prerequisite: Admission to the Coles MBA or the MAcc 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. 3-0-3.
Prerequisite: Admission to the Coles MBA or the MAcc 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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to the Coles MBA or the MAcc 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 8555 - International Entrepreneurship. 3-0-3.
Prerequisite: MGT 8520 or MGT 8530 or permission of the instructor.
This course is designed for students interested in international entrepreneurship. It provides students an opportunity to assess the economic feasibility of and to develop business plans for international venture opportunities.

MGT 8560 - Family Business. 3-0-3.
Prerequisite: Admission to the Coles MBA or the MAcc 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 8800 - Human Resource Management and Development. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to Coles MBA or Macc.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to the Coles MBA or the MAcc 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. 3-0-3.
Prerequisite: None.
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. 3-0-3.
Prerequisite: Admission to Coles MBA or Macc.
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. 3-0-3 (Repeatable).
Prerequisite: Admission to Coles MBA or MAcc, permission of instructor and approval of program director.
Selected contemporary topics in management and entrepreneurship of interest to faculty and students.

MGT 8910 - International Management. 3-0-3.
Prerequisite: Admission to the Coles MBA or MAcc 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. 3-0-3.
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 8980 - Service and Quality Management. 3-0-3.
Prerequisite: MGT 8040 or equivalent.
This course has two major components. The first component is providing an in-depth study of the key concepts and practices of modern quality philosophies and techniques. The opportunities to add value through quality in all phases of business and product life cycles will be identified. Concepts and methods of statistical quality control will be presented. The second component is focusing on the development of a clear understanding of service management from multiple perspectives. Students will learn to define, diagnose, design, measure, control, and change service with the objective of improving quality and productivity.

MGT 8999 - Strategic Management: An Integrative, Capstone Experience. 3-0-3.
Prerequisite: Completion of five graduate core and at least nine hours of electives and permission from the Graduate Business Office. 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 9601 - Seminar in Behavioral Research. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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).
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. 3-0-3.
Prerequisite: Admission into Coles DBA Program and 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.
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.

MGT 9902 - Research Methods & Dissertation Design II. 3-0-3.
Prerequisite: Admission into Coles DBA Program and completion of MGT 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, qualita-

tive 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.

MGT 9904 - Dissertation Research. 3-0-3.
Prerequisite: Admission into 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.

MKTG: Marketing

MKTG 8030 - Strategic Marketing. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
Prerequisite: BISM 2100 and MKTG 8030 or their equivalents.
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. 3-0-3.
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. 3-0-3.
Prerequisite: BISM 2100 and MKTG 8030 or equivalents.
Examination and evaluation of marketing information sources and systems for oppor-

tunity identification and analysis, planning, decision making, and control.

MKTG 8770 - Sales Management Decisions. 3-0-3.
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. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to the Coles MBA or MAcc program or permission of instructor.
This course focuses on an applied multidisciplinary 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. 3-0-3 (Repeatable).
Prerequisite: Admission to Coles MBA or MAcc, permission of instructor and approval of program director.
Selected contemporary topics in marketing and professional sales of interest to faculty and students.

MKTG 9601 - Seminar in Behavioral Research. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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).
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. 3-0-3.
Prerequisite: Admission into Coles DBA Program and completion of two of the four courses in the sequence of MKTG 9601, MKTG 9611, MKTG 9612, and/or MKTG 9650 and permission of the advisor.
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.

MKTG 9902 - Research Methods & Dissertation Design II. 3-0-3.
Prerequisite: Admission into Coles DBA Program and completion of MKTG 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.

MKTG 9904 - Dissertation Research. 3-0-3.
Prerequisite: Admission into 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.

MUAP: Music - Applied

MUAP 6631 - Performance. 1-2.
Prerequisite: Admission to graduate study in education.
Instrument techniques are a requirement for all certification programs in music education. They are taken by advisement according to the Instrument Techniques Requirement Display. This display provides for the necessary competencies in each of the music education specializations.

MUAP 6632 - Performance. 1-2.
Prerequisite: Admission to graduate study in education.
Instrument techniques are a requirement for all certification programs in music education. They are taken by advisement according to the Instrument Techniques Requirement Display. This display provides for the necessary competencies in each of the music education specializations.

MUAP 6633 - Performance. 1-2.
Prerequisite: Admission to graduate study in education.
Instrument techniques are a requirement for all certification programs in music education. They are taken by advisement according to the Instrument Techniques Requirement Display. This display provides for the necessary competencies in each of the music education specializations.

MUAP 6634 - Performance. 1-2.
Prerequisite: Admission to graduate study in education.
Instrument techniques are a requirement for all certification programs in music education. They are taken by advisement according to the Instrument Techniques Requirement Display. This display provides for the necessary competencies in each of the music education specializations.

MUAP 7731 - Performance. 1-2.
Prerequisite: Admission to graduate study in education.
Instrument techniques are a requirement for all certification programs in music education. They are taken by advisement according to the Instrument Techniques Requirement Display. This display provides for the necessary competencies in each of the music education specializations.

MUAP 7732 - Performance. 1-2.
Prerequisite: Admission to graduate study in education.
Instrument techniques are a requirement for all certification programs in music education. They are taken by advisement according to the Instrument Techniques Requirement Display. This display provides for the necessary competencies in each of the music education specializations.

MUAP 7733 - Performance. 1-2.
Prerequisite: Admission to graduate study in education.
Instrument techniques are a requirement for all certification programs in music education. They are taken by advisement according to the Instrument Techniques Requirement Display. This display provides for the necessary competencies in each of the music education specializations.

MUAP 7734 - Performance. 1-2.
Prerequisite: Admission to graduate study in education.
Instrument techniques are a requirement for all certification programs in music education. They are taken by advisement according to the Instrument Techniques Requirement Display. This display provides for the necessary competencies in each of the music education specializations.

MUED: Music Education

MUED 6660 - Instrument Techniques. 1-0-1.
Prerequisite: Admission to graduate study in education.
Instrument techniques are a requirement for all certification programs in music education. They are taken by advisement according to the Instrument Techniques Requirement Display. This display provides for the necessary competencies in each of the music education specializations.

Note: (MUED 6660/01 through 6660/15)

MUSI: Music

MUSI 7900 - Special Topics in Music. 1-3.
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.
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.

NURS: Nursing

NURS 7715 - Professional Advanced Role Development and Health Care Issues. 2-0-2.
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. 2-0-2.
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. 2-6-4.
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 7746 - Research Applications and Outcome Evaluations in Advanced Practice I. 2-0-2.
Prerequisite: Admission to MSN Program or permission of the program coordinator.
This course builds upon the student's basic knowledge of the research process. It explores research design, methodology, data analysis, 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 specific area of interest.

NURS 7747 - Research Applications and Outcome Evaluations in Advanced Practice II. 2-0-2.
Prerequisite: NURS 7746.
This course builds upon the student's basic knowledge of the research process and continues the instruction begun in NURS 7746 (Research Design and Methodology). It explores quantitative and qualitative data analyses for relevant problems encountered by the advanced care practice nurse. Students will prepare and submit an Institutional Review Board request for approval for their proposal developed in NURS 7746.

NURS 7755 - Pharmacology for Advanced Practice Nursing. 2-0-2.
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. 2-0-2.
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 7774 - Advanced Care Management Models for Practice. 2-0-2.
Prerequisite: NURS 7735.
Corequisite: NURS 8860.
This course focuses on the role of the clinical nurse leader in the advanced care management of individuals and populations in acute care or other appropriate health care settings. Principles of advanced care management including strategic planning, working with teams and various care management models and tools such as clinical pathways and care mapping in the managed care environment are emphasized. Additional concepts will be discussed such as clinical outcomes, documentation, and evaluation methodology in these environments.

NURS 7780 - Ethics of Leadership for Advanced Practice Nursing. 2-0-2.
Prerequisite: Admission to the MSN program or permission of the program coordinator.
This course engages the student in exploration of the ethical and legal frameworks, theories, and applications that relate to leadership, management, and decision-making in health care organizations. Case analysis and presentation will be used to emphasize the student's ability to identify ethical and legal problems and work with others to resolve them.

NURS 7785 - Health Policy and Finance. 2-0-2.
Prerequisite: Admission to the MSN program or permission of the program coordinator.
This course is designed to provide the practice nursing student with an overview of the factors involved in understanding the current state of health care policy in the United States. Various methods of health care financing, organization, role of government in health care, and an historical perspective will be explored. Issues such as access, the roles of health care providers, primary care, and organizational structures will be discussed.

NURS 7790 - Innovative Teaching Strategies in Advanced Care Management. 2-0-2.
Prerequisite: Admission to the MSN program or permission of the program coordinator.
This course is designed to assist the in understanding the development and implementation of educational courses, seminars, workshops, or community programs for staff, students, clients, or community members. The content will focus on classroom, clinical, and online settings. The student will consider several best practice strategies as well as the use of technology to enhance or present content.

Note: A course or a workshop that may be used in a practice setting will be developed.

NURS 7792 - Curriculum, Instruction, & Evaluation in Health Care Organizations. 4-0-4.
Prerequisite: NURS 7790, NURS 8870.
Corequisite: NURS 8871.
This course is designed to provide the advanced practice nurse the theoretical underpinnings of curriculum development, instruction, and evaluation needed in diverse health care organizations, including academic nursing programs. The knowledge gained can be applied to the educator role in a university setting, a health care agency, or in corporate settings focused on health care.

NURS 7793 - Health Policy Leadership Seminar. 4-0-4.
Prerequisite: Admission to MSN program.
This seminar provides students with an advanced understanding of the issues of leadership and health policy as it relates to nursing. The course addresses theories and models of the health policy process with a focus on integrating health service 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 advance 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.

NURS 7794 - Advanced Leadership & Policy in Multicultural, Changing World. 3-0-3.
Prerequisite: Admission to MSN program.
This course develops proactive leadership skills in leading and shaping organizations and health policy through the myriad of changes that are occurring in the health care environment and in a multicultural society. The course examines the impact of family and welfare policy on health status, health care access, and health outcomes. It allows the opportunity to explore global policy that influences diverse populations. Transformational leadership skills, organizational assessment, business ethics, climate analysis, communication, cultural competency and information management will be emphasized to effect leadership and policy in a changing, multicultural world. Diversity and cultural competence will be studied in relation to the changing populations seen globally. Emphasis will be placed on improving organizational performance and creating a learning healthcare organization.

NURS 7795 - Global Initiatives in Healthcare, Changing World. 3-0-3.
Prerequisite: NURS 7715, NURS 7793, NURS 7794.
This course focuses on the global perspective of policy development and implementation in health care. By examining global perspectives, intercultural engagement and global citizenship, the student will recognize and incorporate a worldview of health care and the advanced practice nurse.

NURS 8800 - Clinical Management of Selected Common Health Conditions in Adults. 3-0-3.
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. 3-0-3.
Prerequisite: NURS 7735; 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 8815 - Clinical Management of Selected Chronic Health Problems in Middle-Aged and Older Adults. 3-0-3.
Prerequisite: NURS 7735; 8800.
Corequisite: NURS 8851.
This course addresses the chronic health conditions frequently encountered in the primary care of middle-aged and older adults. Clients' clinical presentation, underlying causes, and appropriate treatment modalities are explored. The nurse practitioner's role in the management of chronic health conditions is emphasized with attention to protocol development, referral, follow-up, and client education.

NURS 8830 - Clinical Management of Reproductive Health. 2-0-2.
Prerequisite: NURS 8805 or 8815.
Corequisite: NURS 8852, 8853.
This course focuses on the health care needs of essentially healthy women throughout the reproductive years and beyond. Emphasis is placed on the clinical management of common health problems of women, well pregnant women and the care of the newborn. Appropriate referral and follow-up care for more complex health problems and high risk pregnancy are explored.

NURS 8850 - Primary Care Residency I. 1-9-4.
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. 1-9-4.
Prerequisite: NURS 8850.
Corequisite: 8805 or 8815.
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. 1-9-4.
Prerequisite: NURS 8851; 8805 or 8815
Corequisite: NURS 8830, 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. 1-9-4.
Prerequisite: NURS 8851.
Corequisite: NURS 8852, 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. 2-0-2.
Prerequisite: NURS 7746.
Corequisite: NURS 8853, 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 8860 - Assuming Leadership Role in Advanced Care Management. 2-6-2.
Prerequisite: NURS 7735.
Corequisite: NURS 7774.
This course consists of an introductory practicum with a preceptor/site identified as being appropriate for the student's area of interest and approved by the faculty. Advanced care

management skills are the focus of the course with students analyzing and evaluating clinical care models and participating in their implementation in the delivery of client care. The theory component emphasizes case study presentation and critique. or present content.

NURS 8861 - Assuming Leadership Role in Advanced Care Management. 4-12-4.
Prerequisite: NURS 8860; NURS 7774.
This course is a continuation of the practicum experience with appropriate preceptors/sites. Advanced practice management skills continue to be the focus of the course with greater expertise an expectation. The case study methodology and critique is continued.

NURS 8862 - Assuming Leadership Role in Advanced Care Management. 4-12-4.
Prerequisite: NURS 8861.
Corequisite: NURS 8863.
A continuation of the practicum experience in which students synthesize all elements of their advanced care management skills in the implementation of clinical care models in a variety of appropriate settings. Competence in advanced care management is an expectation.

NURS 8863 - Advanced Leadership Project. 3-0-3.
Prerequisite: NURS 7747.
Corequisite: NURS 8862 or NURS 8872.
This course is a experience that provides the student with the opportunity to synthesize and apply acquired knowledge and skills in a focused project related to the role of the advanced practice nurse in advanced care management or nursing education leadership. The student identifies a problem/need and designs a project that will enhance care management or nursing education in a selected practicum site.

NURS 8870 - Assuming Leadership Role in Nursing Education Practicum I. 2-6-2.
Prerequisite: NURS 7735.
Corequisite: NURS 7790.
This course consists of an introductory practicum with a preceptor/site identified as being appropriate for the student's area of interest in the nursing education leadership track and approved by the faculty. Advanced educational concepts and principles are the focus of the course. The theory component emphasizes case study presentation and critique at increasingly higher standards in incorporating teaching and instructional strategies.

NURS 8871 - Assuming Leadership Role in Nursing Education Practicum II. 4-12-4.
Prerequisite: NURS 8870.
Corequisite: NURS 7792.
This course consists of the second practicum course with a preceptor/site identified as being appropriate for the student's area of interest in the nursing education leadership track and approved by the faculty. Increasingly advanced educational concepts and principles are the focus of the course. The theory component emphasizes case study presentation and critique at increasingly higher standards in incorporating teaching and instructional strategies.

NURS 8872 - Assuming Leadership Role in Nursing Education Practicum III. 4-12-4.
Prerequisite: NURS 8871.
Corequisite: NURS 8863.
A continuation of the practicum experience in which students synthesize all elements of their advanced care leadership skills in the implementation of education models as a nurse leader in a variety of appropriate settings. Competence in advanced nursing education is an expectation.

NURS 8880 - Assuming Leadership Role in Health Policy-Practicum I. 2-6-2.
Prerequisite: NURS 7793, NURS 7794, NURS 7715.
The 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 health policy competences are the focus of the course for students in the Health Policy Leadership track. The theory component emphasizes case study presentation and critique related to the leadership issues associated with health policy and advanced practice nursing.

NURS 8881 - Assuming Leadership Role in Health Policy-Practicum II. 4-12-4.
Prerequisite: NURS 8880.
The course is a continuation of the practicum experience with appropriate preceptors/sites. Advanced health policy competences continue to be the focus of the course with greater expertise an expectation. The theory component continues to emphasize case study presentation and critique related to the leadership issues associated with health policy and advanced practice nursing.

NURS 8882 - Assuming Leadership Role in Health Policy-Practicum III. 4-12-4.
Prerequisite: NURS 8881.
A continuation of the practicum experience in which students synthesize all elements of their advanced health policy competences during the implementation in a variety of appropriate settings The theory component continues to emphasize case study presentation and critique related to the leadership issues associated with health policy and advanced practice nursing with an emphasis on synthesis.

NURS 8900 - Special Topics in Advanced Practice Nursing. 14.
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.
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. 3-0-3.
Prerequisite: Admission to the DNS Program.
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. 3-0-3.
Prerequisite: Admission to the DNS Program and 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. 3-0-3.
Prerequisite: Admission to the DNS Program or permission of the instructor.
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 - Applied Quantitative Scholarly Inquiry. 3-0-3.
Prerequisite: NURS 9000, NURS 9005, NURS 9010, STAT 9100 and STAT 9200 (or equivalents).
This course presents theories and methods of applied 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 - Applied Quantitative Scholarly Inquiry. 3-0-3.
Prerequisite: NURS 9000, NURS 9005, and NURS 9010.
This course presents philosophies, theories, and methods of applied 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 - Practicum in Applied Nursing Research. 3-0-3.
Prerequisite: All nursing core courses.
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. 3-0-3.
Prerequisite: Admission to the DNS Program or permission of the instructor.
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 9105 - Philosophical Foundations of Responses to Health Disparities. 3-0-3.
Prerequisite: NURS 9100 and nursing core courses.
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. 3-0-3.
Prerequisite: NURS 9100 and nursing core courses.
This course develops more in-depth knowledge of sociopolitical theories/models related to health disparities with a focus on vulnerable populations. Applied research and oversight monitoring will be addressed surrounding issues of IRB, informed consent, protection of human subjects in vulnerable populations, such as minority groups, children, prisoners, the elderly, the mentally ill, and pregnant women and their fetuses.

NURS 9115 - Role of the Nurse Leader in Response to Health Disparities. 3-0-3.
Prerequisite: NURS 9100 and nursing core courses.
This course focuses on leadership roles of nurses working with health disparities with particular emphasis on vulnerable populations. The nursing leadership role, the change agent process, ethical leadership, and practical experience as a leader in the community working with vulnerable populations are addressed. Nursing leadership roles are examined in government, workplaces, educational institutions, and applied research. Students will participate in a realistic leadership role in working with a vulnerable population group in a local, national, or international location.

NURS 9200 - Pedagogical Strategies for Teaching Nursing. 3-0-3.
Prerequisite: Admission to the DNS Program.
This course is an overview of education and theories of teaching and learning related to nursing education and practice. The focus is on general categories of cognitive and behavioral theories and selection of appropriate teaching/learning theories and pedagogical strategies to address the learning needs of culturally diverse groups and individuals.

NURS 9205 - Philosophical Foundations of Nursing Education. 3-0-3.
Prerequisite: NURS 9200 and nursing core courses.
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. 3-0-3.
Prerequisite: NURS 9200 and nursing core courses.
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 9215 - Role of the Nurse Leader in Nursing Education. 3-0-3.
Prerequisite: NURS 9200 and nursing core courses.
This course focuses on the roles of nurse educators within schools/colleges of nursing. The roles of nurse faculty leaders related to teaching and mentoring students, professional and institutional service, research and scholarly activity, and professional development are explored. Emphasis is on nursing education

within the context of society and healthcare related to strategic planning, resources, political influences, conflict, change and leadership. Students will participate in a realistic nursing educator role within an academic nursing program.

NURS 9300 - Special Topics. 3-0-3.
Prerequisite: Admission to the DNS Program.
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. 3-0-3.
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).
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. 3-0-3.
Prerequisite: 45 hours of DNS coursework.
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.

NURS/CM 7791 - Seminar in Principles of Conflict Management for Advanced Practice Nursing. 1-0-1.
Prerequisite: Admission to the MSN program or permission of the program coordinator.
This course introduces advanced practice nurses to the principles, theories, and skills of conflict management. Students will explore the application of these concepts and skills to health care issues, including patient care, patient safety, and the creation of a workplace environment that supports quality care.

PAD: Public Administration

PAD 6200 - Fundamentals of Public Administration and Public Service. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to graduate study.
Develops familiarity with methods of research and analysis useful to public service practitioners. Survey and research design, statistical methods such as descriptive and inferential statistics, including multiple regression, will be covered. Involves intense hands-on computer work using statistical software.

PAD 6300 - Public Organization Theory. 3-0-3.
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.

PAD 6350 - Public Service Budgeting. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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 7150 - Contemporary Public Issues. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3 (Repeatable).
Prerequisite: Consent of the program director.
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. 3-0-3.
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. 3-0-3.
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.

PHED: Physics Education

PHED 5400 - The Teaching and Learning of Physics. 2-2-3.
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 topcis 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. 6-0-6.
Prerequisite: EDUC 6100, 6100L, admission to MAT Physics program, approval from 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. 0-9-3.
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 6475 - Teaching of Physics (6-12) Practicum II. 0-18-6.
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.

PHYS: Physics

PHYS 5100 - Classical Mechanics and Applications. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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.
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.
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.

POLS: Political Science

POLS 7705 - Political Ideologies. 3-0-3.
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).
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).
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.

PRWR: Professional Writing

PRWR 6000 - Issues and Research in Professional Writing. 3-0-3.
Prerequisite: Admission to the MAPW program or permission of the graduate program director. (Students must take this course within their first two terms in the MAPW program.)
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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 6260 - Managing Writing in Organizations. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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 6410 - Feature Writing. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to the MAPW program or permission of the graduate program director. Those outside of the creative writing track must have taken PRWR 6455.
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. 3-0-3.
Prerequisite: Admission to the MAPW Program or permission of the graduate program director. Those outside of the creative writing track must have taken PRWR 6455.
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. 3-0-3.
Prerequisite: Admission to the MAPW program or permission of the graduate program director. Those outside of the creative writing track must have taken PRWR 6455.
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. 3-0-3.
Prerequisite: Admission to the MAPW program or permission of the graduate program director. Those outside of the creative writing track must have taken PRWR 6455.
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. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to the MAPW program or permission of the graduate program director. Those outside of the creative writing track must have taken PRWR 6455.
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. 3-0-3.
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 6650 - Introduction to Literacy Studies. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
Prerequisite: PRWR 6460.
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 with permission of the program director.

PRWR 7470 - Advanced Poetry Writing. 3-0-3.
Prerequisite: PRWR 6470.
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 with permission of the program director.

PRWR 7480 - Advanced Play Writing. 3-0-3.
Prerequisite: PRWR 6480.
This is an advanced course in the writing of plays. One-act and full-lenght plays may be studied. Small-group critique, one-on-one conferences and peer revision techniques may be used.

Note: May be repeated with permission of the program director.

PRWR 7490 - Advanced Screen and Television Writing. 3-0-3.
Prerequisite: PRWR 6490.
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 with permission of the program director.

PRWR 7520 - Advanced Creative Nonfiction Writing. 3-0-3.
Prerequisite: PRWR 6520.
This is an advanced course in the writing of creative nonfiction. Memoirs, autobiographies, biographies, poetic essays, and other typesof creative nonfiction may be studied. Small-group critique, one-on-one conferences and peer revision techniques may be used.

Note: May be repeated with permission of the program director.

PRWR 7550 - Advanced Applied Writing. 3-0-3 (Repeatable).
Prerequisite: Admission to the MAPW program or permission of the graduate program director; PRWR 6260 or permission of instructor.
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).
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 7900 - Special Topics. 3-0-3 (Repeatable).
Prerequisite: Admission to the MAPW program or permission of the graduate program director.
Exploration of a specifically designed topic.

PRWR 7950 - MAPW Directed Study. 3-0-3 (Repeatable Once).
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.
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.

SA: Study Abroad

SA 8900 - Study Abroad. 1-12 (varied by course).
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.

SCED: Science Education

SCED 6416 - Teaching of Science (6-12). 6-0-6.
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. 0-9-3.
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. 0-18-6.
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 educa-

tion 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. 3-0-3.
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.

SCI: Science

SCI 7724 - Environmental Science. 3-0-3.
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, interconnnection 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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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).
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).
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.

SPAN: Spanish

SPAN 7702 - Sociolinguistics. 3-1-3.
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: Requires weekly field experience. Course taught in Spanish.

SPAN 7704 - Topics in Spanish Linguistics. 3-1-3.
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: Requires weekly field experience. Course taught in Spanish.

SPAN 7712 - Hispanics in the U.S. 3-1-3.
Prerequisite: Admission to the MAT program (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: Requires weekly field experience. Course taught in Spanish.

SPAN 7714 - Topics in Hispanic Culture. 3-1-3.
Prerequisite: SPAN 7712.
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. Requires weekly field experiences.

Note: Course taught in Spanish.

SPAN 7722 - Literary Masterpieces. 3-0-3.
Prerequisite: Admission to the MAT program (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: Requires weekly field experience. Course taught in Spanish.

SPAN 7724 - Topics in Literature. 3-0-3.
Prerequisite: SPAN 7722.
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.

SSED: Social Science Education

SSED 7750 - Current Issues in Social Science Education. 3-0-3.
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.

STAT: Statistics

STAT 7000 - Introduction to Mathematics for Statistics. 3-0-0.
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 R n, linearly independent vectors in R n, linear transformations on R n, eigenvalues and eigenvectors.

STAT 7010 - Mathematical Statistics I. 3-0-3.
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. 3-0-3.
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. 3-0-3.
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. 3-0-3.
Prerequisite: Approval of the Program Director.
Exploration of selected topics of interest to students and faculty.

STAT 8110 - Quality Control and Process Improvement. 3-0-3.
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. 3-0-3.
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 8140 - Six Sigma Problem Solving. 3-0-3.
Prerequisite: STAT 8110 and STAT 8120
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. 3-0-3.
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 8240 - Data Mining. 3-0-3.
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 8310 - Applied Categorical Data Analysis. 3-0-3.
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. 3-0-3.
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 8916 - Cooperative Education. 1-3.
Prerequisite: Permission of Program Director.

STAT 8918 - Internship. 1-3.
Prerequisite: Permission of Program Director.

STAT 8940 - Applied Analysis Project. 1-9.
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 ore or more statistical software packages. Students will prepare a written report that will become part of their Statistical Methods Portfolio.

STAT 8950 - Directed Study. 3-0-3.
Prerequisite: Permission of Program Director.
Special advanced topics external to regular course offerings.

STAT 9100 - Statistic Methods I. 3-0-3.
Prerequisite: Admission to the DNS 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.

STAT 9200 - Statistic Methods II. 3-0-3.
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.

SW: Social Work

SW 7700 - Social Work Foundations: Diversity, Social Justice and Ethics. 3-0-3.

Prerequisite: None.

This course is organized around the following assumptions:

1. Membership in a population-at-risk substantially affects the person's life experiences, world view.
2. Membership in a population-at-risk group increases risk factors for exposure to discrimination and economic stress.
3. Professional social work practice requires a solid knowledge of ethical standards.
4. Culturally sensitive practice is essential to intervention and,
5. Practitioners must learn to apply social justice approaches to influence assessment, planning, access to resources, intervention, and research.

This course provides a framework of values and ethical standards to evaluate practice related to ethical dilemmas in a systematic way. Supplementary readings, handouts, and cases provide students with an opportunity to explore diversity and understand the importance of culturally competent practice. Students will examine how personal and professional values affect their practice and will learn models for ethical decision-making and intervention planning. By exploring these issues and cases, students will learn about the relativity of values, the standards of their own professions, and the thinking of experts in the field.

SW 7701 - Social Work Practice I. 3-0-3.

Prerequisite: SW 7702.

This course provides an introduction to direct social work practice with an emphasis on work with individual clients 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 I. 3-0-3.

Prerequisite: Admission to the MSW program.

This course provides the historical foundation and current overview of social welfare policy in the U.S. and the role of the social work profession. In addition, the course introduces major human service programs designed to increase the quality of life of individuals, families, and communities. The course provides students with the background to understand current social welfare policy and services, the formulation, operations and impact on vulnerable populations. Different models for policy analysis are also presented.

SW 7703 - Social Work Practice II. 3-0-3.

Prerequisite: Admission to the MSW program.

This second practice course in the foundation year emphasizes the on-going phase of work with individuals, families, and groups. Students develop their skills in purposeful intervention and further their ability to analyze their own practice methods, with particular attention to cultural and gender differences. The course focuses on generalist social work with families and small groups. It incorporates content on care coordination (case management) and participation in teams in relation to direct practice. Specifically, the course emphasizes assessment and intervention with clients/client systems inclusive of their risk, protective factors and strengths in the context of the supports and demands of their environment.

SW 7704 - Human Behavior in a Social Environment I. 3-0-3.

Prerequisite: Admission to the MSW program.

This course designed to provide students with an understanding of human behavior in the context of social environment. The course uses a strengths perspective to develop awareness of diversity and ways of understanding behavior and problem solving. Specifically, the course focuses on the physical, social, and emotional development and mastery of growth crises from birth to death. Included in the course are current theories and research about the life cycle, with particular emphasis on the ways in which culture, ethnicity, and community influence and shape development.

SW 7705 - Human Behavior in a Social Environment II. 3-0-3.
Prerequisite: SW 7704.
This human behavior course builds upon the learning begun in HBSE I. Whereas HBSE I focused on normal development, 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. Content is selected and organized based on the view that healthy emotional and social development are related to 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 7706 - Introduction to Social Work Research. 3-0-3.
Prerequisite: Admission to graduate study.
The objective of this course is to apply research concepts and principles to the actual conduct of studies addressing questions relevant to direct practice with individuals, families, and groups. The course prepares students for active roles in practice and program evaluation. An introduction to the use of computers in statistical analysis is included. The course provides a beginning understanding and appreciation of the principles and techniques of social work research and statistics and their application to social work practice. Highlighted are techniques which are used to study organizations and communities

SW 7707 - Practice Focused Research Methods. 3-0-3.
Prerequisite: SW 7706 or admission to advanced standing.
This course provides advanced knowledge and skills in research methods, with particular emphasis on process and outcome practice research methods.

SW 7708 - Foundation Internship/Integrative Seminar II. 0-16-3.
Prerequisite: Admission to MSW program.
A supervised educational experience with specified educational objectives in an agency setting, completing the required hours per week for the duration of the field placement..

Note: Field Instruction I and II require a minimum of 560 hours

SW 7709 - Foundation Internship/Integrative Seminar II. 0-16-3.
Prerequisite: Admission to MSW program.
A supervised educational experience with specified educational objectives in an agency setting, completing the required hours per week for the duration of the field placement.

Note: Field Instruction I and II require a minimum of 560 hours

SW 7720 - Bridge to Practice I: Diversity, Social Justice, and Ethics. 0-16-3.
Prerequisite: None.
As an introductory course, Bridge to Social Work Practice I: Diversity, Social Justice and Ethics provides a conceptual framework for the social work student by addressing the foundation knowledge, values and skills associated with the profession, and the ethical standards and principles according to the Social Work Code of Ethics. It builds on the generalist foundation curriculum and provides knowledge relative to the concepts of discrimination, oppression, social and economic justice are explored relative to the role of the social worker as an advocate for empowerment of marginalized groups and oppressed persons based on race, gender, age, religion, social class, sexual orientation, religion, and mental and physical capabilities; and how group affiliation places one at risk for discrimination and oppression. This course provides avenues of learning that explore the value base of the profession to develop and enhance sensitivity to and appreciation for diversity. Students will be afforded opportunities to engage in in-class and out of class activities and assignments to develop skills associated with cultural and ethnic sensitive practice.

SW 7730 - Bridge to Practice II: Psychology and Assessment. 0-16-3.
Prerequisite: None.
This human behavior course builds upon the content gained in the BSW program. To lay a foundation for study in the clinical specialization, 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. Content is selected and organized based on the view that healthy emotional and social development are related to 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 7740 - Bridge to Practice III: Practiced Focuses Research Methods. 0-16-3.
Prerequisite: None.
This course assumes a basic knowledge of social research concepts and methodology. It adds to this fund of information by providing advanced knowledge and skills in research methods, with particular emphasis on process and outcome practice research methods. The course is basically 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, communities.

SW 8701 - Individual and Group Practice in Addictions. 3-0-3.
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. 3-0-3.
Prerequisite: Admission to the Social Work Program.
This advanced practice course will build upon basic skills covered in the foundational year practice sequence. It is designed to increase knowledge and understanding essential for effective therapeutic interventions in psychological and behavioral disorders. This course builds upon the foundation year courses by expanding the conceptual dynamics of the ecological perspective related to individuals. Topics will include advanced clinical interventions with individuals using multiple theoretical orientations and models. Formulation of intervention strategies will employ multiple research-based techniques. Assessment of intervention effectiveness is central to this course.

SW 8703 - Social Work Practice with Children and Youth. 3-0-3.
Prerequisite: None.
This advanced course will build upon basic skills covered in the foundational year practice sequence. It is designed to increase knowledge and understanding essential for effective therapeutic interventions in the psychological and behavioral disorders of children and youth. It will allow the student an opportunity to develop special skills in selected intervention techniques and modalities in working with children and youth in a variety of professional roles.

SW 8705 - Advanced Clinical Practice II: Assessment, Diagnosis, and Service Planning. 3-0-3.
Prerequisite: Admission to the MSW Program.
This advanced social work practice course focuses on assessment and planning. Building upon the content of HBSE and direct practice foundation courses, this course will begin with a review of the DSM-IV and then explores advanced content related to clinical assessment of individuals and families. Using this advanced knowledge, the course will focus upon the process of treatment planning.

SW 8706 - Bio-Psycho-Social Theories of Addiction. 3-0-3.
Building upon the generalist base developed in the foundation year Human Behavior in the Social Environment sequence, MSW program graduates in the substance abuse concentration will synthesize a broad range of knowledge related to the theories regarding the etiology of addiction, and of the historical and current treatment approaches to working with substance abuse. Additionally, this course will present the pharmacological affects of the various substances of abuse.

SW 8709 - Forensic Social Work. 3-0-3.
Prerequisite: Admission to the Social Work Program.
This course will cover the varied contributions and professional skills that social workers provide in the legal system generally, and the criminal justice system specifically. Students will become familiar with both civil (family law) and criminal law in order to better understand the relevance of social work knowledge and skills in these systems. This course will include a focus on the following: the significance of the social worker as mitigation speicalists in capital cases; the relationship between legal and social work

ethics; developing and presenting mental health evidence; working with experts in related fields; risk and support factors in child development which influence behavior; the concept of restorative justice as an alternative to traditional notions of criminal justice; the competency of an accused to understand rights, to waive rights, to be tried and to be executed; the role of the social worker in juvenile justice; and an emphasis on community supervision, parole, and reentry as part of the criminal justice system.

SW 8711 - Advanced Clinical Practice III: Working With Groups. 3-0-3.
Prerequisite: Admission to the Social Work Program.
Current group interventions used with a diverse population of children, adolescents, adults, and the elderly will be covered in this course. Students will become familiar with children, adolescents, adults, and the elderly from diverse backgrounds, affirming and respecting their strengths and differences in group settings. The major focus of this course is on the identification, analysis, and implementation of empirically-based intervention strategies for clinical practice with groups. Students will explore multiple perspectives in the advanced application of theories, models, and skills utilized in short- and longer-term group interventions. This course is based on social work values and the ethical decision-making process, as presented in the NASW Code of Ethics.

SW 8712 - Advanced Field Placement III. 0-16.3.
Prerequisite: Admission to advanced standing MSW program or SW 7709.
Students will build on their foundation knowledge and experience from the first year internship as they begin advanced placements in their concentration area, either the development of advanced clinical skills in Children and Family Services or Substance Abuse. Students in Advanced Field Placement III will complete 720 hours of supervised internship (360 clock hours per semester) dedicating 3 full days per week (Monday, Tuesday, and Friday) for the duration of the academic year.

SW 8713 - Advanced Field Placement IV. 0-16-3.
Prerequisite: SW 8712.
Students will build on their foundation knowledge and experience from the first year internship and their first advanced field placement (fall semester) as they culminate their field experiences. Students will continue refining their clinical skills completing 740 hours of supervised internship (320 clock hours per semester) dedicating 3 full days per week (Mondays, Tuesdays, and Fridays) for the duration of the academic year.

SW 8714 - Addiction Policy in the U.S.
This course will explore the historic policies regarding substance abuse in the U.S., as well as looking at the current policies and policy questions affecting the field today. Students will utilize the policy analysis skills learned in the Introductory Policy course to look at addiction policies and be able to place the history of addiction within the overall social welfare history introduced in the earlier course. Additionally, this course will present the student with theory regarding the implementation of policy on an agency level, specifically as it relates to clinical supervision in addictions agencies.

SW 8715 - Children and Youth Mental Health. 3-0-3.
This course is designed to provide students with additional knowledge and skills related to the theory, research, and implications of child and adolescent maltreatment for child development and psychopathology. Course content will be presented within the context of child welfare practice and social work with children and adolescents in public agencies and programs. Particular attention will be given to common psychological disorders that result from maltreatment and accompanying treatment issues. Issues related to individuals, families, groups, and communities are covered and attention is given to working with ethnic minorities, women, gays and lesbians, and persons with disabilities.

SW 8721 - Social Work Practice and the Law. 3-0-3.
Prerequisite: None.
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. 3-0-3.
Prerequisite: None.
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 8729 - Crisis Intervention. 3-0-3.
Prerequisite: None.
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. 3-0-3.
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 8803 - Family Therapy. 3-0-3.
Prerequisite: SW 7702.
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 8810 - Community Mental Health Practice. 3-0-3.
Prerequisite: Admission to the Social Work 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 examin research literature to determin 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. 3-0-3.
This course begins with a review of key bio-psycho-social theories that guide assessment and intervention. Focus will be given to both the sequalae and the impact of child abuse and neglect. The course will also provide content on best practices in prevention and family preservation.

SW 8813 - Family Therapy. 3-0-3.
Prerequisite: SW 7702.
This course discusses family systems theory as a paradigm for conceptualizing the family as a system in society. This course addresses the major theories in the family therapy field, the core concepts and their relevance for clinical application, the phases of therapy with a family including assessment, basic interventions, implementation of change, and the formulation of a psychosocial assessment of a family system, with attention to the therapist's use of self within the "therapeutic system." Students will study their own clinical work and focus on specific strategies of intervention according to different types of families relative to race, culture, sexual orientation, religion, and family structure. A family therapy case with supervision under a licensed clinical social worker is required.

SW 8814 - Seminar in Substance Abuse. 3-0-3.
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 8815 - Prevention Theory in ATOD Abuse. 3-0-3.
Prerequisite: SW 7702.
Building upon the generalist base developed in the foundation year Human Behavior in the Social Environment sequence, MSW program graduates in the substance abuse concentration will synthesize a broad range of knowledge related to theories regarding the etiology and epidemiology of addiction, the historical and current treatment approaches to working with substance abuse, and historical and current prevention approaches to working with adolescent substance abuse, in all relevant domains, including schools, families, and communities. Additionally, this course will present the pharmacological affects of the various substances of abuse.

SW 8816 - Social Work Practice with Addicted Families. 3-0-3.
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 families. The course presents techniques and skills needed to work with families of addicts, as a primary means of treatment. Additionally, instruction will be given on the theory and techniques of working with individuals raised in addicted families.

WMBA: WebMBA

WMBA 1000 - Georgia WebMBA Orientation. 1-0-1.
The purpose of the Georgia WebMBA Orienta¬tion is to create a learning community to support student success throughout the WebMBA learning experience. Teams are formed and students obtain skills related to areas such as behavioral preferences, learning styles, interpersonal exchanges and managing differences, and developing operating agreements within team settings. Students and faculty share expectations and explore technology necessary to engage in on-line learning.

WMBA 6000 - Human Behavior in Organizations. 3-0-3.
An examination of the behavioral and structural factors affecting the performance of organizations including both micro and macro organizational issues. This course provides an overview of the field of organizational behavior with an emphasis on employing the human resources of the firm to achieve organizational performance. Topics include motivation, leadership, job satisfaction, selection, training, and the dynamics of teams.

WMBA 6010 - Managerial Accounting. 3-0-3.
This course will cover a wide range of topics that will emphasize the use of both internal and external data to enhance the decision-making skills of managers. Concepts covered will include an overview of the management accounting function within the organization, cost management and cost accumulation systems, planning and control systems, use of historical data in forecasting costs, and the use of account¬ing information in management decision-making. Case readings will be used to enhance students' critical thinking, problem solving, and communication skills.

WMBA 6020 - Managerial Communications. 3-0-3.
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. 3-0-3.
This course is designed to provide the student with an understanding of how companies enter and operate in the global market. Additionally, students will learn how culture, politics, legal, and economic systems impact the marketing and trading of products in other countries. Students will develop an understanding of the business strategies and structures in the global arena, and will learn how managers interact and manage diverse groups.

WMBA 6040 - Managerial Decision Analysis. 3-0-3.
A study of advanced quantitative analysis techniques and their applications in business. Topics include game theory, decision analysis, forecasting, linear programming, transportation and assignment problems, network models, project management, queuing theory and market analysis.

WMBA 6050 - Strategic Marketing. 3-0-3.
This course provides a study of the strategic managerial aspects of marketing given the growth of E-Commerce. Topics focus on product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing operations.

WMBA 6060 - Managerial Finance. 3-0-3.
A study of financial risk and return, capital budgeting, valuation, capital structure, work¬ing capital management, and current topics in financial management. This course is designed to develop a student's knowledge, analytical skills, and communication skills in the area of financial management. The student will be exposed to the reasons financial management is critical to the success of a business as well as to the tools that will enhance their managerial skills. Specifically, this course will give the student tools to analyze a company's financial position relative to the industry, apply time value of money concepts to business cash flows, evaluate the acceptability of short-term and long-term financial decisions, understand the relationship between capital structure, risk, and the cost of capital, and improve communication skills.

WMBA 6070 - Entrepreneurship: New Ventures. 3-0-3.
Prerequisite: None.
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 coered 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.

WMBA 6080 - Management Information Systems. 3-0-3.
A study of the effects of information technology on firms, industries, and the organization of work. This includes the development of strategies for corporate growth based on effective use and management of information technology, the analysis of business problems and relevant information systems solutions, and the use of IT to transform business processes and provide more effective management control and decision systems.

WMBA 6100 - Production and Operations Management. 3-0-3.
This course is an introduction to the concepts, principles, problems, and practices of operations management. Emphasis is on managerial processes for achieving effective operations in both goods-producing and service-rendering organizations. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management. The topics are integrated using a systems model of the operations of an organization.

WMBA 6110 - Business Strategy. 3-0-3.
An integrative course designed to provide an executive viewpoint of strategy formation and management of an enterprise. The course teaches how to analyze complex business situations in order to determine a firm's strategies for long-run survival and growth in competitive markets. Participants will examine techniques for analysis of environmental conditions and trends, opportunities and threats, and resource strengths and limitations. Focus will be on developing plans and implementing and controlling those plans at both the strategic and operating level. Primary teaching method will use real-time case studies that cover policy formulation and administration. A strategy simulation will also be used. The point of departure for the course is top-and- middle management, where company-wide objectives are set and departmental policies and activities are coordinated.

Graduate Faculty

ACKERT, LUCY F.
(2009) Professor of Finance. Ph.D. Emory University, 1990. M.A. University of Florida, 1984. B.S.B.A. University of Florida

ADAMS, A. FRANK
(2000) Aronoff Professor of Family Business and Associate Professor of Management. Ph.D. Auburn University, 1996. M.B.A. Berry College, 1982. B.S. Shorter College, 1980.

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(2006) Assistant Professor of Economics. Ph.D. Vanderbilt University, 2006. M.A. Vanderbilt University, 2004. M.A. University of Delhi, 1998. B.A. University of Delhi, 1995.

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(1972) Professor of Nursing. Ph.D. Georgia State University, 1985. M.S.N. Emory University, 1972. B.S.N. Medical College of Georgia, 1970.

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BILL, M. LOUISE
(1987) Professor of Social Work Administration. Ph.D. Clark Atlanta University, 1988. M.S.W. University of Georgia, 1979. M.S. Georgia State University, 1975. B.A. Georgia State University, 1971.

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University System of Georgia

The University System of Georgia includes 35 state-operated institutions of higher education located throughout the state—four research universities, two regional universities, 13 state universities, eight state colleges, and eight two-year colleges.

The 18-member constitutional Board of Regents governs the system, which has been in operation since 1932. Appointments for seven-year terms of five board members from the state-at-large and one board member from each of the state's 13 congressional districts are made by the governor, subject to confirmation by the State Senate.

The chairperson, vice chairperson and other board officers are elected by members of the board. The chancellor, who is not a board member, is the board's chief executive officer and the chief administrative officer of the University System.

Overall, programs and services of the University System are offered through three major components-instruction, public service/continuing education and research.

INSTRUCTION encompasses programs of study leading toward degrees, ranging from the two-year associate level through the doctoral level, and certificates. Each institution determines requirements for admission of students to instructional programs, pursuant to policies of the Board of Regents. The board, which establishes minimum academic standards, leaves to each institution the prerogative of establishing higher standards. Applications for admission should be addressed in all cases to the institutions.

For students whose goal is a degree beyond the associate level, a Core Curriculum of study for the freshman and sophomore years is in effect at each institution. The Core Curriculum, which facilitates transfer of freshman and sophomore degree credits within the University System, requires 63 semester-credit-hours: 45 in general education and 18 in the student's chosen major.

PUBLIC SERVICE/CONTINUING EDUCATION encompasses, primarily, non-degree activities, including short courses, seminars, conferences, lectures, and consultative and advisory services. Some college-degree-credit courses of special types are also offered, typically through extension center programs and teacher education consortiums.

RESEARCH encompasses on-campus and off-campus investigations conducted primarily by the universities but also in moderate scope at some of the state universities and

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Degrees Awarded: A-Associate; B-Bachelor's; J-Juris Doctor; M-Master's; S-Specialist in Education; D-Doctor's

Research Universities

Athens 30602
University of Georgia, B, J, M, S, D

Atlanta 30332
Georgia Institute of Technology, B, M, D

Atlanta 30303
Georgia State University, A, B, J, M, S, D

Augusta 30912
Medical College of Georgia, A, B, M, D

Regional Universities

Statesboro 30406
Georgia Southern University, B, M, S, D

Valdosta 31601
Valdosta State University, A, B, M, S, D

State Universities

Albany 31705
Albany State University, A,B, M

Americus 31709
Georgia Southwestern State University, A, B, M

Augusta 30910
Augusta State University, A, B, M, S

Carrollton 30118
State University of West Georgia, A, B, M, S, D

Columbus 31993
Columbus State University, A, B, M

Dahlonega 30597
North Georgia College & State University, A, B

Fort Valley 31030
Fort Valley State University, A, B, M

Kennesaw 30144
Kennesaw State University, B, M, S, D

Marietta 30060
Southern Polytechnic State University, A, B, M

Milledgeville 31061
Georgia College & State University, B, M, S

Morrow 30260
Clayton College & State University, A, B, M

Savannah 31406
Armstrong Atlantic State University, A, B, M

Savannah 31404
Savannah State University, A, B, M

State Colleges

Barnesville, 30204
Gordon College, A, B

Cochran, 31014
Middle Georgia College, A, B

Dalton 30120
Dalton State College, A, B

Gainesville 30403
Gainesville College, A, B

Lawrenceville 30043
Georgia Gwinnett College, A, B

Macon 31297
Macon State College, A, B

Tifton 31193
Abraham Baldwin Agricultural College, A, B

Two-Year Colleges

Albany 31707
Darton College, A

Atlanta 30310
Atlanta Metropolitan College, A

Bainbridge, 31117
Bainbridge College, A

Brunswick 31520
College of Coastal College , A, B

Decatur 30089-0601
Georgia Perimeter College, A

Douglas 31533
South Georgia College, A

Rome 30161
Georgia Highlands College, A

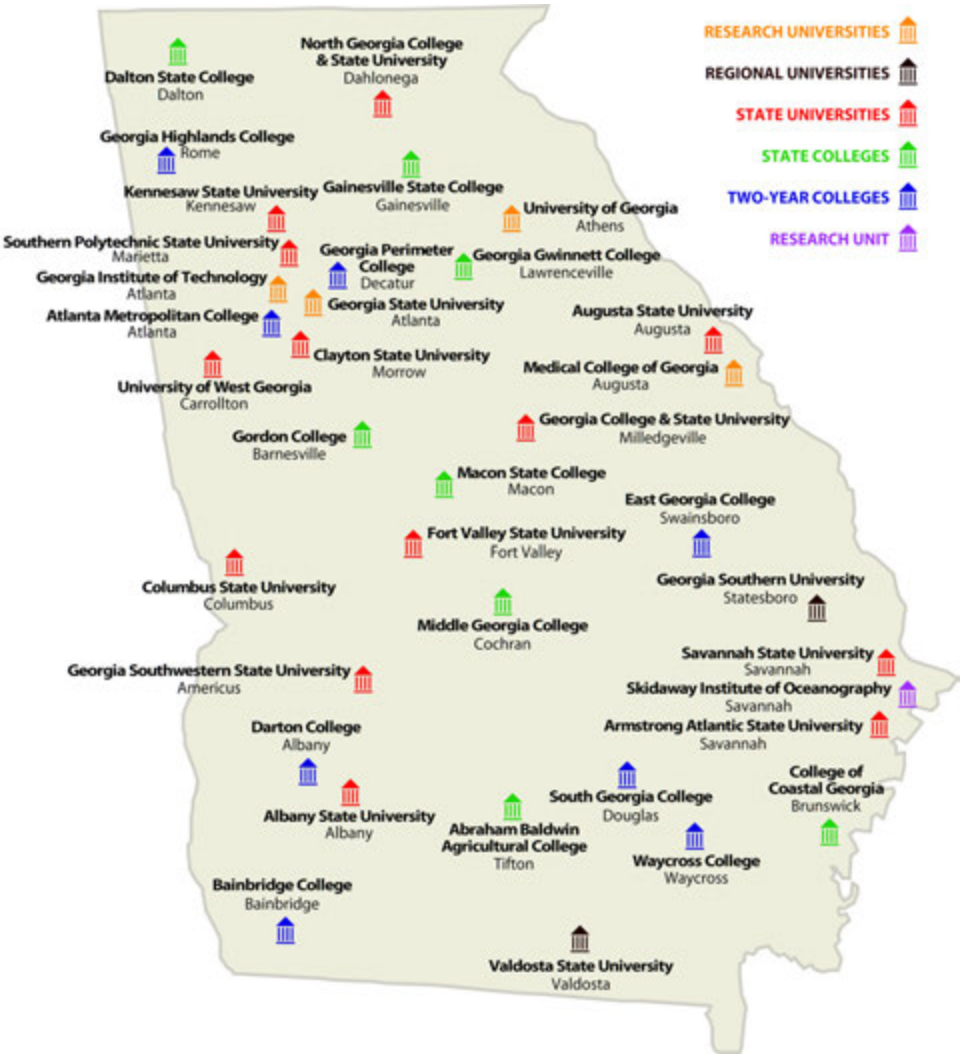
Swainsboro 30401
East Georgia College, A

Waycross 31501
Waycross College, A

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

University System of Georgia Map

The map below shows the location of the 35 colleges and universities of the University System of Georgia (main campus sites).



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