



REINHARDT UNIVERSITY
BURGESS ADMINISTRATION BUILDING

2026-2027

**Reinhardt University
Advanced Graduate and Doctoral
Academic Catalog**

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The Education Specialist (EdS), Doctor of Education (EdD), and Doctor of Business Administration (DBA) programs described in this catalog are currently pending approval by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). These programs are not yet authorized for enrollment, and no students will be admitted until formal approval has been granted.

The 2026-2027 Advanced Graduate and Doctoral Academic Catalog of Reinhardt University provides current information regarding educational programs, class offerings, academic regulations and procedures. Students are expected to familiarize themselves thoroughly with program and degree requirements pertaining to their majors and with general regulations governing academic work and progress.

Statements in the 2026-2027 Advanced Graduate and Doctoral Academic Catalog are for informational purposes only and should not be construed as the basis of a contract between a student and the University. While provisions of the 2026-2027 Advanced Graduate and Doctoral Academic Catalog will ordinarily be applied as stated, Reinhardt University reserves the right to change any provision listed herein, including but not limited to academic requirements for graduation, without notice to individual students. Every effort will be made to keep students advised of any such changes. Information on all changes will be available in the Office of the Registrar.

Reinhardt University is an equal opportunity institution. The University respects the dignity of all individuals and is committed to providing equal access to and support for education and employment opportunities. Reinhardt does not discriminate in any of its policies, programs, or activities on the basis of race, color, age, culture, national origin, socioeconomic status, veteran's status, gender, sexual orientation, genetic information, religious belief, physical (dis)ability, political affiliation, or any other basis protected by federal, state or local laws. All persons involved in the operations of the University are prohibited from engaging in such discrimination. Direct inquiries regarding the equal opportunity and non-discrimination policy to: Director of Human Resources, Reinhardt University, 7300 Reinhardt Circle, Waleska, GA 30183, 770-720-9146, HumanResources@reinhardt.edu.

Information in this catalog is accurate as of the date of publication. Reinhardt University reserves the right to make changes in University policies, procedures, and catalog information in accordance with sound academic and fiscal practice. Please consult the University website at www.reinhardt.edu for recent updates.

Reinhardt University
7300 Reinhardt Circle
Waleska, Georgia 30183-2981
Phone: 770-720-5600
www.reinhardt.edu

General Information

Welcome to Advanced Graduate and Doctoral Studies at Reinhardt University

Welcome to the Advanced Graduate and Doctoral Studies at Reinhardt University. Reinhardt University is a private institution of higher education affiliated with the United Methodist Church. The Main Campus is located in Waleska, Georgia on approximately 540 acres of land in the foothills of the North Georgia mountains. Ninety acres are developed to offer a rich living and learning experience to a coeducational student population. Reinhardt University is proud of its traditional emphasis on excellence in teaching, with small classes taught by scholars who act as mentors to their students.

At the advanced graduate and doctoral level, Reinhardt University continues this tradition with rigorous programs designed for working professionals seeking to deepen their expertise, advance their leadership, and contribute to their fields through scholarship and applied practice. All programs are delivered *fully online*, with asynchronous coursework and synchronous components for consultations, advisement, and final defenses conducted via Microsoft Teams.

In the Price School of Education, College of Humanities, Sciences and Technology, the **Education Specialist (EdS)** is an advanced

graduate degree designed for education professionals who have completed a master's degree and seek specialized expertise beyond the master's level. The EdS is offered in two concentrations: Curriculum & Instruction and Educational Leadership.

Also housed in the Price School of Education, the **Doctor of Education (EdD)** prepares experienced education professionals for leadership, research, and applied practice at the highest level. The Doctor of Education is offered in four concentrations: General, Curriculum & Instruction, Education Leadership, and Organizational Leadership.

Housed in the McCamish School of Business and Professions, the **Doctor of Business Administration (DBA)** prepares experienced business professionals for advanced leadership, applied research, and strategic decision-making in complex organizational environments. The Doctor of Business Administration is offered with three specialization tracks: General Business, Organizational Leadership, and Healthcare Administration and Leadership.

Each program provides advanced knowledge of current literature, theory, and practice in its discipline. Students strengthen critical thinking, research, and communication skills to support professional growth and scholarly contribution.

Reinhardt University is ready to help you be successful from admission to graduation — when you will become a leader and scholar in your chosen discipline.

Accreditation

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reinhardt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and **pending approval by SACSCOC, educational specialist and doctorate degrees**. Reinhardt University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Reinhardt University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane,

Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Reinhardt University will offer the following advanced graduate and doctoral degrees:

The Education Specialist (EdS) approval pending – expected December 2026.

The Doctor of Education (EdD) approval pending – expected December 2026.

The Doctor of Business Administration (DBA) approval pending – expected December 2026.

The Educational Specialist (EdS), Doctor of Education (EdD), and Doctor of Business Administration (DBA) programs described in this catalog are currently pending approval by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). These programs are not yet authorized for enrollment, and no students will be admitted until formal approval has been granted.

The Georgia Professional Standards Commission (GAPSC)

The EdS and EdD programs have been approved by the Georgia Professional Standards Commission (PSC). For information, please contact GAPSC at 404-232-2680 or Georgia Professional Standards Commission, Two Peachtree Street SW, Suite 6000, Atlanta, GA 30303 or www.gapsc.com.

The University Senate of the United Methodist Church

The University Senate of the United Methodist Church has approved Reinhardt University to be listed as a United Methodist-affiliated institution.

The Purpose of Advanced Graduate and Doctoral Study

Although each program defines its own learning outcomes, the Advanced Graduate and Doctoral programs at Reinhardt University prepare students to become scholars, leaders, and practitioners in their chosen disciplines with the following attributes:

- I. Mastery of the current literature, prevailing knowledge, and/or skill set of a specific discipline;
- II. Mastery of critical thinking through the practical application of theory to complex professional and organizational challenges;
- III. Mastery of skills to design, conduct, and evaluate rigorous research;
- IV. The ability to generate and contribute new knowledge to a discipline through original scholarship and applied inquiry; and
- V. The strong communication skills necessary to present, defend, and disseminate research to professional and scholarly audiences.

University History

In the early 1880s, Captain A.M. Reinhardt and his brother-in-law John J.A. Sharp saw the need for an outstanding school in Waleska - one that would give students an opportunity to advance beyond the primary grades. A devout Methodist who cared about the spiritual and intellectual growth of young people, Captain Reinhardt asked the North Georgia Conference of the Methodist Church for help in establishing a school to provide basic instruction in the liberal arts. The Conference chartered the new school in 1883, naming the Reverend James T. Linn as its first teacher and president. In January 1884, the institution started classes for 12 students in an old cabinet and wood shop.

Reinhardt Academy, as the school was then called, provided instruction for all ages and grade levels, and a curriculum designed to train teachers and ministers. The academy gradually evolved into a privately supported two-year college and was accredited to offer associate degrees as a Level I institution by the Southern Association of Colleges and Schools Commission on Colleges in 1953. In 1994, the Commission on Colleges accredited Reinhardt as a Level II institution, and that same year, the school awarded the first bachelor's degrees in business administration. In the 21st century, bachelor degrees are offered in a number of disciplines including biology, business, education, English, fine arts, history, music, psychology, religion, and theatre.

Like its founding fathers, Reinhardt continues to respond to the educational needs of North Georgia. In 2007, Reinhardt began adding graduate degrees to its programs.

On June 1, 2010, Reinhardt College became Reinhardt University, a comprehensive university firmly grounded in the liberal arts. Reinhardt University offers instruction to men and women in a Christian environment at its main campus in the city of Waleska, Georgia, and in various other locations in the state of Georgia.

Pending approval, the Education Specialist (EdS), Doctor of Education (EdD) and Doctor of Business Administration (DBA) mark the University's continued growth as a comprehensive institution committed to advanced scholarship, professional leadership, and applied research.

The Vision, Mission and Values of Reinhardt University

Vision:

To be recognized as a regional university
Where Diverse Talents Grow Together

Mission:

To Educate the Whole Person with Challenge
and Care

Educational Ethos

To Do the Real Work
For the Good Life

Verum Opus ad Vitum Bonam

Values

Learning. Serving. Leading.

Statement of Faith

We believe in the freedom to explore and express faith.

We believe that all individuals have inherent worth as given to them from God.

We believe that Jesus Christ taught us to treat one another with grace, forgiveness, and, most importantly, love.

We believe in supporting an academic community where people from all faiths feel welcomed and accepted.

We believe, as an affiliate of the United Methodist Church, in the value of a cooperative relationship between the academy and the church, whereby both institutions respect and foster higher learning.

We believe that a life-changing faith is guided by the written Word, illumined by tradition, enlightened by personal experience and confirmed by reason.

We are continually developing an academic community that is just and kind and walks humbly with our God.

Institutional Commitment

Reinhardt University is an academic, spiritual and social community of teachers, learners and supporters. It exists, within an environment of Christian caring, to educate students as whole persons and to serve the community. As a Christian university, it endeavors, both formally and informally, to focus the attention of students on Christian values as exemplified in the life and teachings of Jesus Christ.

Reinhardt University is committed to providing both academic challenge and academic support to all types of learners. Requirements include a foundation of academic skills, a core curriculum and a major area of concentration for all graduates. Majors are offered in professional, pre-professional, interdisciplinary and traditional fields.

The University contributes to the larger community as a vital and responsible member. It offers continuing education and community services that further learning and contribute to the greater good.

University Community

Within its commitment to the United Methodist Church, the University provides an ecumenical environment. Christian values are the basis for treating all members as unique, worthy individuals who care for one another because they have dignity in the sight of God. These same values undergird the educational programs' focus on the whole person.

The University strives to develop a sense of community through individual service and contributions to the greater good. Members are encouraged to develop and exemplify the values of honesty, integrity, personal responsibility, civic responsibility and service. By offering opportunities to grow and develop, the University encourages the fullest realization of individual potential; by sharing in the governance of the University, all are able to contribute.

Reinhardt University is a community that is open to the infinite possibilities the world offers. It responds to them based on its United Methodist affiliation, historic identity, institutional strengths and ability to excel. The University strives to incorporate the work, wisdom and wealth of individuals, groups and organizations into activities that will ultimately benefit it and its students. In all endeavors, it is committed to continuous assessment and quality improvement.

Facilities

Reinhardt University's main campus is located in Waleska, Georgia. All advanced graduate and doctoral programs — the Education Specialist (EdS), Doctor of Education (EdD), and Doctor of Business Administration (DBA) — are delivered fully online. Students are not required to visit the main campus at any point during their program.

For more information about Reinhardt University's campus facilities, please consult Reinhardt University's Undergraduate Academic Catalog or the Reinhardt University Graduate Academic Catalog.

Policy Statements

Title VI

Reinhardt University subscribes to the 1964 Civil Rights Act, which states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Title IX

Reinhardt University does not discriminate on the basis of sex in its educational programs, activities or employment practices as required by Title IX of the 1972 Education

Amendments. Inquiries regarding compliance with Title IX may be directed to Ms. Kristy DeBord, Human Resources Manager and Title IX Coordinator (kristy.debord@reinhardt.edu / ph. 770-720-9146). Students may also contact Public Safety or any "Responsible Employee" or "Campus Security Authorities," all of whom must report complaints to Public Safety and the Title IX Coordinator.

Student complaints may be also be directed to the following addresses: the Director of the Office of Civil Rights, Department of Health and Human Services, Washington, D.C. 02212; and GA Non-Public Postsecondary Education Commission, 2082 East Exchange Place – Suite 220, Tucker, Georgia 30084-5305 (ph. 770 414-3300).

Section 504 of the Rehabilitation Act of 1973

Reinhardt University complies with Section 504 of the Rehabilitation Act of 1973. No qualified applicant, student, or employee will be discriminated against on the basis of a disability.

Not all facilities are equipped for handicapped access. Class locations will be changed to provide access for handicapped students.

All sidewalks are handicapped accessible. Special parking is provided at all buildings and handicapped students can receive special permits.

All newer construction provides handicapped access. All remodeling and future construction will provide access for the handicapped.

Reinhardt offers educational support services for students with diagnosed learning disabilities.

Access to Student Information

Family Educational Rights and Privacy Act

Under provisions of the Family Educational Rights and Privacy Act of 1974, as amended, students have the right of access to official records maintained on them by Reinhardt University. A student may inspect and review his or her educational records by filing a written request with the Registrar. Although access may be normally obtained without undue delay, officials are permitted a 45-day period within which to respond to any request.

Directory Information

The Family Educational Rights and Privacy Act of 1974, as amended, also provides that the following categories of information may be released by the University as public unless the student chooses to have the information withheld. Such information may be released routinely to certain inquirers and the news media unless the student requests in writing the fall semester of each year that either all or any part of this list be withheld.

1. Name
2. Address, including
 - a. home
 - b. residence hall and room number
 - c. local off-campus address
3. Current telephone listing
4. Place of birth
5. Major field of study
6. Participation in officially recognized activities and sports
7. Weight and height, if a member of an athletic team
8. Dates of attendance, including current classification and year, matriculation and withdrawal dates
9. Degrees, awards and honors received, including dates granted
10. The most recent previous educational agency or institution attended

Release of Information

Without the student's written consent, Reinhardt University does not release confidential information to anyone other than:

- Reinhardt University personnel requiring information for the proper performance of their duties;
- organizations conducting studies for educational and governmental agencies; accrediting agencies;
- appropriate persons in case of health or safety emergencies;
- agencies or offices in connection with the student's application for or receipt of financial aid; governmental officials, as identified in Public Law 93-380;
- parents of dependent children as defined in the Internal Revenue code of 1954;
- and an appropriate official in response to a court order.

Students who wish to release routine grade reports or other official correspondence to parents or guardians must complete a signed authorization form through SoftDocs Etrieve. The authorized parties must be able to provide photo ID and meet with the Registrar in-person or by virtual meeting to confirm their identity before any information will be shared.

Advanced Graduate & Doctoral Admissions

Admissions Overview

Reinhardt University offers rolling admissions for all three doctoral and advanced graduate programs, with entry available for fall, spring, and summer terms. Admission decisions are made on a holistic basis, considering academic preparation, professional experience, and demonstrated readiness for doctoral-level work.

All applicants must hold an earned master's degree from an institution accredited by an agency recognized by the U.S. Department of Education.

A Note on Holistic Review

Reinhardt University is committed to admitting students who demonstrate the professional experience, academic preparation, and personal motivation to succeed at the doctoral level. Where an applicant's academic record falls outside standard thresholds, the admissions committee will consider the full scope of the applicant's professional background and leadership experience in making its determination.

Application Procedures

A complete application includes the following:

- **Online Application Form** — submitted through Reinhardt University's admissions portal
- **Official Transcripts** — from all previously attended colleges and universities
- **Application Fee** — \$20.00 applied to tuition upon acceptance.

Applicants should consult the individual program entry for program-specific admissions requirements and any additional required documentation. Please check the degree programs for any additional admission requirements.

International Advanced Graduate and Doctoral Applicants

Applicants whose native language is not English must demonstrate English proficiency by submitting official scores from one of the following:

- **TOEFL:** 80 or higher (internet-based)

Admissions Decisions & Notification

Reinhardt University reviews doctoral applications on a rolling basis. Applicants may apply for entry in the fall, spring, or summer term. Completed applications are reviewed upon receipt, and applicants will be notified of the admissions decision in writing. Incomplete applications will not be reviewed.

Admissions Statuses

Full Admission

An applicant whose credentials include all the requirements and prerequisite course work to begin a graduate program may be granted full admission status.

Provisional Admission

An applicant whose credentials do not meet the requirements for full admission may be considered for provisional admission if the applicant demonstrates strong potential to complete a graduate degree. The following shall guide the provisional status:

An initial program of courses designed to establish the candidate's potential for graduate study developed by the School Dean or Program Coordinator/Director. This program may include prerequisite course work that does not count toward the actual degree program for which the applicant has applied.

See the admission requirements for each individual program for the specific academic and professional criteria that may result in provisional admission status.

Preliminary Admission

An applicant who is in the final semester of an accredited master's program and within 6 credit hours of completion may be considered for preliminary admission status. Full admission is contingent on receipt of a final official transcript confirming degree conferral, to be submitted to the Office of Admissions by the end of the student's first semester of enrollment.

See the admission requirements for each individual program for full details.

Advanced Graduate and Doctoral Academic Calendar

Student Responsibility Statement

It is the student's responsibility to check *The Academic Catalog* and *The Academic Calendar* for deadlines that apply to drop/add periods and class withdrawal options.

Session Structure & Enrollment

Reinhardt University doctoral and advanced graduate programs operate on a semester calendar divided into two seven- or eight-week sessions (Session I and Session II).

Coursework Phase: All coursework is conducted by session, with each semester (Fall, Spring, and Summer) divided into these shorter, intensive terms.

Capstone Phase: The Applied Capstone Project sequence (EdD: EDU 887–900; DBA: DBA 887–890) is structured at the semester level rather than the session level. Students enrolled in capstone courses register for the full semester.

Students are expected to maintain continuous enrollment across sessions and semesters from the point of admission through degree completion.

Fall Semester 2026

Fall Semester

Session 1: August 17, 2026 – October 11, 2026

Session 2: October 12, 2026 – December 6, 2026

Spring Semester 2027

Spring Semester

Session 1: January 11, 2027 – March 7, 2027

Session 2: March 8, 2027 – May 2, 2027

Summer Semester 2027

Summer Semester

Session 1: May 3, 2027 – June 20, 2027

Session 2: June 21, 2027 – August 8, 2027

Tuition and Fees

Business Office

Located on the main floor of the Burgess Administration Building, the Reinhardt University Business Office is in charge of sending out statements for tuition and fees as well as collecting payments. The Business Office is open Monday through Friday from 9:00 a.m. – 4:30 p.m. The contact information is as follows:

Business Office
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183-2981

Phone: 770-720-5520
Email: BusinessOffice@reinhardt.edu

Expenses

Expenses

All charges are subject to change.

Program	Tuition Per Credit Hour
Education Specialist (EdS)	\$395
Doctor of Education (EdD)	\$395
Doctor of Business Administration (DBA)	\$500

Additional Required Fees

Program Fee (*per semester*): \$200

Technology Fee (*per semester*): \$200

Directed Study Fee (*per credit hour*): \$125

Enrollment Deposit (*applied to tuition*): \$200

Graduation Fee: \$250

Official Transcript Fee (*per copy*): \$7

Returned Check Charge: \$30

Payment Policies

Tuition and Program fees are charged by the semester and are due approximately two weeks before the first day of class. Because doctoral programs operate on a session-based calendar, students must be cleared by the Business Office prior to the start of Session I to remain enrolled for the full semester.

Payment Due Dates 2026-2027

Event	Payment Due Date
Fall 2026 Tuition and Fees	Aug 4, 2026
Spring 2027 Tuition and Fees	Dec 15, 2026
Summer 2027 Tuition and Fees	Apr 27, 2027

Payment Options

- Cash, check, or money order (Payable to Reinhardt University)
- Credit or debit cards — VISA, MasterCard, American Express, or Discover. (770-720-5520). Note: There is a 3% surcharge for all card transactions.
- Online Payment — Login to EagleWeb > Current Students > Nelnet Enterprise. Note: All online card transactions are charged a 3% surcharge.
- Monthly Payment Plans — Can be set up with Nelnet Enterprise through EagleWeb.

Refund Policies

Tuition Refund Policy

Any student who officially withdraws from any or all classes will receive a refund based upon the Reinhardt University Refund Policy listed below.

Tuition Refund Period	Percentage of Institutional Charges Refunded
Total withdrawal during the official drop/add period of the session	100% less \$100 fee
Withdrawal after the drop/add period of the session	0%

Refund Checks

The Business Office disburses refund checks to the student once the student has attended class through the appropriate certification period and funds have been received. If a Federal Student Aid (FSA) credit balance occurs, the refund will be sent no later than 14 days after the first day of class (if the balance occurred on or before the first day) or 14 days after the date the balance occurred (if after the first day).

Withdrawal from the University

If a student wishes to withdraw from Reinhardt University before the end of the semester, he or she must complete a withdrawal form obtained from the Registrar's Office. The withdrawal form must be signed by the School Dean or Program Coordinator/Director, the Registrar, the Business Office and the Director of Financial Aid. Students are responsible for making sure that the withdrawal form is filled out correctly and submitted to the Registrar's Office.

Refunds due to a withdrawal from Reinhardt University are processed according to the submission date and the refund policies listed in this catalog.

The academic withdrawal date differs from the drop/add and refund deadline. Students who complete the appropriate paperwork and withdraw before the official withdrawal date of

each term (see Academic Calendar) will receive a "W" grade. Students not completing the appropriate paperwork will receive an "F" grade. A student who initiates a withdrawal after the published deadline for the last date to withdraw without academic penalty will receive an "F" grade.

Financial Aid

Office of Student Financial Aid

Student Financial Aid Policy

Reinhardt University's Office of Student Financial Aid is committed to assisting students in maximizing eligible resources to attend the University through Federal, State, and Institutional Aid.

Contact Information

Office of Student Financial Aid
Burgess Administration Building
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183

phone: 770-720-5667
fax: 770-720-9126
email: financialaid@reinhardt.edu

Types of Financial Aid

To assist with educational expenses, doctoral and advanced graduate students may pursue financial aid in the forms of federal loans, external scholarships, and doctoral assistantships. Some companies also offer tuition reimbursement programs.

Federal Student Loans

Eligible students may apply for low-interest student loans through the William D. Ford Federal Direct Loan Program. This includes:

Direct Unsubsidized Loans:

Loans that do not require financial need. The student may choose to pay the interest while in school or allow it to accrue.

Graduate PLUS Loans:

Specifically for graduate and doctoral students to help cover expenses not met by other financial aid.

The maximum amount a graduate/doctoral student can receive through the Direct Loan Program each academic year is \$20,500. There is a total aggregate limit of \$138,500, which includes federal student loans taken out as an undergraduate.

Doctoral Assistantships

Reinhardt University offers a limited number of doctoral assistantships to qualified students in the EdS, EdD, and DBA programs. Assistantships provide students with meaningful professional experience in teaching, research, or administrative support while contributing to the academic community.

Eligibility: Students must be enrolled in good academic standing with a cumulative GPA of 3.0 or higher and be making satisfactory academic progress.

Compensation: Governed by the terms of the individual appointment and Reinhardt University Faculty Handbook policies.

Satisfactory Academic Progress (SAP) for Financial Aid

Federal regulations require that students receiving financial aid maintain Satisfactory Academic Progress (SAP) toward their degree. Reinhardt University evaluates SAP for doctoral and advanced graduate students at the end of each term based on the following standards:

Qualitative Standard — Minimum GPA

Students must maintain a cumulative grade point average (GPA) of 3.0 or higher at all times. A student whose cumulative GPA falls below 3.0 will be placed on financial aid warning for the following term. If the GPA is not restored to 3.0 or

above by the end of the warning term, the student will be placed on financial aid suspension.

Quantitative Standard — Pace of Completion

Students must successfully complete at least 67% of all attempted credit hours on a cumulative basis. Credit hours that are withdrawn, failed, or incomplete are counted as attempted but not completed for SAP purposes.

Maximum Timeframe

Students must complete their degree within 150% of the published program length, measured in credit hours attempted:

Program	Total Credit Hours	Maximum Attempted Hours (150%)
EdS	30	45
EdD	54	81
DBA	54	81

SAP Appeal

A student who fails to meet SAP standards will be notified in writing by the Office of Student Financial Services and will be placed on financial aid suspension. A student on financial aid suspension may appeal the suspension if the failure to meet SAP standards was due to an extenuating circumstance such as illness, injury, or other unforeseeable event.

To appeal, the student must submit a written SAP appeal to the Office of Student Financial Services that includes:

- An explanation of the extenuating circumstance that contributed to the failure to meet SAP standards
- Documentation supporting the extenuating circumstance
- A plan for returning to good standing

Approved appeals result in financial aid probation status for one term.

Renewal of Financial Aid

Financial aid is awarded each academic year. Students must reapply for loans or external scholarships every year.

FAFSA: The Free Application for Federal Student Aid (FAFSA) is available beginning October 1st each year. Reinhardt's federal code is 001589.

Priority Deadline: The priority deadline for receipt of a completed financial aid file is July 1st.

Employer Tuition Reimbursement

Some employers offer tuition reimbursement programs that may offset the cost of doctoral study. Students who receive or anticipate receiving employer tuition reimbursement are encouraged to contact the Office of Student Financial Aid for assistance with enrollment verification, invoicing, and any documentation required by their employer.

Advanced Graduate and Doctoral Academic Policies

Academic Credit

Definition of Academic Credit

In defining a credit hour, Reinhardt University adopts the Federal Definition of a Credit Hour (described in 34 CFR 600.2, effective July 1, 2011) as follows:

For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This credit hour policy applies to all courses at all levels (undergraduate, graduate, and professional) that award academic credit on an official transcript regardless of the mode of delivery including, but not limited to, fully online, hybrid, lecture, seminar, laboratory, studio, directed study, or study abroad.

Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course whether it be in online, a hybrid of face-to-face contact with some content delivered electronically, or one delivered in lecture or seminar format. Similarly, the expectation of contact time inside the classroom and student effort outside the classroom is the same for regular semesters and shortened sessions (i.e., Session I or Session II).

Courses that have less structured classroom schedules, such as research seminars, independent studies, directed studies, internships, practica, studio work, as well as courses offered in shortened sessions or in online or hybrid formats, at a minimum, should state clearly expected learning outcomes and workload expectations that meet the standards set forth above.

Transfer Credit

Graduate work completed at a regionally accredited institution must be evaluated by the Office of the Registrar in consultation with the Program Director and the School Dean. Transfer

credit is evaluated on a course-by-course basis and is never automatic. The hours allowed for transfer depend on individual program policy.

The following conditions apply to all transfer credit requests across all three programs:

- Transfer coursework must have been completed at an accredited institution
- Courses must align with the Reinhardt curriculum by a minimum of 70% content overlap, as determined by the Registrar
- Coursework must have been completed within 7 years of the student's projected program start date
- Doctoral capstone, dissertation, and applied research project courses are strictly non-transferable in all three programs
- Transferred grades are not used in the calculation of semester and overall grade point averages earned at Reinhardt University
- See individual program entries for program-specific transfer credit limits and non-transferable coursework designations.

Prior Learning Assessment

Reinhardt University does not award credit for prior learning assessment (PLA) toward doctoral or advanced graduate degree requirements. All credit hours applied toward the EdS, EdD, or DBA must be earned through enrollment in approved coursework.

Academic Program Length

Advanced graduate and doctoral programs at Reinhardt University include graduate-level coursework and, where applicable, a culminating applied research sequence that demonstrates mastery of and independent thinking about the subject area beyond the coursework. See the chart that follows:

Reinhardt Advanced Graduate and Doctoral Academic Program Lengths

Academic Degree	Semester Credit Hours of Graduate-Level Coursework	Capstone / Applied Research Sequence	Total Semester Credit Hours Required
Education Specialist (EdS)	30	None	30
Doctor of Education (EdD)	39	15 credit hours (EDU 887-890)	54
Doctor of Business Administration (DBA)	39	15 credit hours (DBA 887-890)	54

Time Limit for Degree

Program	Maximum Time to Degree
Education Specialist (EdS)	5 years from the date of first enrollment
Doctor of Education (EdD)	7 years from the date of first enrollment
Doctor of Business Administration (DBA)	7 years from the date of first enrollment

Students who do not complete all degree requirements within the applicable maximum time limit will be administratively withdrawn from the program. Approved Leaves of Absence pause the time-to-degree clock for the duration of the approved leave. See Leave of Absence below.

Expected Completion Timelines

Reinhardt University's doctoral and advanced graduate programs are designed for working professionals and delivered entirely online with asynchronous coursework, allowing students to balance their studies with professional and personal commitments.

Standard, full-time enrollment is 6 credit hours per semester (fall, spring, and summer).

Education Specialist (EdS) — 30 Credit Hours

Enrollment Pattern	Credit Load	Semesters	Expected Completion
Full-Time	6 cr/semester	5 semesters	~2 years

The EdS does not include a capstone sequence. Students demonstrate mastery through coursework performance across all program components.

Doctor of Education (EdD) — 54 Credit Hours

Enrollment Pattern	Phase	Credit Load	Semesters	Expected Completion
Full-Time	Pre-Capstone (39 cr)	6 cr/ semester	7 semesters	—
	Capstone (15 cr)	5 cr/ semester	3 semesters	~3 years + 1 semester

Doctor of Business Administration (DBA) — 54 Credit Hours

Enrollment Pattern	Phase	Credit Load	Semesters	Expected Completion
Full-Time	Pre-Capstone (39 cr)	6 cr/ semester	7 semesters	—
	Capstone (15 cr)	5 cr/ semester	3 semesters	~3 years + 1 semester

All programs are delivered fully online.

Academic Advising and Registration

Each student admitted to a Reinhardt University advanced graduate or doctoral program is assigned a faculty advisor upon admission. The faculty advisor serves as the student's primary academic contact throughout the program, guiding degree planning, course selection, and academic progress review.

Registration

The registration process occurs during the preceding semester. Students register during the fall semester for spring courses, during the spring semester for summer courses, and during the summer semester for fall courses. Specific advising and registration periods are designated on the Academic Calendar.

Students register through their EagleWeb accounts. The process begins during the Advising/Registration period by checking the individual EagleWeb account to confirm that there are no registration "holds" from the Business Office or Financial Aid Office. Any account holds must be cleared prior to registration.

Students should meet with their academic advisor during the Advising/Registration period

to identify the coursework needed for the upcoming semester and to confirm progress toward degree completion.

Attendance & Meaningful Participation

Reinhardt University's advanced graduate and doctoral programs are delivered fully online. In the absence of traditional seat-time attendance, meaningful participation is the standard by which attendance is established and maintained.

First-Week Participation Requirement

Students are required to demonstrate meaningful participation during the first week of each course. Meaningful participation includes, but is not limited to, completing required introductory activities, engaging in course discussion boards, submitting assigned work, or otherwise engaging with course content as specified by the instructor in the course syllabus.

Students who do not demonstrate meaningful participation during the first week of a course may be administratively withdrawn for non-attendance. Administrative withdrawal for non-attendance may affect financial aid eligibility and tuition refund status. Students who are administratively withdrawn for non-attendance should contact the Office of the Registrar and their program coordinator immediately.

Drop/Add Policies

Once registration is complete, a student requesting a scheduling change must complete a drop/add form with the advisor's or program coordinator's signature.

Students may not add classes after the published drop/add period. Each term's deadline is printed in the Academic Calendar. It is the student's responsibility to check the Graduate Catalog Academic Calendar for deadlines that apply to the drop/add period and withdrawal from graduate classes.

The specific procedures and policies are as follows:

1. The Drop/Add Period is listed in the Graduate Catalog Academic Calendar. A student may drop any course and add another during the drop/add period. No course may be added beyond this time.
2. During the Drop/Add period, a student may add or drop courses by completing a drop/add form in the Office of the Registrar, or by Web Registration. The Program Coordinator/Advisor must sign the drop/add form.
3. After the Drop/Add period, a student may withdraw from a course up to the academic withdrawal date of the respective course, as designated on the Academic Calendar, by completing a drop/add form and submitting it to the Registrar's Office. Tuition will be charged for course withdrawals after the drop/add period. A student who wishes to withdraw from a class must obtain the signature of the instructor of the course on the drop form. Students withdrawing after the drop/add period and prior to the academic withdrawal date of the term will receive a "W." After the academic withdrawal date, students who initiate a withdrawal will receive a grade of "F." Students who do not follow this procedure will receive a grade of "F."

Any student who is unable to continue attendance in class should either drop the course or withdraw from the University.

Qualifying Examinations & Advancement to Candidacy

Reinhardt University's advanced graduate and doctoral programs — the Education Specialist (EdS), Doctor of Education (EdD), and Doctor of Business Administration (DBA) — do not require qualifying or comprehensive examinations as a condition of degree progress or advancement to candidacy.

Academic progress is evaluated through coursework performance, cumulative GPA standards, and the Applied Capstone Project sequence. Students are assessed continuously throughout their program rather than at a single high-stakes examination point.

Advancement to Doctoral Candidacy

Doctor of Education (EdD)

An EdD student advances to doctoral candidacy upon the successful completion of all pre-capstone coursework requirements — 39 credit hours across the Foundational Education Theory, program Core, Research & Evaluation Core, and Specialization Electives components — with a cumulative GPA of 3.0 or higher and no unresolved academic deficiencies.

Upon advancement to candidacy, the student:

- Establishes the Doctoral Capstone Committee (see Doctoral Committee Formation)
- Registers for the Applied Capstone Project sequence (EDU 887-900)
- Is governed by the Capstone Enrollment & Satisfactory Progress standards described under Academic Standards & Satisfactory Progress

Doctor of Business Administration (DBA)

A DBA student advances to doctoral candidacy upon the successful completion of all pre-capstone coursework requirements — 39 credit hours across the program components — with a cumulative GPA of 3.0 or higher and no unresolved academic deficiencies.

Upon advancement to candidacy, the student:

- Establishes the Doctoral Capstone Committee (see Doctoral Committee Formation)
- Registers for the Applied Capstone Project sequence (DBA 887-890)
- Is governed by the Capstone Enrollment & Satisfactory Progress standards described under Academic Standards & Satisfactory Progress

Education Specialist (EdS)

The EdS does not include a capstone sequence and therefore does not have a formal advancement to candidacy milestone. EdS students progress through the program via continuous coursework enrollment and are evaluated against cumulative GPA and course grade standards throughout. See Academic Standards & Satisfactory Progress.

Doctoral Capstone Committee

Common Framework

Students in the Doctor of Education (EdD) and Doctor of Business Administration (DBA) programs form a Doctoral Capstone Committee upon advancement to candidacy. The Doctoral Capstone Committee oversees the student's Applied Capstone Project from proposal through final defense.

The Doctoral Capstone Committee minimally consists of:

- Committee Chair — A Reinhardt University faculty member who holds the Doctoral Capstone Chair designation in accordance with faculty credentialing policies
- Methodological Expert — a Methodological expert will review the manuscript at various milestones in the process (prior to the proposal defense and final defense) and provide feedback as well as approval of the data collection and analysis plan. The Methodological Expert should be a faculty member or qualified professional with demonstrated expertise in the research methodology employed by the student's Applied Capstone Project

Additional committee members may be appointed beyond this minimum at the discretion of the program director and with appropriate approvals.

The EdS program does not require a Doctoral Capstone Committee. EdS students are supported through faculty advising only. See the EdS program page.

Committee Chair Eligibility

The Committee Chair must hold the Doctoral Capstone Chair designation as governed by Reinhardt University's faculty credentialing policies. The designation criteria, review process, and maintenance requirements are administered by the Office of Academic Affairs.

Methodological Expert Eligibility

The Methodological Expert must demonstrate expertise in the specific research methodology employed in the student's Applied Capstone

Project. Qualified temporary graduate faculty may serve in this role subject to program director approval.

Student Role in Committee Selection

The student will complete a form at the start of their Capstone journey outlining their intended study. On that form, the student will list 3-4 eligible faculty who they would like to serve as their chair. The program coordinator will review the list and engage faculty to determine who is available to serve as chair.

Leave of Absence

Reinhardt University recognizes that doctoral students may encounter personal, professional, or medical circumstances that temporarily prevent continuous enrollment. A formal Leave of Absence (LOA) allows a student to interrupt enrollment for an approved period while retaining their program standing and catalog year.

Key Provisions

- An approved LOA pauses the student's time-to-degree clock for the duration of the leave.
- Students on an approved LOA retain their current catalog year and curriculum requirements upon return.
- Students must submit a formal LOA request prior to the start of the term for which leave is requested, except in cases of medical emergency or military deployment.
- Students returning from an approved LOA re-enroll under their original program requirements and committee assignments.
- Maximum duration of a single LOA: One Academic Year
- Maximum total LOA time across a student's enrollment: Two Years
- Maximum number of LOA requests permitted: 4
- Approval authority: Program Coordinator

Military & Medical Leave

Students called to active military duty or experiencing a serious medical condition may be eligible for leave provisions beyond the standard LOA policy.

Lapsed Enrollment & Program Withdrawal

Inactive Status

A student who discontinues enrollment for a period of fewer than 12 consecutive months will have their enrollment placed in inactive status. Students in inactive status retain their program standing and catalog year and may return to active enrollment without reapplying, subject to advisor notification and registration procedures.

The time-to-degree clock continues to run during any period of inactive status. Time spent in inactive enrollment is not excluded from the maximum time-to-degree limit. Students who anticipate an interruption in enrollment are strongly encouraged to apply for a formal Leave of Absence, which does pause the time-to-degree clock. See Leave of Absence above.

A student whose enrollment remains inactive for 12 consecutive months or more will be administratively withdrawn from the program. Withdrawal terminates the student's active program standing.

Re-enrollment After Withdrawal

Students who have withdrawn or have been administratively withdrawn due to discontinued enrollment for a period of 12 consecutive months or more may apply for re-enrollment through the Office of Admissions. Re-enrollment is not guaranteed and is subject to admissions review. Students who are re-enrolled:

- Are placed on the current catalog year and curriculum requirements in effect at the time of re-enrollment
- Have prior coursework evaluated for applicability toward the current curriculum requirements
- Must meet all current admissions standards

Recency Evaluation

Upon re-enrollment, the program director or assigned faculty advisor will conduct a recency evaluation of the student's previously completed coursework. Courses completed more than 5 years prior to re-enrollment may be deemed insufficiently current for the discipline and may require repetition before the student may advance. The program director's determination is final.

The recency evaluation exists to ensure that re-enrolling students possess knowledge and skills that reflect current standards in the discipline.

Academic Integrity and Student Conduct

All doctoral and advanced graduate students are subject to the policies of the Reinhardt Student Handbook.

The Honor System

Honor is the moral cornerstone of Reinhardt University. Honor provides the common thread woven through the many aspects of this institution and creates a community of trust and respect affecting fundamentally the relationships of all its members. The centrality of honor at Reinhardt University is contained in its Honor System which is embodied in the Reinhardt University Honor Pledge.

The Honor Pledge

Reinhardt University is a community of learners committed to the integration of faith and learning in the education of the whole person. As a partnership of students, faculty, and staff, we are dedicated to intellectual inquiry, academic freedom, and moral development. We are devoted to the principles of integrity, honesty, and individual responsibility. Therefore, in all our personal and academic endeavors, we will strive to represent our institution with integrity, purpose, and pride; demonstrate honest behavior and expect honesty from others; and accept responsibility for our own words and actions.

Introduction to Academic Integrity Policies

Reinhardt University provides an environment that encourages all students to learn, create, and share knowledge responsibly. As society entrusts our students and faculty to pursue knowledge and report their discoveries truthfully, any deliberate falsehood or misrepresentation undermines the stature of the University. The full text of Reinhardt University's Academic Integrity Policy is published in the University Faculty Handbook Section III, § 9.0 (Academic Integrity) and Appendix B, § 11.0 (Academic Integrity). The provisions below supplement — and do not replace — the University's

institutional policy with doctoral-specific standards appropriate to the advanced nature of these programs.

Forms of Academic Dishonesty

The following behaviors constitute academic dishonesty and are prohibited in all Reinhardt doctoral programs:

- *Plagiarism* — Presenting the words, ideas, data, or creative work of another person as your own, whether from published sources, other students, or AI-generated content, without proper attribution.
- *Fabrication* — Inventing, falsifying, or misrepresenting data, evidence, sources, citations, or research findings.
- *Cheating* — Using unauthorized materials, assistance, or methods in any graded assessment.
- *Unauthorized Collaboration* — Working with others on individual assignments without explicit instructor authorization.
- *Ghost-Writing & Contract Cheating* — Submitting work written or produced by another person — human or AI — as your own original work.
- *Self-Plagiarism* — Submitting work previously submitted for another course or occasion without the explicit knowledge and consent of the instructor.
- *Research Misconduct* — Misrepresenting research procedures, manipulating data, or violating the terms of an approved research protocol in connection with the Applied Capstone Project.

Doctoral Addendum — Elevated Standards

Because doctoral and advanced graduate students are engaged in original scholarly inquiry and are preparing to contribute to their professional fields, Reinhardt University holds EdS, EdD, and DBA students to elevated academic integrity standards beyond those applied at the undergraduate level.

Artificial Intelligence (AI) Use Policy

Doctoral students are expected to leverage available technologies — including artificial intelligence tools — as aids to their scholarly work. The use of AI for tasks such as literature searching, editing, formatting, and brainstorming is permitted. The use of AI to generate, substitute for, or misrepresent a

student's own analysis, argumentation, or original research findings constitutes academic dishonesty.

Students must disclose any substantive AI assistance in coursework or capstone submissions consistent with program guidelines and APA 7th edition documentation standards for AI-generated content.

Research Integrity & IRB Compliance (EdD and DBA)

All EdD and DBA candidates conducting research involving human subjects as part of the Applied Capstone Project must comply with Reinhardt University's Institutional Review Board (IRB) policies and procedures. Data collection may not begin prior to receiving written IRB approval or an IRB exemption determination.

Violations of IRB protocols — including collecting data without approval, misrepresenting research procedures to participants, or breaching participant confidentiality — constitute research misconduct and are treated as serious violations of academic integrity.

Professional Conduct Standards

Doctoral students represent Reinhardt University in professional and organizational settings — particularly during synchronous sessions (defenses, consultations, advising meetings) and in the conduct of capstone research within their organizations. Students are expected to:

- Conduct themselves with professionalism and collegiality in all synchronous academic settings.
- Represent their institutional affiliation and research purposes accurately to research participants and organizational partners.
- Adhere to the ethical standards of their professional field throughout their program.
- EdS and EdD students are additionally expected to be familiar with and uphold the Georgia Code of Ethics for Educators as it applies to their professional practice.
- DBA students are expected to uphold the ethical standards of their professional field and any applicable professional codes of conduct relevant to their concentration.

Procedures for Suspected Academic Dishonesty

Academic integrity concerns involving doctoral students are resolved through the University's three-level procedure:

Level	Process
Level I — Faculty Review	The faculty member meets privately with the student to present evidence and discuss the concern. If a violation is confirmed and both parties agree on a resolution, a written agreement is submitted to the School Dean and VPAA. If the student does not agree, the case advances to Level II. The student has ten (10) working days after the faculty meeting to file a written appeal with the School Dean.
Level II — Dean's Hearing	The student submits a written account of the incident to the School Dean, with a copy to the faculty member. Upon receipt, the student's grade becomes "Incomplete" pending resolution. The School Dean, acting as arbitrator, determines whether a violation occurred and the appropriate sanction. For sanctions less than expulsion, substantial evidence is required; for expulsion, clear and convincing evidence is required. Either party may appeal the Dean's decision within ten (10) working days.
Level III — VPAA Review	Either party may appeal the Dean's decision to the Vice President for Academic Affairs (VPAA) within ten (10) working days. The VPAA reviews whether proper process was followed and determines any curative action. Only the VPAA is authorized to impose expulsion from the University.

Sanctions

A range of sanctions is available for confirmed violations of academic integrity, from resubmission of an assignment to expulsion from the University. The severity of the sanction reflects the nature and intent of the violation, the evidence presented, and any extenuating circumstances.

At the doctoral level, violations involving the fabrication of research data, plagiarism of capstone work, or other forms of research misconduct are considered among the most serious breaches of academic integrity and will be treated accordingly in the sanctioning process.

Course Load

Doctoral and advanced graduate students are expected to maintain continuous enrollment from admission through degree completion. For

enrollment status definitions, standard load expectations, and maximum course load guidance, see Session Structure & Enrollment under the Graduate Academic Calendar and Expected Completion Timelines under Academic Program Length.

Grading Policies

Grades and Notations

Levels of performance are indicated by the following grades, which are used, except as noted, in computing the semester and cumulative grade-point average (GPA). Grades are recorded on each student's permanent record:

Grade	Meaning	Quality Points
A	Excellent	4.0
B	Good	3.0
C	Marginal	2.0
F	Failure	0.0
I	Incomplete	Not Calculated
W	Withdrawal	Not Calculated

There are no "D" grades in doctoral or advanced graduate study.

Grade Point Average

The grade point average (GPA) is the average grade made by the student on all graduate coursework for which he or 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 "W" grades are not included. An "I" grade is not included until it is converted to a letter grade.

Incomplete Grades ("I")

A grade of Incomplete ("I") may be assigned when a student has made satisfactory progress in a course but is unable to complete required coursework due to documented extenuating circumstances beyond the student's control.

To receive an Incomplete, the student must :

- Demonstrate that satisfactory progress has been made in the course prior to the incomplete request

- Establish a written Incomplete Contract with the course instructor, approved by the Dean, outlining the specific missing elements and a timeline for their completion

The required work must be completed by the end of the following semester. If the work is not completed within this period, the grade of "I" will convert to a grade of "F," which is then subject to the provisions of the F Rule. See Course Grade Standards — The "F" Rule below.

Incomplete grades are not available for Applied Capstone Project courses. Students who do not complete a capstone course component within the enrolled term and are otherwise making satisfactory progress will receive a grade of SP (Satisfactory Progress) and must re-enroll in that course the following term. See Capstone Enrollment & Satisfactory Progress.

Capstone Progress Grading (EdD & DBA)

Capstone courses are evaluated using a three-status grading model that does not affect the student's cumulative GPA:

Grade	Meaning	Outcome
SP	Satisfactory Progress	Student is making adequate progress but has not yet completed the component; student re-enrolls the following term.
S	Satisfactory Completion	Student has successfully completed the capstone component/milestone and advances to the next phase.
U	Unsatisfactory	Student has not made adequate progress; may result in academic probation or dismissal.

Capstone Enrollment & Satisfactory Progress

Continuous Enrollment Requirement

Students who have begun the Applied Capstone Project sequence (EdD: EDU 887–889; DBA: DBA 887–889) must maintain continuous enrollment each fall, spring, and summer term until the capstone is successfully defended and all degree requirements are met. Failure to maintain continuous enrollment without an approved Leave of Absence (link to Leave of Absence) may result program dismissal.

Academic Performance

Minimum GPA Requirement

Students must maintain a cumulative grade point average (GPA) of 3.0 or higher throughout their program. This standard applies from the first term of enrollment through degree conferral.

Academic Standing — GPA Provisions

Academic Warning

A student whose cumulative GPA falls below 3.0 at the end of any term will be placed on Academic Warning. The student will be notified in writing by the program director and must meet with their academic advisor to review their academic standing and develop a plan for improvement.

Academic Probation

A student whose cumulative GPA remains below 3.0 for a second consecutive term will be placed on Academic Probation. The student will be notified in writing by the program director and must meet with their academic advisor to establish a formal remediation plan. The conditions and timeline for returning to good standing will be outlined in the probation notice.

Academic Suspension and Dismissal

A student whose cumulative GPA remains below 3.0 for a third consecutive term will be subject to Academic Suspension and Dismissal from the program. Students receiving notification of Academic Dismissal shall be notified by the University Registrar and shall not be eligible for graduate study or readmission at Reinhardt University.

A student may appeal a dismissal by submitting a letter to the Vice President for Academic Affairs describing the condition and identifying the reasons for seeking a positive decision of the appeal. See Grievance and Appeal Procedures below.

Course Grade Standards — The "F" Rule

First Grade of "F"

A student who earns a first grade of "F" in any course must repeat that course. The repeated course must be completed with a grade of "C" or better.

Second Grade of "F"

A student who earns a second grade of "F" in any course — regardless of whether it is the same course or a different course — will be subject to immediate Academic Dismissal. See Academic Suspension and Dismissal above.

Grievance and Appeal Procedures

Overview

Reinhardt University is committed to providing doctoral and advanced graduate students with fair, accessible, and timely processes for resolving academic and professional concerns. Students are encouraged to resolve concerns at the most immediate level possible before initiating a formal grievance. In most cases, informal resolution — a direct, good-faith conversation with the faculty member, advisor, or program director — is both the fastest and most effective path to resolution.

This section addresses the following categories of concern:

- Academic grievances — grade disputes and course-level academic decisions
- Program grievances — advisor conflicts, committee disputes, and program-level decisions
- Doctoral-specific appeals — capstone defense outcomes, transfer credit decisions, provisional acceptance conditions, and academic dismissal
- Discrimination & Title IX — complaints involving discrimination, harassment, or Title IX matters are governed by separate institutional policy

Grade and Course Disputes

Students can expect Reinhardt University faculty members to be proficient in their subject fields and professional in assessment of student work. A student who believes a final course grade was assigned in error or without basis should first contact the faculty member of the course to ensure that the student understands the basis for the grade.

Informal Resolution: The student contacts the course instructor directly. If a resolution is not found at this level, the student may proceed to formal filing.

Formal Filing: The student must submit a written letter of appeal to the School Dean within 30 days of the posting of the grade. The letter will describe the basis for the appeal along with any relevant information or evidence. The Dean will provide a copy to the Program Director and the faculty member and will ask the faculty member to submit a written response. The Dean will issue a written decision within 15 working days of receipt of the complete appeal record.

Appeal: If the student is not satisfied with the School Dean's decision, the student may appeal to the Vice President for Academic Affairs (VPAA) within ten (10) working days of receiving the Dean's written decision. The VPAA's decision is final. A copy of the appeal proceedings will be kept by the Office of the Vice President for Academic Affairs.

Program and Advising Concerns

A student with a concern related to advising, program requirements, committee composition, or other program-level matters should first contact the faculty advisor or program director.

Informal Resolution: The student contacts the faculty advisor or program director directly.

Formal Filing: If informal resolution is unsuccessful, the student may submit a written grievance to the School Dean within 30 days of the event or decision giving rise to the concern. The Dean will review the record, provide all parties an opportunity to submit a written response, and issue a written decision within 15 working days of receipt of the complete grievance record.

Appeal: Either party may appeal the School Dean's decision to the VPAA within ten (10) working days of receiving the Dean's written decision. The VPAA reviews whether proper process was followed and whether the decision was consistent with institutional policy. The VPAA's decision is final.

Doctoral-Specific Appeals

Capstone Defense Outcome

A candidate who receives a Failing outcome on the proposal or final capstone defense may

appeal the outcome to the program director within ten (10) working days of receiving written notification of the result. The program director will convene a review of the defense record and committee documentation and issue a written decision.

If the appeal is not resolved at the program level, the student may appeal to the School Dean within ten (10) working days of receiving the program director's written decision. The Dean will review the record and issue a written decision. Further appeal may be made to the VPAA within ten (10) working days of the Dean's decision. The VPAA's decision is final.

Transfer Credit Decision

A student who wishes to appeal a transfer credit determination must submit a written appeal to the program director within ten (10) working days of receiving the transfer credit evaluation. The program director will review the appeal in consultation with the Registrar and issue a written decision. If the student is not satisfied with the program director's decision, the student may appeal to the School Dean within ten (10) working days. Further appeal may be made to the VPAA. The VPAA's decision is final.

Provisional Acceptance Conditions

A student admitted under provisional acceptance who disputes the conditions of their provisional status or the outcome of a provisional review may submit a written appeal to the program director within ten (10) working days of receiving written notification. The program director will review the appeal and issue a written decision. If unresolved, the student may appeal to the School Dean and subsequently to the VPAA. The VPAA's decision is final.

Academic Dismissal

A student who has been academically dismissed from a doctoral or advanced graduate program may appeal the dismissal by submitting a written letter to the School Dean within ten (10) working days of receiving written notification of dismissal. The letter should describe the condition and identify the reasons for seeking a positive decision on the appeal. The Dean will review the academic record and any supporting documentation and issue a written decision.

The student may further appeal the Dean's decision to the VPAA within ten (10) working days of receiving the Dean's written decision. The VPAA's decision is final.

Discrimination, Harassment & Title IX

Complaints involving discrimination, harassment, or sexual misconduct — including Title IX matters — are governed by Reinhardt University's institutional non-discrimination and Title IX policies and are not processed through the academic grievance procedures described in this section. Students who believe they have experienced discrimination or harassment should contact the appropriate institutional office as designated in the policy statements for Title VI and Title IX in this catalog.

Special Procedures — Academic Integrity Cases

In all academic integrity cases, the three-level procedure established under Academic Integrity and Student Conduct governs. The grievance pathways above apply to academic and programmatic concerns outside of academic integrity proceedings.

If the faculty member involved in a dispute is the Dean, the case moves directly to Level III and the student has ten (10) working days to file an appeal with the Vice President for Academic Affairs.

Summary of Grievance Pathways

Concern Type	Informal First Step	Resolution Pathway
Grade / Course Dispute	Instructor	Formal: School Dean → Appeal: VPAA (final)
Program / Advising Concern	Advisor / Program Director	Formal: School Dean → Appeal: VPAA (final)
Capstone Defense Outcome	Committee Chair	Formal: Program Director → Appeal: School Dean → Appeal: VPAA (final)
Transfer Credit Decision	Program Director	Formal: Program Director → Appeal: School Dean → Appeal: VPAA (final)
Provisional Acceptance	Program Director	Formal: Program Director → Appeal: School Dean → Appeal: VPAA (final)
Academic Dismissal	Program Director	Formal: School Dean → Appeal: VPAA (final)
Discrimination / Title IX	Designated institutional office	Governed by separate institutional policy

Residency

Reinhardt University's doctoral and advanced graduate programs — the Education Specialist (EdS), Doctor of Education (EdD), and Doctor of Business Administration (DBA) — are delivered entirely online. There is no on-campus residency requirement for any of these programs.

All synchronous requirements, including capstone proposal defenses and final capstone defenses, are conducted via web conferencing. Students are not required to be physically present on the Reinhardt University campus at any point during their program.

Graduation & Degree Conferral

Overview

Graduation from a Reinhardt University doctoral or advanced graduate program marks the formal recognition of a student's completion of all degree requirements. This section describes the requirements for graduation eligibility, the degree conferral process, and commencement participation for students enrolled in the Education Specialist (EdS), Doctor of Education (EdD), and Doctor of Business Administration (DBA) programs.

Graduation Eligibility Requirements

To be eligible for graduation, a student must have:

- Completed all required credit hours for their program and track or concentration
- Earned a cumulative grade point average (GPA) of 3.0 or higher
- Received a grade of Satisfactory Completion (S) in all capstone courses (EdD and DBA only)
- Resolved all incomplete grades, academic deficiencies, and academic integrity matters
- Met all financial obligations to the University
- Submitted a completed Application for Graduation to the Office of the Registrar

Program-Specific Completion Requirements

Program	Final Requirement for Graduation Eligibility
EdS	Successful completion of all 30 required credit hours with a cumulative GPA of 3.0 or higher

Program	Final Requirement for Graduation Eligibility
EdD	Successful completion of all 54 required credit hours, including a passing grade on the Applied Capstone Project final defense (EDU 900)
DBA	Successful completion of all 54 required credit hours, including a passing grade on the Applied Doctoral Capstone final defense (DBA 890)

Application for Graduation

Students must submit a formal Application for Graduation to the Office of the Registrar prior to the term in which they intend to complete all degree requirements. Submitting an application initiates the graduation audit process, during which the Registrar's Office verifies that all degree requirements have been met.

Degree Conferral

Degrees are conferred at the end of the term in which all graduation requirements are satisfied. Reinhardt University confers degrees at the conclusion of each academic term — fall, spring, and summer.

A student who completes all requirements mid-term will have their degree conferred at the end of that term. Students may not receive degree conferral prior to the end of the term in which final requirements are completed.

Transcript Notation & Diploma

Following degree conferral, the student's official transcript will reflect the degree awarded, the program and track or concentration completed, and the conferral date. A diploma will be issued to the student following the conferral term.

Commencement & Hooding Ceremony

Reinhardt University holds a formal commencement ceremony each May. Doctoral and advanced graduate students who have their degree conferred at the end of the fall, spring, or summer term are eligible to participate in the May commencement ceremony following their conferral.

Doctoral graduates participate in a formal hooding ceremony as part of commencement, recognizing the completion of the terminal or advanced graduate degree.

Participation in commencement is encouraged but not required for degree conferral. A student's

degree is conferred at the end of their completing term regardless of commencement participation.

Mid-Program EdS Conferral for EdD Students

EdD students who did not enter the program holding an Education Specialist (EdS) degree are eligible to have the EdS degree conferred automatically upon satisfying EdS degree requirements in the course of their EdD studies.

Eligibility for Mid-Program EdS Conferral

The EdD program's 39 credit hours of pre-capstone coursework include the same 30 credit hours required for the EdS degree. EdD students who:

- Complete the 30 credit hours that satisfy EdS degree requirements, and
- Meet all EdS academic standards (cumulative GPA of 3.0 or higher, no unresolved academic deficiencies)

...are eligible to have the EdS degree conferred at that point in their EdD progression, without any additional coursework or application.

Students interested in EdS conferral during their EdD program should notify the Office of the Registrar upon completing the qualifying 30 credit hours.

Degrees

Doctor of Business Administration (DBA)

The Doctor of Business Administration (DBA) program described in this catalog is currently pending approval by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). These programs are not yet authorized for enrollment, and no students will be admitted until formal approval has been granted.

The Doctor of Business Administration (DBA) is Reinhardt University's applied doctoral degree for business and organizational professionals who seek to advance their expertise, lead at the executive level, and contribute original applied research to their fields. The DBA is offered in three concentrations and requires 54 credit hours, comprising 39 hours of coursework and a 15-credit Applied Doctoral Capstone sequence.

The Reinhardt University DBA is delivered entirely online, allowing working professionals to advance their credentials without interrupting their careers. All synchronous requirements, including consultations, advising, and final defenses, are conducted via web conferencing. There is no on-campus residency requirement.

Concentrations

The DBA is currently available in the following concentrations:

- General Business
- Healthcare Administration
- Organizational Leadership & Change

All DBA students complete the same Doctoral Business Core and Research & Analytics Core regardless of concentration. Students then complete nine credits of Applied Specialization coursework in their chosen concentration, followed by the Applied Doctoral Capstone.

Program Coordinator

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Mission

Rooted in Reinhardt University's commitment to educate the whole person with challenge and care, the Doctor of Business Administration program prepares scholar-practitioners to lead at the executive level, advance evidence-based solutions to complex organizational challenges, and contribute original applied research to their fields. Grounded in rigorous inquiry, ethical leadership, and a commitment to professional excellence, the DBA develops business and organizational professionals who can drive meaningful, sustainable change across industries and institutions.

Admission Requirements

See **Graduate Studies Admission — Common Policies** for application procedures, admission statuses, holistic review criteria, and English proficiency requirements.

Admissions Standards

All DBA applicants must hold an earned master's degree from a regionally accredited institution. Admission is determined by academic profile and professional background as described below.

Candidate Profile	Minimum GPA	Required Academic Foundation	Professional Background	Admission Status
Business Master's Graduate	3.00 or higher	Regionally accredited MBA, MS in Management, MS in Finance, or equivalent	Currently working in a business, organizational, or leadership setting	Full Acceptance
Non-Business Master's Graduate	3.00 or higher	Master's degree in a non-business field	3+ years of professional leadership, organizational management, or executive experience	Full Acceptance
Academic Marginal Graduate	2.75–2.99	Any accredited master's degree	5+ years of progressive organizational leadership or executive management experience	Provisional Acceptance
In-Progress Master's Student	3.00 or higher (current)	Final semester of an accredited master's program, within 6 credit hours of completion	N/A	Preliminary Acceptance

Provisional Acceptance — DBA

Students admitted provisionally must maintain a cumulative GPA of 3.0 or higher in their first 9 credit hours of DBA coursework. Failure to meet this standard may result in academic probation or dismissal from the program. See *Academic Standards & Satisfactory Progress* for full details.

Preliminary Acceptance — DBA

Students admitted on a preliminary basis must submit a final official transcript confirming degree conferral to the Office of Admissions by the end of their first semester of DBA enrollment. Full acceptance is contingent on receipt of this transcript.

English Proficiency

Applicants whose native language is not English must demonstrate English proficiency by submitting official scores from one of the following:

- **TOEFL:** 80 or higher (internet-based)

Student Learning Outcomes

Graduates of the Doctor of Business Administration program will be able to:

1. Apply advanced theoretical frameworks and current research to the analysis of complex organizational and business challenges.
2. Design and conduct rigorous applied research using appropriate quantitative, qualitative, or mixed methods to generate evidence-based solutions.
3. Synthesize scholarly and professional literature to situate organizational problems within the broader field of business and management.
4. Develop and communicate evidence-based recommendations for improving organizational performance, strategy, and leadership effectiveness.
5. Demonstrate ethical leadership and professional conduct in the application of research to business and organizational decision-making.
6. Lead transformative change initiatives that advance organizational excellence, innovation, and sustainable competitive advantage.

Academic Performance

See **Academic Standards & Satisfactory Progress — Common Policies** for the full academic performance policy, including GPA requirements, the F Rule, academic probation, and dismissal procedures.

DBA-Specific Academic Standards

Standard	DBA
Minimum Cumulative GPA	3.0
Maximum "F" Grades Allowed	1
Probation Triggered By	GPA < 3.0 or 1st "F"
Capstone Grading Model	S / SP / U
Continuous Capstone Enrollment	Required until defense

Advising

DBA students are assigned a faculty advisor upon admission. The faculty advisor guides the student through degree planning, course selection — including advisor-approved elective selections for General Business concentration students — and academic progress review. Upon advancement to candidacy, the student will work with a Doctoral Capstone Committee consisting of a minimum of two members:

- **Committee Chair** — A Reinhardt University faculty member who meets Reinhardt University faculty credentialing policies
- **Methodological Expert** — A faculty member or qualified professional with demonstrated expertise in the research methodology employed by the candidate's project

Additional committee members may be appointed beyond this minimum. See **Advising & Doctoral Committee Formation — Common Policies** for full committee formation policy.

Transfer Credit

See **Transfer Credit — Common Policies** for the full transfer credit evaluation policy and Prior Learning Assessment statement.

Doctor of Business Administration (DBA) — Transfer Credit Policy

Maximum Transfer Credit

Students may transfer a maximum of 15 credit hours into the DBA program.

Grade Requirement

Transfer courses must have been completed with a grade of "B" or better.

Recency

Transfer coursework must have been completed within 7 years of the student's projected DBA start date.

Non-Transferable Coursework

The following are not eligible for transfer credit in the DBA program:

- The Applied Doctoral Capstone sequence (DBA 887, DBA 888, DBA 889, DBA 890)
- Research & Analytics Core courses, unless a direct content match is confirmed by the Registrar
- Doctoral Business Core courses, unless a direct content match is confirmed by the Registrar

Capstone Requirements

Applied Doctoral Capstone

The Doctor of Business Administration (DBA) requires the completion of an Applied Doctoral Capstone. The Applied Doctoral Capstone is grounded in a problem of practice — a significant, persistent challenge within the candidate's professional or organizational context that warrants systematic inquiry and evidence-based intervention. The problem of practice serves as the organizing focus for all four capstone components, from initial identification through final defense.

Advancement to Candidacy

A DBA student advances to doctoral candidacy upon the successful completion of all pre-capstone coursework requirements — 39 credit hours across the Doctoral Business Core, Applied Specialization, and Research & Analytics Core components — with a cumulative GPA of 3.0 or higher and no unresolved academic deficiencies.

Upon advancement to candidacy, the student:

- Establishes the Doctoral Capstone Committee (see *Advising & Doctoral Committee Formation*)
- Registers for the Applied Doctoral Capstone sequence (DBA 887–890)
- Is subject to the continuous enrollment requirement through degree completion

See **Qualifying Examinations & Advancement to Candidacy — Common Policies** for full candidacy requirements.

Capstone Grading

DBA Applied Doctoral Capstone courses are graded on a Satisfactory/Unsatisfactory model. The following grades apply:

Grade	Meaning	Outcome
SP — Satisfactory Progress	The student is making adequate progress but has not yet completed the capstone component	Student re-enrolls in the course the following term and continues until completion
S — Satisfactory Completion	The student has successfully completed the capstone component	Student advances to the next capstone course
U — Unsatisfactory	The student has not made adequate progress	May result in academic probation or dismissal, subject to committee review

Component-Specific Completion Standards

- **Capstone I (DBA 887):** Satisfactory completion of the problem identification and literature review component. A grade of "S" in Capstone I indicates the student has produced a scholarly foundation sufficient to advance to proposal development.
- **Capstone II (DBA 888):** Satisfactory completion indicates the student's research proposal has been reviewed, defended, and approved by the Doctoral Capstone Committee. The proposal defense is a formal, synchronous presentation before the full committee. A grade of "S" in Capstone II serves as the committee's formal approval to proceed to data collection and analysis.
- **Capstone III (DBA 889):** Satisfactory completion indicates that the student has completed data collection, analysis, and solution development and that the Committee Chair has determined the student is reasonably prepared for a successful final defense. A grade of "S" in Capstone III serves as the Chair's formal endorsement that the student is cleared to schedule the final defense.

Defense Format & Outcomes

The Applied Doctoral Capstone sequence includes two formal defenses, both conducted via synchronous web conference:

- **Proposal Defense** — conducted at the conclusion of Capstone II, prior to advancing to data collection
- **Final Defense** — conducted at the conclusion of Capstone III, upon the Committee Chair's formal endorsement of defense readiness

The Proposal and Final Defenses are open to all members of the Reinhardt University community.

Defense Outcomes

Outcome	Meaning
Pass	The candidate has successfully defended. At the proposal defense, a Pass authorizes the candidate to advance to data collection and enroll in Capstone III. At the final defense, a Pass clears the candidate for degree conferral pending all remaining requirements.
Pass with Revisions	The candidate has demonstrated sufficient mastery but must complete specified revisions to the satisfaction of the Committee Chair before advancing to the next stage or receiving degree conferral.
Fail	The candidate has not successfully defended; next steps are determined by the committee in consultation with the program director

Graduation Requirements

See **Graduation & Degree Conferral — Common Policies** for the full graduation eligibility policy, application for graduation procedures, degree conferral timeline, and commencement information.

DBA-Specific Graduation Requirements

To be eligible for graduation from the DBA program, a student must have:

- Completed all 54 required credit hours of the DBA curriculum
- Earned a cumulative GPA of 3.0 or higher
- Successfully defended the Applied Doctoral Capstone (DBA 890)
- Resolved all incomplete grades, academic deficiencies, and academic integrity matters
- Met all financial obligations to the University
- Submitted a completed Application for Graduation to the Office of the Registrar

Doctor of Business Administration

Degree Type

Doctorate

All DBA students complete the same Doctoral Business Core and Research & Analytics Core regardless of concentration.

Students then complete nine credits of Applied Specialization coursework in their chosen concentration, followed by the Applied Doctoral Capstone.

Doctoral Business Core

Course Code	Title	Credits
DBA 701	STRATEGIC LEADERSHIP AND COMPETITIVE ADVANTAGE	3
DBA 702	FINANCIAL STRATEGY AND RESOURCE ALLOCATION	3
DBA 703	BUSINESS ANALYTICS FOR DECISION MAKING	3
DBA 704	MARKETING AND VALUE CREATION STRATEGY	3
DBA 705	BUSINESS LAW, ETHICS, AND RISK MANAGEMENT	3
Sub-Total Credits		15

Research and Analytics Core

Course Code	Title	Credits
DBA 865	APPLIED RESEARCH METHODS FOR BUSINESS	3
DBA 866	QUANTITATIVE ANALYSIS FOR EXECUTIVES	3
DBA 867	CASE STUDY AND EVIDENCE-BASED INQUIRY	3
DBA 868	ADVANCED STATISTICAL MODELING AND ANALYTICS	3
DBA 869	RESEARCH DESIGN AND SCHOLARLY WRITING	3
Sub-Total Credits		15

Concentration: Select One (1) Concentration

General Business Concentration: Choose three (3) of the following courses:

The DBA with a concentration in General Business prepares scholar-practitioners to lead across a broad range of organizational and business contexts. Students in the General Business concentration develop advanced competencies in strategy, leadership, analytics, and applied research, with the flexibility to tailor their specialization coursework to their individual professional goals and organizational needs.

*Selected courses **must** be advisor-approved.*

Course Code	Title	Credits
DBA 801	AI STRATEGY AND ORGANIZATIONAL TRANSFORMATION	3
DBA 811	EXECUTIVE LEADERSHIP AND ORGANIZATIONAL BEHAVIOR	3
DBA 812	ORGANIZATIONAL CHANGE AND INNOVATION LEADERSHIP	3
DBA 813	ORGANIZATIONAL PERFORMANCE AND TALENT STRATEGY	3
DBA 821	HEALTHCARE SYSTEMS, POLICY, AND STRATEGY	3
DBA 822	HEALTHCARE OPERATIONS AND QUALITY IMPROVEMENT	3
DBA 823	HEALTHCARE WORKFORCE AND ORGANIZATIONAL PERFORMANCE	3
DBA 841	EXECUTIVE DATA ANALYTICS AND STRATEGY	3
DBA 851	CYBERSECURITY GOVERNANCE AND ORGANIZATIONAL RISK	3
DBA 860	OPERATIONS AND SUPPLY CHAIN STRATEGY	3
Sub-Total Credits		9

Healthcare Administration and Leadership Concentration

The Doctor of Business Administration (DBA) with a concentration in Healthcare Administration and Leadership prepares executives and senior leaders to navigate the complex regulatory, economic, and operational landscapes of the healthcare industry. Students develop advanced competencies in healthcare policy, strategic system management, and quality improvement while mastering workforce leadership strategies essential for driving organizational performance and patient outcomes at the executive level.

Students will complete **all** of the following courses.

Course Code	Title	Credits
DBA 821	HEALTHCARE SYSTEMS, POLICY, AND STRATEGY	3
DBA 822	HEALTHCARE OPERATIONS AND QUALITY IMPROVEMENT	3
DBA 823	HEALTHCARE WORKFORCE AND ORGANIZATIONAL PERFORMANCE	3
Sub-Total Credits		9

Organizational Leadership and Change Concentration

The DBA with a concentration in Organizational Leadership & Change prepares executives and senior leaders to drive strategic transformation, manage complex change initiatives, and advance organizational performance across industries and sectors. Students develop advanced competencies in leadership theory, change management, and talent strategy at the executive level.

Students will complete **all** of the following courses.

Course Code	Title	Credits
DBA 811	EXECUTIVE LEADERSHIP AND ORGANIZATIONAL BEHAVIOR	3
DBA 812	ORGANIZATIONAL CHANGE AND INNOVATION LEADERSHIP	3
DBA 813	ORGANIZATIONAL PERFORMANCE AND TALENT STRATEGY	3
Sub-Total Credits		9

Applied Doctoral Capstone

Course Code	Title	Credits
DBA 887	DOCTORAL CAPSTONE I: PROBLEM IDENTIFICATION AND LITERATURE REVIEW	5
DBA 888	DOCTORAL CAPSTONE II: RESEARCH DESIGN AND PROPOSAL DEVELOPMENT	5
DBA 889	DOCTORAL CAPSTONE III: DATA COLLECTION, ANALYSIS, AND SOLUTION DEVELOPMENT	5
DBA 890	DOCTORAL CAPSTONE IV: DEFENSE	0
Sub-Total Credits		15
Total Credits		54

Doctor of Education (EdD)

The Educational Specialist (EdS), Doctor of Education (EdD) programs described in this catalog are currently pending approval by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). These programs are not yet authorized for enrollment, and no students will be admitted until formal approval has been granted.

The Doctor of Education (EdD) is Reinhardt University's applied doctoral degree for education professionals who seek to lead transformative change in educational institutions, organizations, and communities. The EdD is offered in four concentrations: General, Curriculum & Instruction, Educational Leadership, and Organizational Leadership. The program requires 54 credit hours, comprising 39 hours of coursework and a 15-credit Applied Capstone Project sequence.

The Reinhardt University EdD is delivered entirely online, allowing working professionals to advance their credentials without interrupting their careers. All synchronous requirements, including consultations, advising, and final defenses, are conducted via web conferencing. There is no on-campus residency requirement.

Program Coordinator

Program Coordinator to be announced.

Mission

Rooted in Reinhardt University's commitment to educate the whole person with challenge and care, the Doctor of Education program prepares scholar-practitioners to lead meaningful, evidence-based change in educational institutions and organizations. Grounded in applied research, reflective practice, and a commitment to equity and excellence, the EdD develops professionals who can identify complex problems of practice, design rigorous solutions, and advance the field of education through disciplined inquiry and transformative leadership.

Admission Requirements

See **Graduate Studies Admission — Common Policies** for application procedures, admission statuses, holistic review criteria, and English proficiency requirements. Specific admission requirements for the Doctor of Education (EdD) degree appear below.

Admissions Standards

All EdD applicants must hold an earned master's degree from a regionally accredited institution. Admission is determined by academic profile and professional background as described below.

Candidate Profile	Minimum GPA	Required Academic Foundation	Professional Background	Admission Status
Education Master's Graduate	3.00 or higher	Regionally accredited MEd, MA in Teaching, MS in Education, or equivalent	Currently working in a K-12, higher education, or instructional setting	Full Acceptance
Non-Education Master's Graduate	3.00 or higher	Master's degree in a non-education field	3+ years of professional training, corporate development, or institutional leadership experience	Full Acceptance
Academic Marginal Graduate	2.75–2.99	Any accredited master's degree	5+ years of progressive educational leadership or administrative experience	Provisional Acceptance
In-Progress Master's Student	3.00 or higher (current)	Final semester of an accredited Education master's program, within 6 credit hours of completion	N/A	Preliminary Acceptance

Provisional Acceptance — EdD

Students admitted provisionally must maintain a cumulative GPA of 3.0 or higher in their first 9 credit hours of EdD coursework. Failure to meet this standard may result in academic probation or dismissal from the program. See *Academic Standards & Satisfactory Progress* for full details.

Preliminary Acceptance — EdD

Students admitted on a preliminary basis must submit a final official transcript confirming degree conferral to the Office of Admissions by the end of their first semester of EdD enrollment. Full acceptance is contingent on receipt of this transcript.

English Proficiency

Applicants whose native language is not English must demonstrate English proficiency by submitting official scores from one of the following:

- **TOEFL:** 80 or higher (internet-based)

EdS-to-EdD Completion Pathway

A Named Pathway for EdS Graduates

Reinhardt University offers a formal **EdS-to-EdD Completion Pathway** for graduates of regionally accredited Education Specialist programs who wish to pursue the Doctor of Education. This pathway recognizes the advanced graduate work already completed at the specialist level and allows qualifying students to apply the full credit value of their EdS toward the EdD degree.

Eligibility

To qualify for the EdS-to-EdD Completion Pathway, students must:

- Hold an earned EdS degree from an **accredited institution**
- Have completed all EdS coursework with a cumulative GPA of 3.0 or better
- Meet all standard EdD admissions requirements (see *Admissions Requirements & Application Process*)

Student Learning Outcomes

Graduates of the Doctor of Education program will be able to:

1. Apply advanced theoretical frameworks and current research to the analysis of complex problems of practice in educational and organizational settings.
2. Design and conduct rigorous applied research using appropriate qualitative, quantitative, or mixed methods to generate evidence-based solutions.
3. Synthesize scholarly literature to situate problems of practice within the broader field of education and related disciplines.
4. Develop and communicate evidence-based recommendations for improving educational systems, programs, and organizational performance.
5. Demonstrate ethical leadership and professional conduct in the application of research to educational and organizational challenges.
6. Lead transformative change initiatives that advance equity, inclusion, and excellence in educational institutions and communities.

Academic Performance

See **Academic Standards & Satisfactory Progress — Common Policies** for the full academic performance policy, including GPA requirements, the F Rule, academic probation, and dismissal procedures.

EdD-Specific Academic Standards

Standard	EdD
Minimum Cumulative GPA	3.0
Maximum "F" Grades Allowed	1
Probation Triggered By	GPA < 3.0 or 1st "F"
Capstone Grading Model	S / SP / U
Continuous Capstone Enrollment	Required until defense
Mid-Program Milestone Degree	EdS (at 30 credit hours)

Advising

EdD students are assigned a faculty advisor upon admission. The faculty advisor guides the student through degree planning, course selection — including advisor-approved elective selections — and academic progress review. Upon advancement to candidacy, the student will work with a Doctoral Capstone Committee consisting of a minimum of two members:

- **Committee Chair** — A Reinhardt University faculty member who meets Reinhardt University faculty credentialing policies
- **Methodological Expert** — A faculty member or qualified professional with demonstrated expertise in the research methodology employed by the candidate's project

Additional committee members may be appointed beyond this minimum. See **Advising & Doctoral Committee Formation — Common Policies** for full committee formation policy.

Transfer Credit

Maximum Transfer Credit

Students without an EdS degree may transfer a maximum of 15 credit hours into the EdD program.

Transfer policies for students admitted through the EdS-to-EdD Completion Pathway are governed by a separate policy below.

Grade Requirement

Transfer courses must have been completed with a grade of "B" or better.

Recency

Transfer coursework must have been completed within 7 years of the student's projected EdD start date.

Non-Transferable Coursework

The following are not eligible for transfer credit in the EdD program:

- The Applied Capstone Project sequence (EDU 887, EDU 888, EDU 889, EDU 900)
- Advanced research core courses, unless a direct content match is confirmed by the Registrar
- Core leadership concept courses, unless a direct content match is confirmed by the Registrar

See **Transfer Credit — Common Policies** for the full transfer credit evaluation policy and Prior Learning Assessment statement.

EdS-to-EdD Completion Pathway

Transfer Credit Under This Pathway

Eligible EdS graduates may transfer **up to 100% of their EdS credit hours** into the Reinhardt EdD program, subject to the following conditions:

- All transferred courses must meet the standard 70% content overlap requirement as determined by the Registrar
- All coursework must fall within the **7-year recency window**
- Doctoral capstone courses are strictly non-transferable regardless of pathway

Remaining Requirements

Students admitted through the EdS-to-EdD Completion Pathway complete the remaining EdD requirements not satisfied by transferred credit, including the full **Applied Capstone Project sequence** (EDU 887, 888, 889, and EDU 900).

Students interested in the EdS-to-EdD Completion Pathway should contact the program coordinator to request a transfer credit evaluation prior to applying.

Capstone Requirements

Applied Capstone Project

The Doctor of Education (EdD) requires the completion of an Applied Capstone Project. The Applied Capstone Project is grounded in a problem of practice — a significant, persistent challenge within the candidate's professional or organizational context that warrants systematic inquiry and evidence-based intervention. The problem of practice serves as the organizing focus for all four capstone components, from initial identification through final defense.

Advancement to Candidacy

An EdD student advances to doctoral candidacy upon the successful completion of all pre-capstone coursework requirements — 39 credit hours across the Foundational Education Theory, program Core, Research & Evaluation Core, and Specialization Electives components — with a cumulative GPA of 3.0 or higher and no unresolved academic deficiencies.

Upon advancement to candidacy, the student:

- Establishes the Doctoral Capstone Committee (see *Advising & Doctoral Committee Formation*)
- Registers for the Applied Capstone Project sequence (EDU 887–900)
- Is subject to the continuous enrollment requirement through degree completion

See **Qualifying Examinations & Advancement to Candidacy — Common Policies** for full candidacy requirements.

Capstone Grading

EdD Applied Capstone courses are graded on a Satisfactory/Unsatisfactory model. The following grades apply:

Grade	Meaning	Outcome
SP — Satisfactory Progress	The student is making adequate progress but has not yet completed the capstone component	Student re-enrolls in the course the following term and continues until completion
S — Satisfactory Completion	The student has successfully completed the capstone component	Student advances to the next capstone course
U — Unsatisfactory	The student has not made adequate progress	May result in academic probation or dismissal, subject to committee review

Component-Specific Completion Standards

- **Capstone I (EDU 887):** Satisfactory completion of the problem identification and literature review component. A grade of "S" in Capstone I indicates the student has produced a scholarly foundation sufficient to advance to proposal development.
- **Capstone II (EDU 888):** Satisfactory completion indicates the student's research proposal has been reviewed, defended, and approved by the Doctoral Capstone Committee. The proposal defense is a formal, synchronous presentation before the full committee. A grade of "S" in Capstone II serves as the committee's formal approval to proceed to data collection and analysis.
- **Capstone III (EDU 889):** Satisfactory completion indicates that the student has completed data collection, analysis, and solution development and that the Committee Chair has determined the student is reasonably prepared for a successful final defense. A grade of "S" in Capstone III serves as the Chair's formal endorsement that the student is cleared to schedule the final defense.

Defense Format & Outcomes

The Applied Capstone Project sequence includes two formal defenses, both conducted via synchronous web conference:

- **Proposal Defense** — conducted at the conclusion of Capstone II, prior to advancing to data collection
- **Final Defense** — conducted at the conclusion of Capstone III, upon the Committee Chair's formal endorsement of defense readiness

The Proposal and Final Defenses are open to all members of the Reinhardt University Community.

Defense Outcomes

Outcome	Meaning
Pass	The candidate has successfully defended. At the proposal defense, a Pass authorizes the candidate to advance to data collection and enroll in Capstone III. At the final defense, a Pass clears the candidate for degree conferral pending all remaining requirements.
Pass with Revisions	The candidate has demonstrated sufficient mastery but must complete specified revisions to the satisfaction of the Committee Chair before advancing to the next stage or receiving degree conferral.
Fail	The candidate has not successfully defended; next steps are determined by the committee in consultation with the program director

Graduation Requirements

See **Graduation & Degree Conferral — Common Policies** for the full graduation eligibility policy, application for graduation procedures, degree conferral timeline, and commencement information.

Mid-Program EdS Conferral

The EdD program's 39 credit hours of pre-capstone coursework include the same 30 credit hours required for the EdS degree. EdD students who:

- Complete the 30 credit hours that satisfy EdS degree requirements, and
- Meet all EdS academic standards (cumulative GPA of 3.0 or higher, no unresolved academic deficiencies)

...are eligible to have the EdS degree conferred at that point in their EdD progression, without any additional coursework or application.

Students interested in EdS conferral during their EdD program should notify their academic advisor and the Office of the Registrar when they approach the 30-credit milestone.

EdD-Specific Graduation Requirements

To be eligible for graduation from the EdD program, a student must have:

- Completed all 54 required credit hours of the EdD curriculum
- Earned a cumulative GPA of 3.0 or higher
- Successfully defended the Applied Capstone Project (EDU 900)
- Resolved all incomplete grades, academic deficiencies, and academic integrity matters
- Met all financial obligations to the University
- Submitted a completed Application for Graduation to the Office of the Registrar

Doctor of Education (EdD), Concentration in Curriculum & Instruction

Degree Type

Doctorate

The EdD with a Concentration in Curriculum & Instruction prepares scholar-practitioners to lead curriculum reform, advance instructional excellence, and apply rigorous research to the improvement of learning systems at the institutional and organizational level.

Foundational Education Theory

Course Code	Title	Credits
EDU 701	ADVANCED THEORIES OF LEARNING AND RESEARCH	3
EDU 702	HISTORICAL, SOCIAL, AND ETHICAL FOUNDATIONS OF EDUCATION	3
Sub-Total Credits		6

Curriculum & Instruction Core

Course Code	Title	Credits
EDU 710	PRINCIPLES OF CURRICULUM DESIGN AND DEVELOPMENT	3
EDU 711	INNOVATIVE INSTRUCTIONAL STRATEGIES	3
EDU 712	TECHNOLOGY-ENHANCED LEARNING ENVIRONMENTS	3
EDU 713	ASSESSMENT AND EVALUATION FOR LEARNING	3
EDU 714	INCLUSIVE AND CULTURALLY RESPONSIVE CURRICULUM	3
Sub-Total Credits		15

Research & Evaluation Core

Course Code	Title	Credits
EDU 720	RESEARCH METHODS IN EDUCATIONAL SETTINGS	3
EDU 721	APPLIED RESEARCH DESIGN AND DATA ANALYSIS	3
EDU 722	EVIDENCE SYNTHESIS AND LITERATURE REVIEW	3
EDU 723	ACTION RESEARCH IN EDUCATIONAL SETTINGS	3
Sub-Total Credits		12

Specialization Electives

Students will select two (2) electives from the following:

Electives **must** be advisor-approved.

Course Code	Title	Credits
EDU 740	ADVANCED LITERACY INSTRUCTION AND CURRICULUM DESIGN	3
EDU 741	STEM CURRICULUM AND LEARNING INNOVATIONS	3
EDU 742	EARLY CHILDHOOD CURRICULUM AND INSTRUCTION	3
EDU 743	SECONDARY AND K-12 INSTRUCTIONAL STRATEGIES	3
EDU 744	ASSESSMENT AND DATA-DRIVEN DECISION MAKING	3
Sub-Total Credits		6

Applied Capstone Project

Course Code	Title	Credits
EDU 887	APPLIED CAPSTON PROJECT I	5
EDU 888	APPLIED CAPSTONE PROJECT II	5
EDU 889	APPLIED CAPSTONE PROJECT III	5
EDU 900	APPLIED CAPSTONE PROJECT IV - DEFENSE	0
Sub-Total Credits		15
Total Credits		54

Doctor of Education (EdD), Concentration in Educational Leadership

Degree Type

Doctorate

The EdD with a concentration in Educational Leadership prepares experienced educators and administrators to lead complex organizations, drive systemic change, and apply advanced research to the most pressing challenges in educational leadership.

Foundational Education Theory

Course Code	Title	Credits
EDU 701	ADVANCED THEORIES OF LEARNING AND RESEARCH	3
EDU 702	HISTORICAL, SOCIAL, AND ETHICAL FOUNDATIONS OF EDUCATION	3
Sub-Total Credits		6

Educational Leadership Core

Course Code	Title	Credits
EDU 730	LEADERSHIP PRINCIPLES AND ORGANIZATIONAL MANAGEMENT	3
EDU 731	TRANSFORMATIVE LEADERSHIP PRACTICES	3
EDU 732	POLICY, GOVERNANCE, AND ETHICAL DECISION-MAKING	3
EDU 733	LEADING DIVERSE AND INCLUSIVE ORGANIZATIONS	3
EDU 734	DATA-INFORMED DECISION MAKING AND PROGRAM EVALUATION	3
Sub-Total Credits		15

Research & Evaluation Core

Course Code	Title	Credits
EDU 720	RESEARCH METHODS IN EDUCATIONAL SETTINGS	3
EDU 721	APPLIED RESEARCH DESIGN AND DATA ANALYSIS	3
EDU 722	EVIDENCE SYNTHESIS AND LITERATURE REVIEW	3
EDU 723	ACTION RESEARCH IN EDUCATIONAL SETTINGS	3
Sub-Total Credits		12

Leadership Specialization Electives

Students will select two (2) electives from the following:

*Electives **must** be advisor-approved.*

Course Code	Title	Credits
EDU 760	STRATEGIC LEADERSHIP IN COMPLEX ORGANIZATIONS	3
EDU 761	ORGANIZATIONAL CULTURE AND CHANGE	3
EDU 762	ADVANCED SUPERVISION AND INSTRUCTIONAL LEADERSHIP	3
EDU 763	COMMUNITY AND STAKEHOLDER ENGAGEMENT	3
EDU 764	LEGAL, POLICY, AND ETHICAL ISSUES	3
Sub-Total Credits		6

Applied Capstone Project

Course Code	Title	Credits
EDU 887	APPLIED CAPSTON PROJECT I	5
EDU 888	APPLIED CAPSTONE PROJECT II	5
EDU 889	APPLIED CAPSTONE PROJECT III	5
EDU 900	APPLIED CAPSTONE PROJECT IV - DEFENSE	0
Sub-Total Credits		15
Total Credits		54

Doctor of Education (EdD), Concentration in Organizational Leadership

Degree Type

Doctorate

The EdD in Organizational Leadership prepares professionals to lead organizational transformation, manage complex change initiatives, and apply advanced research to leadership challenges across educational, corporate, nonprofit, and public sector contexts.

Foundational Education Theory

Course Code	Title	Credits
EDU 701	ADVANCED THEORIES OF LEARNING AND RESEARCH	3
EDU 702	HISTORICAL, SOCIAL, AND ETHICAL FOUNDATIONS OF EDUCATION	3
Sub-Total Credits		6

Organizational Leadership Core

Course Code	Title	Credits
EDU 730	LEADERSHIP PRINCIPLES AND ORGANIZATIONAL MANAGEMENT	3
EDU 731	TRANSFORMATIVE LEADERSHIP PRACTICES	3
EDU 732	POLICY, GOVERNANCE, AND ETHICAL DECISION-MAKING	3
EDU 733	LEADING DIVERSE AND INCLUSIVE ORGANIZATIONS	3
EDU 734	DATA-INFORMED DECISION MAKING AND PROGRAM EVALUATION	3
Sub-Total Credits		15

Research & Evaluation Core

Course Code	Title	Credits
EDU 720	RESEARCH METHODS IN EDUCATIONAL SETTINGS	3
EDU 721	APPLIED RESEARCH DESIGN AND DATA ANALYSIS	3
EDU 722	EVIDENCE SYNTHESIS AND LITERATURE REVIEW	3
EDU 723	ACTION RESEARCH IN EDUCATIONAL SETTINGS	3
Sub-Total Credits		12

Organizational Leadership Electives

Students will select two (2) electives from the following:

Electives **must** be advisor-approved.

Course Code	Title	Credits
EDU 760	STRATEGIC LEADERSHIP IN COMPLEX ORGANIZATIONS	3
EDU 761	ORGANIZATIONAL CULTURE AND CHANGE	3
EDU 762	ADVANCED SUPERVISION AND INSTRUCTIONAL LEADERSHIP	3
EDU 763	COMMUNITY AND STAKEHOLDER ENGAGEMENT	3
EDU 764	LEGAL, POLICY, AND ETHICAL ISSUES	3
EDU 765	ORGANIZATIONAL LEADERSHIP AND PERFORMANCE	3
EDU 766	CONFLICT, NEGOTIATION, AND EXECUTIVE DECISION-MAKING	3
Sub-Total Credits		6

Applied Capstone Project

Course Code	Title	Credits
EDU 887	APPLIED CAPSTON PROJECT I	5
EDU 888	APPLIED CAPSTONE PROJECT II	5
EDU 889	APPLIED CAPSTONE PROJECT III	5
EDU 900	APPLIED CAPSTONE PROJECT IV - DEFENSE	0
Sub-Total Credits		15
Total Credits		54

Doctor of Education (EdD), General

Degree Type

Doctorate

The Doctor of Education (EdD) General track provides advanced preparation for scholar-practitioners who seek to lead across diverse educational and organizational contexts. Students in the General track develop advanced competencies in leadership, curriculum, research, and applied inquiry, with the flexibility to tailor their elective coursework to their individual professional goals and organizational needs.

Foundational Education Theory

Course Code	Title	Credits
EDU 701	ADVANCED THEORIES OF LEARNING AND RESEARCH	3
EDU 702	HISTORICAL, SOCIAL, AND ETHICAL FOUNDATIONS OF EDUCATION	3
Sub-Total Credits		6

Leadership Core

Course Code	Title	Credits
EDU 730	LEADERSHIP PRINCIPLES AND ORGANIZATIONAL MANAGEMENT	3
EDU 731	TRANSFORMATIVE LEADERSHIP PRACTICES	3
EDU 732	POLICY, GOVERNANCE, AND ETHICAL DECISION-MAKING	3
EDU 733	LEADING DIVERSE AND INCLUSIVE ORGANIZATIONS	3
EDU 734	DATA-INFORMED DECISION MAKING AND PROGRAM EVALUATION	3
Sub-Total Credits		15

Research & Evaluation Core

Course Code	Title	Credits
EDU 720	RESEARCH METHODS IN EDUCATIONAL SETTINGS	3
EDU 721	APPLIED RESEARCH DESIGN AND DATA ANALYSIS	3
EDU 722	EVIDENCE SYNTHESIS AND LITERATURE REVIEW	3
EDU 723	ACTION RESEARCH IN EDUCATIONAL SETTINGS	3
Sub-Total Credits		12

General Electives

Students will select two (2) electives from the following:

*Electives **must** be advisor-approved.*

The electives listed come from areas of concentration such as Curriculum and Instruction (EDU 710-714); Advanced Curriculum and Instruction (EDU 740-744); and Leadership and Organization (EDU 760-766).

Course Code	Title	Credits
EDU 710	PRINCIPLES OF CURRICULUM DESIGN AND DEVELOPMENT	3
EDU 711	INNOVATIVE INSTRUCTIONAL STRATEGIES	3
EDU 712	TECHNOLOGY-ENHANCED LEARNING ENVIRONMENTS	3
EDU 713	ASSESSMENT AND EVALUATION FOR LEARNING	3
EDU 714	INCLUSIVE AND CULTURALLY RESPONSIVE CURRICULUM	3
EDU 740	ADVANCED LITERACY INSTRUCTION AND CURRICULUM DESIGN	3
EDU 741	STEM CURRICULUM AND LEARNING INNOVATIONS	3
EDU 742	EARLY CHILDHOOD CURRICULUM AND INSTRUCTION	3
EDU 743	SECONDARY AND K-12 INSTRUCTIONAL STRATEGIES	3
EDU 744	ASSESSMENT AND DATA-DRIVEN DECISION MAKING	3
EDU 760	STRATEGIC LEADERSHIP IN COMPLEX ORGANIZATIONS	3
EDU 761	ORGANIZATIONAL CULTURE AND CHANGE	3
EDU 762	ADVANCED SUPERVISION AND INSTRUCTIONAL LEADERSHIP	3
EDU 763	COMMUNITY AND STAKEHOLDER ENGAGEMENT	3
EDU 764	LEGAL, POLICY, AND ETHICAL ISSUES	3
EDU 765	ORGANIZATIONAL LEADERSHIP AND PERFORMANCE	3
EDU 766	CONFLICT, NEGOTIATION, AND EXECUTIVE DECISION-MAKING	3
Sub-Total Credits		6

Applied Capstone Project

Course Code	Title	Credits
EDU 887	APPLIED CAPSTONE PROJECT I	5
EDU 888	APPLIED CAPSTONE PROJECT II	5
EDU 889	APPLIED CAPSTONE PROJECT III	5
EDU 900	APPLIED CAPSTONE PROJECT IV - DEFENSE	0
Sub-Total Credits		15
Total Credits		54

Education Specialist (EdS)

The Education Specialist (EdS), Doctor of Education (EdD) programs described in this catalog are currently pending approval by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). These programs are not yet authorized for enrollment, and no students will be admitted until formal approval has been granted.

The Education Specialist (EdS) is an advanced graduate degree designed for experienced education professionals who seek to deepen their expertise in educational leadership, curriculum and instruction, or a related specialization beyond the master's level. The EdS is a post-master's specialist degree that occupies a distinct level between master's and doctoral study and is widely recognized as an advanced practitioner credential in educational leadership and instructional fields. The EdS is offered in two concentrations: Curriculum and Instruction, and Educational Leadership.

The Reinhardt University EdS is delivered entirely online, allowing working professionals to advance their credentials without interrupting their careers. All synchronous requirements are conducted via web conferencing. There is no on-campus residency requirement.

Please Note: The Education Specialist (EdS) program described herein is pending approval by SACSCOC and is not currently open for enrollment. Program details are subject to change prior to and following approval.

Program Coordinator

Program Coordinator to be announced.

Mission

The EdS program at Reinhardt University prepares experienced education professionals for advanced leadership, instructional, and administrative roles in K–12 and higher education settings. Through rigorous graduate coursework and applied learning experiences, EdS students develop the theoretical grounding, research literacy, and practical expertise necessary to lead meaningful change in their professional contexts.

Admission Requirements

See Advanced Graduate & Doctoral Admissions — Common Policies for application procedures, admission statuses, and English proficiency requirements.

EdS Admissions Standards

All EdS applicants must hold an earned master's degree from a regionally accredited institution. Admission is determined by academic profile and professional background as described below.

Candidate Profile	Minimum GPA	Required Academic Foundation	Professional Background	Admission Status
Education Master's Graduate	3.00 or higher	Regionally accredited MEd, MA in Teaching, MS in Education, or equivalent	Currently working in a K–12, higher education, or instructional setting	Full Acceptance
Non-Education Master's Graduate	3.00 or higher	Master's degree in a non-education field	3+ years of professional training, corporate development, or institutional leadership experience	Full Acceptance
Academic Marginal Graduate	2.75–2.99	Any accredited master's degree	5+ years of progressive educational leadership or administrative experience	Provisional Acceptance
In-Progress Master's Student	3.00 or higher (current)	Final semester of an accredited master's program, within 6 credit hours of completion	N/A	Preliminary Acceptance

Provisional Acceptance — EdS

Students admitted provisionally must maintain a cumulative GPA of 3.0 or higher in their first 9 credit hours of EdS coursework. Failure to meet this standard may result in academic probation or dismissal from the program. See Academic Standards & Satisfactory Progress for full details.

Preliminary Acceptance — EdS

Students admitted on a preliminary basis must submit a final official transcript confirming degree conferral to the Office of Admissions by the end of their first semester of EdS enrollment. Full acceptance is contingent on receipt of this transcript.

Transfer Credit — EdS

See Transfer Credit — Common Policies for the full transfer credit evaluation policy and Prior Learning Assessment statement.

EdS students may transfer a maximum of 15 semester credit hours of graduate-level coursework toward the EdS degree, subject to the standard transfer credit evaluation criteria. All transferred coursework must be approved by the program director prior to application toward degree requirements.

Grade Requirement

Transfer courses must have been completed with a grade of "B" or better.

Recency

Transfer coursework must have been completed within 5 years of the student's projected EdS start date.

Student Learning Outcomes

Upon successful completion of the Education Specialist degree, graduates will be able to:

1. Synthesize advanced theoretical frameworks in educational leadership, curriculum, and instruction to inform professional practice.
2. Apply research literacy skills to critically evaluate and utilize scholarly literature in educational contexts.
3. Design and implement evidence-based strategies to address complex challenges in K-12 or higher education settings.
4. Demonstrate advanced competency in their chosen specialization area through applied coursework and professional practice.
5. Communicate effectively as educational leaders in written, oral, and digital formats appropriate to professional and scholarly audiences.

Academic Performance

See Academic Standards & Satisfactory Progress — Common Policies for the full academic performance policy, including GPA requirements, the F Rule, academic probation, and dismissal procedures.

EdS-Specific Academic Standards

Standard	EdS
Minimum Cumulative GPA	3.0
Maximum "F" Grades Allowed	1

Standard	EdS
Probation Triggered By	GPA < 3.0 or 1 st "F"
Capstone Grading Model	N/A
Continuous Capstone Enrollment	N/A
Mid-Program Milestone Degree	N/A

Advising

EdS students are assigned a faculty advisor upon admission. The faculty advisor guides the student through degree planning, course selection — including advisor-approved elective selections — and academic progress review.

Capstone & Comprehensive Examination Requirements

The Education Specialist (EdS) does not require a capstone project or comprehensive examination. Students demonstrate mastery of program content through coursework performance across all program components. Degree completion is contingent on satisfying all credit hour, GPA, and course grade requirements as described under Academic Performance above and Graduation Requirements below.

Graduation Requirements

See Graduation & Degree Conferral — Common Policies for the full graduation eligibility policy, application for graduation procedures, degree conferral timeline, and commencement information.

EdS-Specific Graduation Requirements

To be eligible for graduation from the EdS program, a student must have:

- Completed all 30 required credit hours of the EdS curriculum
- Earned a cumulative GPA of 3.0 or higher
- Resolved all incomplete grades, academic deficiencies, and academic integrity matters
- Met all financial obligations to the University
- Submitted a completed Application for Graduation to the Office of the Registrar

Education Specialist (EdS), Concentration in Curriculum & Instruction

Degree Type

Post-Graduate Specialization

The EdS with a concentration in Curriculum & Instruction prepares educators to lead curriculum design, instructional innovation, and assessment practices in K–12 and higher education settings. Students develop advanced competencies in culturally responsive pedagogy, technology-enhanced learning, and evidence-based instructional strategy.

Foundational Education Theory

Course Code	Title	Credits
EDU 701	ADVANCED THEORIES OF LEARNING AND RESEARCH	3
EDU 702	HISTORICAL, SOCIAL, AND ETHICAL FOUNDATIONS OF EDUCATION	3
Sub-Total Credits		6

Curriculum & Instruction Core

Students will complete four (4) of the following five (5) courses:

Course Code	Title	Credits
EDU 710	PRINCIPLES OF CURRICULUM DESIGN AND DEVELOPMENT	3
EDU 711	INNOVATIVE INSTRUCTIONAL STRATEGIES	3
EDU 712	TECHNOLOGY-ENHANCED LEARNING ENVIRONMENTS	3
EDU 713	ASSESSMENT AND EVALUATION FOR LEARNING	3
EDU 714	INCLUSIVE AND CULTURALLY RESPONSIVE CURRICULUM	3
Sub-Total Credits		12

Specialization Electives

Students select two (2) electives:

*Electives **must** be advisor-approved*

Course Code	Title	Credits
EDU 740	ADVANCED LITERACY INSTRUCTION AND CURRICULUM DESIGN	3
EDU 741	STEM CURRICULUM AND LEARNING INNOVATIONS	3
EDU 742	EARLY CHILDHOOD CURRICULUM AND INSTRUCTION	3
EDU 743	SECONDARY AND K-12 INSTRUCTIONAL STRATEGIES	3
EDU 744	ASSESSMENT AND DATA-DRIVEN DECISION MAKING	3
Sub-Total Credits		6

Research & Evaluation Core

Course Code	Title	Credits
EDU 720	RESEARCH METHODS IN EDUCATIONAL SETTINGS	3
EDU 721	APPLIED RESEARCH DESIGN AND DATA ANALYSIS	3
Sub-Total Credits		6
Total Credits		30

Education Specialist (EdS), Concentration in Educational Leadership

Degree Type

Post-Graduate Specialization

The EdS with a Concentration in Educational Leadership prepares experienced educators for advanced leadership roles in schools, districts, and educational organizations. Students develop expertise in organizational management, policy and governance, transformative leadership practice, and leading diverse learning communities.

Foundational Education Theory

Course Code	Title	Credits
EDU 701	ADVANCED THEORIES OF LEARNING AND RESEARCH	3
EDU 702	HISTORICAL, SOCIAL, AND ETHICAL FOUNDATIONS OF EDUCATION	3
Sub-Total Credits		6

Educational Leadership Core

Course Code	Title	Credits
EDU 730	LEADERSHIP PRINCIPLES AND ORGANIZATIONAL MANAGEMENT	3
EDU 731	TRANSFORMATIVE LEADERSHIP PRACTICES	3
EDU 732	POLICY, GOVERNANCE, AND ETHICAL DECISION-MAKING	3
EDU 733	LEADING DIVERSE AND INCLUSIVE ORGANIZATIONS	3
Sub-Total Credits		12

Leadership Specialization Electives

Students select two (2) electives:

Electives **must** be advisor-approved.

Course Code	Title	Credits
EDU 760	STRATEGIC LEADERSHIP IN COMPLEX ORGANIZATIONS	3
EDU 761	ORGANIZATIONAL CULTURE AND CHANGE	3
EDU 762	ADVANCED SUPERVISION AND INSTRUCTIONAL LEADERSHIP	3
EDU 763	COMMUNITY AND STAKEHOLDER ENGAGEMENT	3
EDU 764	LEGAL, POLICY, AND ETHICAL ISSUES	3
Sub-Total Credits		6

Research & Evaluation Core

Course Code	Title	Credits
EDU 720	RESEARCH METHODS IN EDUCATIONAL SETTINGS	3
EDU 721	APPLIED RESEARCH DESIGN AND DATA ANALYSIS	3
Sub-Total Credits		6
Total Credits		30

Courses

DBA 701: STRATEGIC LEADERSHIP AND COMPETITIVE ADVANTAGE

This course integrates advanced strategic management with executive leadership and organizational change to examine how organizations create, sustain, and transform competitive advantage in dynamic environments. Emphasis is placed on strategic analysis, environmental scanning, leadership decision-making, and the execution of transformational initiatives in complex organizations. Students explore the intersection of strategy and leadership, focusing on how executives align organizational direction, lead change, and drive long-term performance.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 702: FINANCIAL STRATEGY AND RESOURCE ALLOCATION

This course focuses on financial strategy and resource allocation decisions at the executive level. Students examine capital structure, financial performance, and strategic investment decisions.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 703: BUSINESS ANALYTICS FOR DECISION MAKING

This course emphasizes the use of analytics to inform organizational decision-making. Students examine data interpretation, applied analytics tools, and evidence-based management practices.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 704: MARKETING AND VALUE CREATION STRATEGY

This course examines advanced marketing strategy and value creation within organizations. Students explore market analysis, customer value, branding, and competitive positioning.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 705: BUSINESS LAW, ETHICS, AND RISK MANAGEMENT

This course examines legal, ethical, and risk considerations in executive decision-making. Emphasis is placed on governance, compliance, and organizational accountability.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 801: AI STRATEGY AND ORGANIZATIONAL TRANSFORMATION

This course examines how artificial intelligence is transforming organizations, industries, and executive decision-making. Emphasis is placed on strategic implementation, organizational readiness, governance, and workforce implications of AI adoption.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 811: EXECUTIVE LEADERSHIP AND ORGANIZATIONAL BEHAVIOR

This course examines executive leadership theories and organizational behavior in complex environments. Topics include culture, communication, motivation, and decision-making.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 812: ORGANIZATIONAL CHANGE AND INNOVATION LEADERSHIP

This course focuses on leading strategic change and transformation initiatives. Students analyze change models, resistance factors, and innovation strategies.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 813: ORGANIZATIONAL PERFORMANCE AND TALENT STRATEGY

This course examines workforce strategy and organizational performance systems. Emphasis is placed on talent management, engagement, and succession planning.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 821: HEALTHCARE SYSTEMS, POLICY, AND STRATEGY

This course examines healthcare systems, policy frameworks, and strategic challenges. Students analyze the structure and economics of healthcare organizations.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 822: HEALTHCARE OPERATIONS AND QUALITY IMPROVEMENT

This course focuses on operational efficiency and quality improvement in healthcare settings. Topics include process improvement, patient outcomes, and system performance.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 823: HEALTHCARE WORKFORCE AND ORGANIZATIONAL PERFORMANCE

This course explores workforce leadership and performance strategies within healthcare organizations, including retention, engagement, and organizational culture.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 841: EXECUTIVE DATA ANALYTICS AND STRATEGY

This course examines how analytics supports strategic planning and executive decision-making.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 851: CYBERSECURITY GOVERNANCE AND ORGANIZATIONAL RISK

This course examines enterprise cybersecurity governance and risk management strategies.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 860: OPERATIONS AND SUPPLY CHAIN STRATEGY

This course focuses on operational strategy and supply chain management. Students examine process optimization, efficiency, and integrated systems within organizations.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 865: APPLIED RESEARCH METHODS FOR BUSINESS

This course introduces applied research design for business settings. Students examine qualitative and quantitative approaches to solving organizational problems.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 866: QUANTITATIVE ANALYSIS FOR EXECUTIVES

This course focuses on statistical analysis and quantitative techniques for executive decision-making. Emphasis is placed on interpretation and application of data.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 867: CASE STUDY AND EVIDENCE-BASED INQUIRY

This course explores qualitative analysis and evidence-based decision-making using case study methodologies.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 868: ADVANCED STATISTICAL MODELING AND ANALYTICS

This course examines advanced statistical modeling techniques used in business analytics. Students explore predictive modeling and data-driven forecasting.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 869: RESEARCH DESIGN AND SCHOLARLY WRITING

This course focuses on research design and scholarly writing for doctoral-level work. Students develop formal research proposals aligned with organizational problems.

Credits 3

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 887: DOCTORAL CAPSTONE I: PROBLEM IDENTIFICATION AND LITERATURE REVIEW

Focuses on identifying a significant organizational problem and conducting a comprehensive literature review.

Credits 5

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 888: DOCTORAL CAPSTONE II: RESEARCH DESIGN AND PROPOSAL DEVELOPMENT

Development of formal research proposal including methodology and implementation plan.

Credits 5

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 889: DOCTORAL CAPSTONE III: DATA COLLECTION, ANALYSIS, AND SOLUTION DEVELOPMENT

Execution of research study including data collection, analysis, and development of solutions.

Credits 5

Division

Doctoral

School Division

McCamish School of Business and Professions

DBA 890: DOCTORAL CAPSTONE IV: DEFENSE

Formal presentation and defense of applied doctoral research.

Credits 0

Division

Doctoral

School Division

McCamish School of Business and Professions

EDU 701: ADVANCED THEORIES OF LEARNING AND RESEARCH

This course provides an overview of major theories of learning and their application to educational research and professional practice. Emphasis is placed on examining how learning theories inform research design, instructional decision-making, and organizational improvement in educational settings.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 702: HISTORICAL, SOCIAL, AND ETHICAL FOUNDATIONS OF EDUCATION

This course provides an overview of the historical, social, and ethical foundations that influence educational systems and practices. Emphasis is placed on examining how societal forces, ethical considerations, and historical developments shape educational leadership and policy.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 710: PRINCIPLES OF CURRICULUM DESIGN AND DEVELOPMENT

This course provides an overview of principles and models used in curriculum design and development. Emphasis is placed on curriculum alignment, standards-based design, and systematic curriculum improvement across educational contexts.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 711: INNOVATIVE INSTRUCTIONAL STRATEGIES

This course examines innovative instructional strategies that enhance teaching and learning. Emphasis is placed on learner-centered instruction, engagement, and instructional practices that support diverse learning needs.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 712: TECHNOLOGY- ENHANCED LEARNING ENVIRONMENTS

This course focuses on the integration of technology to support teaching and learning. Emphasis is placed on digital tools, instructional technologies, and online learning environments that enhance instructional delivery.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 713: ASSESSMENT AND EVALUATION FOR LEARNING

This course provides an overview of assessment and evaluation practices that support learning and instructional improvement. Emphasis is placed on formative, summative, and performance-based assessment strategies.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 714: INCLUSIVE AND CULTURALLY RESPONSIVE CURRICULUM

This course examines inclusive and culturally responsive approaches to curriculum design. Emphasis is placed on addressing diversity, equity, and inclusion through curriculum and instructional practices.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 720: RESEARCH METHODS IN EDUCATIONAL SETTINGS

This course provides an overview of qualitative and quantitative research methods used in educational settings. Emphasis is placed on research design, data collection, and methodological rigor.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 721: APPLIED RESEARCH DESIGN AND DATA ANALYSIS

This course focuses on applied research design and data analysis techniques used to address practical problems in education. Emphasis is placed on aligning research questions, methods, and analytic approaches.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 722: EVIDENCE SYNTHESIS AND LITERATURE REVIEW

This course focuses on systematic literature review and evidence synthesis methods. Emphasis is placed on identifying, analyzing, and synthesizing scholarly research related to educational problems.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 723: ACTION RESEARCH IN EDUCATIONAL SETTINGS

This course examines action research as a method for improving educational practice. Emphasis is placed on practitioner-led inquiry, reflection, and continuous improvement within educational settings.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 730: LEADERSHIP PRINCIPLES AND ORGANIZATIONAL MANAGEMENT

This course provides an overview of leadership theories and organizational management practices relevant to educational institutions. Emphasis is placed on organizational structures, leadership roles, and management strategies that support effective educational operations.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 731: TRANSFORMATIVE LEADERSHIP PRACTICES

This course examines leadership practices that promote innovation, equity, and transformation in educational organizations. Emphasis is placed on leadership strategies that support change, improvement, and stakeholder engagement.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 732: POLICY, GOVERNANCE, AND ETHICAL DECISION-MAKING

This course provides an overview of educational policy, governance structures, and ethical decision-making processes. Emphasis is placed on how policy and governance influence leadership practice and organizational outcomes.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 733: LEADING DIVERSE AND INCLUSIVE ORGANIZATIONS

This course focuses on leadership practices that promote diversity, equity, and inclusion within educational communities. Emphasis is placed on creating inclusive learning environments that support all students and stakeholders.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 734: DATA-INFORMED DECISION MAKING AND PROGRAM EVALUATION

This course provides an overview of data-informed decision-making and program evaluation in educational settings. Emphasis is placed on using quantitative and qualitative data to inform leadership decisions and evaluate program effectiveness.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 740: ADVANCED LITERACY INSTRUCTION AND CURRICULUM DESIGN

This course provides an advanced examination of literacy instruction and curriculum design across educational contexts. Emphasis is placed on research-based literacy practices and curriculum development to support reading, writing, and language learning.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 741: STEM CURRICULUM AND LEARNING INNOVATIONS

This course examines curriculum design and instructional innovations in science, technology, engineering, and mathematics (STEM) education. Emphasis is placed on interdisciplinary learning, problem-based instruction, and innovation.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 742: EARLY CHILDHOOD CURRICULUM AND INSTRUCTION

This course provides an examination of curriculum and instructional practices for early childhood education. Emphasis is placed on developmentally appropriate, culturally responsive, and research-informed approaches.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 743: SECONDARY AND K-12 INSTRUCTIONAL STRATEGIES

This course examines instructional strategies used in secondary and K-12 educational settings. Emphasis is placed on learner engagement, instructional effectiveness, and differentiated instruction.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 744: ASSESSMENT AND DATA-DRIVEN DECISION MAKING

This course focuses on assessment systems and data-driven decision-making practices in education. Emphasis is placed on using assessment data to support instructional and organizational improvement.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 760: STRATEGIC LEADERSHIP IN COMPLEX ORGANIZATIONS

This course provides an examination of strategic leadership practices in K-12 and higher education settings. Emphasis is placed on vision development, strategic planning, and leadership decision-making aligned with institutional goals and mission.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 761: ORGANIZATIONAL CULTURE AND CHANGE

This course examines the role of organizational culture in educational institutions and its influence on change initiatives. Emphasis is placed on diagnosing organizational culture and leading planned and sustainable change.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 762: ADVANCED SUPERVISION AND INSTRUCTIONAL LEADERSHIP

This course focuses on advanced supervision practices and instructional leadership in educational settings. Emphasis is placed on improving instructional quality through supervision, feedback, and professional development.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 763: COMMUNITY AND STAKEHOLDER ENGAGEMENT

This course examines strategies for engaging families, communities, and stakeholders in educational decision-making. Emphasis is placed on collaboration, partnerships, and shared leadership.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 764: LEGAL, POLICY, AND ETHICAL ISSUES

This course provides an examination of legal, policy, and ethical issues affecting educational leadership. Emphasis is placed on compliance, governance, and ethical responsibilities within educational organizations.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 765: ORGANIZATIONAL LEADERSHIP AND PERFORMANCE

This course examines the relationship between leadership practices and organizational performance in complex organizations. Emphasis is placed on strategic alignment, performance measurement, and the use of data to improve organizational effectiveness. Candidates explore leadership approaches that enhance productivity, accountability, and continuous improvement across diverse institutional contexts.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 766: CONFLICT, NEGOTIATION, AND EXECUTIVE DECISION-MAKING

This course explores leadership approaches to conflict resolution, negotiation, and executive decision-making within complex organizations. Emphasis is placed on analyzing conflict dynamics, applying negotiation strategies, and making informed decisions under conditions of uncertainty and competing priorities. Candidates examine how leaders navigate interpersonal, organizational, and ethical challenges to achieve effective and sustainable outcomes.

Credits 3

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 887: APPLIED CAPSTON PROJECT I

This course initiates the applied capstone project and focuses on identifying and defining a significant problem of practice within an educational setting. Emphasis is placed on contextual analysis and problem justification.

Credits 5

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 888: APPLIED CAPSTONE PROJECT II

This course focuses on applied research design and methodology for the capstone project. Emphasis is placed on selecting appropriate methods for data collection and analysis aligned with the problem of practice.

Credits 5

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 889: APPLIED CAPSTONE PROJECT III

This course emphasizes data analysis, interpretation, and application of findings related to the capstone project. Emphasis is placed on translating research findings into actionable recommendations.

Credits 5

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

EDU 900: APPLIED CAPSTONE PROJECT IV - DEFENSE

This course provides structured support for finalizing, presenting, and defending the applied capstone project. Emphasis is placed on synthesis, reflection, and professional dissemination.

Credits 0

Division

Doctoral

School Division

School of Humanities, Sciences and Technology

Faculty

Mr. Adetunji A. Adesesan

Title

Assistant Professor

Department

Academic Support Office

Credentials

B.Ed., M.Ed.

Dr. Jacob Augsten

Title

Assistant Professor

Department

School of The Arts

Credentials

B.M., M.M., D.M.A.

Dr. Chester Barner

Title

Visiting Assistant Professor

Department

Price School Of Education

Credentials

B.S., M.Ed., Ph.D.

Dr. John Barrows

Title

Assistant Professor

Department

College of Humanities, Sciences, and Technology

Credentials

B.S., Ph.D.

Mr. Jeffrey K. Black

Title

Assistant Professor

Department

McCamish School of Business & Professions

Credentials

A.S., B.S., M.P.A.

Dr. George Blankson

Title

Assistant Professor

Department

School of The Arts

Credentials

B.M., M.M., Ph.D.

Dr. Kerry G. Bryant

Title

Assistant Professor

Department

School of The Arts

Credentials

B.M., M.M., Ed.S., Ed.D.

Dr. Lauren Bulger

Title

Assistant Professor

Department

Cauble School of Nursing & Health Sciences

Credentials

B.S.N., M.S.N.

Dr. E. Diane Cagle

Title

Assistant Professor

Department

McCamish School of Business & Professions

Credentials

A.S., B.S., M.B.A, D.S.L

Ms. Ashley Calicchia

Title

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Department

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Title

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Department

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Credentials

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Title

Assistant Professor of Nursing

Department

Cauble School of Nursing & Health Sciences

Credentials

MSN, RN

Elba Colon Cancel

Title

Assistant Professor of Nursing

Department

Cauble School of Nursing & Health Sciences

Credentials

MSN, RN, CNOR

Dr. N. Mason Conklin

Title

Associate Professor

Department

School of The Arts

Credentials

B.M, M.M., Ph.D.

Dr. Amy C. Cottrill

Title

Professor

Department

College of Humanities, Sciences, and Technology

Credentials

B.A., M.Div., Ph.D.

Ms. Kimberly S. Crowe

Title

Assistant Professor

Department

Price School Of Education

Credentials

B.S., M.Ed., Ed.S., T.S.S.

Dr. Anthony D. Daniel

Title

Professor

Department

McCamish School of Business & Professions

Credentials

A.S., B.S., M.P.A., Ph.D.

Mr. James B. Davis

Title

Associate Professor

Department

School of The Arts

Credentials

B.A., M.F.A.

Christine Dean

Title

Associate Professor

Department

School of The Arts

Credentials

B.S., M.A., M.F.A.

Marcus Driskill

Title

Technical Services Librarian

Department

Library

Dr. Joy A. Farmer

Title

Professor

Department

College of Humanities, Sciences, and Technology

Credentials

B.A., M.A., Ph.D.

Dr. Zachary I. Felix

Title

Professor

Department

College of Humanities, Sciences, and Technology

Credentials

A.A.S., B.S., M.S., Ph.D.

Mr. Russell T. Fletcher

Title

Instructor

Department

McCamish School of Business & Professions

Credentials

B.S.B.A., M.B.A.

Ms. Shannon Gibson

Title

Executive Director of Library Services and the
Center for Academic Program Support

Department

Library

Credentials

B.A., M.L.I.S., MS. Instructional Design and
Technology

Dr. SimonPeter Gomez

Title

Associate Professor

Department

College of Humanities, Sciences, and Technology

Credentials

B.A., Ph.D.

Dr. Melissa S. Hickman

Title

Professor

Department

McCamish School of Business & Professions

Credentials

B.B.A., M.B.A., D.B.A.

Dr. Megan Hopson

Title

Assistant Professor

Department

College of Humanities, Sciences, and Technology

Credentials

Ph.D.

Mrs. Kelley R. Horton

Title

Instructor

Department

McCamish School of Business & Professions

Credentials

B.S., M.Ed.

Dr. Graham P. Johnson

Title

Professor

Department

College of Humanities, Sciences, and Technology

Credentials

B.A., M.A., Ph.D.

Dr. Andrew Jones

Title

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Department

College of Humanities, Sciences, and Technology

Credentials

B.A., M.A., Ph.D.

Dr. Kyung IL Lee

Title

Assistant Professor

Department

College of Humanities, Sciences, and Technology

Credentials

B.S., M.S., M.S., Ph.D.

Dr. Donna C. Little

Title

Professor

Department

College of Humanities, Sciences, and Technology

Credentials

B.A., M.A., M.F.A., Ph.D.

Dr. Josh K. Marsh

Title

Assistant Professor

Department

School of The Arts

Credentials

B.A., M.F.A., Ph.D.

Ms. Jamie McCord Trial

Title

Assistant Professor

Department

School of The Arts

Credentials

B.A.

Ms. Robin C. McNally

Title

Assistant Professor

Department

Academic Support Office

Credentials

B.S., M.S.

Dr. Joseph W. Mullins

Title

Associate Professor

Department

McCamish School of Business & Professions

Credentials

B.S., M.S., Ph.D.

Mrs. Krista R. Mullins

Title

Instructor

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McCamish School of Business & Professions

Credentials

A.S., B.A., M.S.

Ms. Alison Mutton

Title

Simulation Coordinator

Department

Cauble School of Nursing & Health Sciences

Credentials

BSN, RN, CEN

Mr. Dennis L. Naughton

Title

Lecturer

Department

School of The Arts

Credentials

B.S., M.Ed.

Dr. Phillip M. Newberry

Title

Instructor

Department

College of Humanities, Sciences, and Technology

Credentials

B.S., Ph.D.

Mr. David S. Nisbet

Title

Associate Professor

Department

School of The Arts

Credentials

B.A., M.F.A.

Mrs. Hollye Petty

Title

Assistant Professor

Department

Cauble School of Nursing & Health Sciences

Credentials

MSN, RN

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Title

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Department

Price School Of Education

Credentials

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Title

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College of Humanities, Sciences, and Technology

Credentials

B.S., M.S.

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Title

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Credentials

B.A., M.S., M.A.T

Dr. Christopher Robinson

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Credentials

Ph.D.

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Department

School of The Arts

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Dr. Danielle A. Satre

Title

Professor

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College of Humanities, Sciences, and Technology

Credentials

B.S., M.S., Ph.D.

Dr. Cory N. Schantz

Title

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Department

School of The Arts

Credentials

B.M., M.M., D.M.A.

Ms. Elizabeth Smith

Title

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College of Humanities, Sciences, and Technology

Credentials

B.A., M.S.

Ms. Tamara J. Smith

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Assistant Professor

Department

Price School Of Education

Credentials

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College of Humanities, Sciences, and Technology

Credentials

B.A., M.A., M.S., Ph.D.

Dr. Russell Spears

Title

Assistant Professor

Department

McCamish School of Business & Professions

Credentials

M.B.A., Ph.D.

Dr. Fredrick A. Tarrant

Title

Professor

Department

School of The Arts

Credentials

B.M., M.M., Ph.D.

Mr. William J. Walsh

Title

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Department

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Credentials

B.A., M.F.A.

Dr. Alexander M. Wasserman

Title

Assistant Professor

Department

School of The Arts

Credentials

B.M., M.M., D.M.A.

Dr. Kenneth H. Wheeler

Title

VPAA; Professor of History

Department

College of Humanities, Sciences, and Technology

Credentials

A.B., M.A., Ph.D.

Mr. Matthew Winn

Title

Senior Lecturer in Business and Accounting

Department

McCamish School of Business & Professions

Credentials

B.B.A., M.B.A., M.A.

Dr. Kimberlin G. Zelinsky

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Dean and Associate Professor

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Cauble School of Nursing & Health Sciences

Credentials

DNP, RN, CNE

Staff

Jessica Akers

Title

Executive Director FPAC

Department

Performing Arts Center

Suzanne Alstrin-Gadbois

Title

Director of Public Relations

Department

Marketing And Communication

Alison Attavar

Title

Administrative Assistant PSOE

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Price School Of Education

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Maria Baldwin

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Admissions Processor

Department

Admissions

Credentials

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Jeffrey Bedard

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Head Wrestling Coach

Department

Intercollegiate Athletics

Credentials

B.S.

Lendsey Bishop

Title

Payroll Coordinator

Department

Business Office

Human Resources

William Bishop

Title

Director, Funk Heritage Center

Department

Funk Heritage Center

Credentials

A.B.J., M.A.

Stanley Blalock

Title

Admissions Processor

Department

Admissions

Caden Blalock

Title

Assistant Softball Coach

Department

Intercollegiate Athletics

Credentials

B.S.

Lara Bowen

Title

Executive Administrative Assistant to the VPAA/
Provost

Department

Academic Administration

Credentials

B.S.; M.A.T.

Austin Brennan

Title

Head Cross Country Track Coach

Department

Intercollegiate Athletics

Credentials

B.S., M.B.A.

Morgan Brooks

Title

Technical & Operations Manager

Department

Black Box Theatre

Credentials

B.A., M.A.

Jonathan Burton

Title

Interim Athletic Director/Head Baseball Coach

Department

Intercollegiate Athletics

Credentials

B.A., M.A.Ed.

Mandy Cagle

Title

Administrative Assistant to the VP for Athletics
& AD

Department

Intercollegiate Athletics

Credentials

B.S.

Antonio Campbell

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Department

Intercollegiate Athletics

Credentials

B.S.

Wanda Cantrell

Title

Ensemble Coordinator

Department

School Of Performing Arts

Gwendolyn Chambers

Title

Campus Nurse

Department

Student Development

Credentials

A.S.

Tessa Corrales

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Department

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Sharon Craddock

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Credentials

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Summer Cramer

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Department

Intercollegiate Athletics

Credentials

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Kayce Davidson

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Office Assistant

Department

Performing Arts Center

Kristy DeBord

Title

Director of Human Resources

Department

Human Resources

Allison Dorman

Title

Executive Administrative Assistant
Advancement, Marketing, Communications

Department

External Affairs

Credentials

M.S.Ed.

James Duncan

Title

Director Public Safety/Chief of Police

Department

Public Safety

Credentials

B.A., M.P.A.

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Department

Intercollegiate Athletics

Troy Estep

Title

Assistant Athletic Trainer

Department

Intercollegiate Athletics

Credentials

B.S.

Jeffrey Fegreus

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Campus Police Officer/Corporal

Department

Public Safety

Jerry Findley

Title

Captain, Director EMC

Department

Public Safety

Credentials

B.S., Ph.D

David Finney

Title

Sports Information Director

Department

Intercollegiate Athletics

Credentials

B.A., M.S.

Joshua Garner

Title

Director of Student Development

Department

Student Development

Credentials

B.B.A., M.P.A., M.Div.

Presley Gauch

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Strength and Conditioning Coordinator

Department

Intercollegiate Athletics

Credentials

M.S.

Aryanna Gerald

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Department

Intercollegiate Athletics

Credentials

B.S., M.S.

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Department

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Cauble School of Nursing & Health Sciences

Tyneisha Hatter

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Holly Heath

Title

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Department

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Credentials

B.S., M.S.

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Title

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Department

Intercollegiate Athletics

Credentials

A.S., B.S., M.A.

Rebecca Hewitt

Title

Head Softball Coach

Department

Intercollegiate Athletics

Credentials

B.S., M.A.

David Howell

Title

CIO

Department

Information Technology

Tyler Ingram

Title

Director of Residence Life

Department

Student Development

Credentials

BS; MBA

Charlotte Ingram

Title

Director of OIRE

Department

Institutional Research And Effectiveness (OIRE)

Rhonda Kelley

Title

AD Public Safety/Deputy Chief of Police

Department

Public Safety

Credentials

B.A.

Amy King

Title

Executive Administrative Assistant VPFA

Department

Finance And Administration

Credentials

A.A., B.B.A.

Pamela Kinnaman

Title

Museum Assistant

Department

Funk Heritage Center

Hayden Lee

Title

Assistant Wrestling Coach

Department

Intercollegiate Athletics

Erinn Marroquin

Title

Assistant AD for Internal Operations

Department

Intercollegiate Athletics

Credentials

B.S., M.S., M.B.A.

Clifton Matthews

Title

Assistant Football Coach

Department

Intercollegiate Athletics

Credentials

B.A.

Megan Maxwell

Title

Assistant Athletic Trainer

Department

Intercollegiate Athletics

Credentials

B.S.

Dr. Walter May

Title

Dean of Students

Department

Student Development

Credentials

B.A., M.A., Ph.D.

Abbie McCarter

Title

Financial Analyst and Program Coordinator

Department

Business Office

Willie McCloud III

Title

Assistant Football Coach

Department

Intercollegiate Athletics

Credentials

B.S.

James Miller

Title

Head Football Coach

Department

Intercollegiate Athletics

Credentials

B.A., M.A.

Luis Morris

Title

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Department

Intercollegiate Athletics

Credentials

B.S., M.S.

Wiley Murphy

Title

Campus Police Officer

Department

Public Safety

Evans Nichols

Title

Head Golf Coach

Department

Intercollegiate Athletics

Credentials

B.S., M.B.A.

Junior Nyamunda

Title

Assistant Mens Soccer Coach

Department

Intercollegiate Athletics

Credentials

B.S.

Wanda Olson

Title

Assistant Director, Student Financial Aid

Department

Financial Aid

Credentials

A.A., B.A.

Carrie Owens

Title

Manager, The Landing

Department

The Landing

Michael Peeples

Title

Assistant Football Coach

Department

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Credentials

B.B.A.

Angela Pharr

Title

Senior Executive Assistant, President & Special Project Manager

Department

Presidents Office

Jennifer Prine

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AVP Enrollment Management & Marketing

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Professional Studies Admissions

Credentials

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Intercollegiate Athletics

Dr. Mark Roberts

Title

President

Department

Presidents Office

Credentials

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Intercollegiate Athletics

Credentials

N.C.O.

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Department

Public Safety

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Credentials

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Department

Admissions

Credentials

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Title

Records Compliance Specialist

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Registrar's Office

Credentials

B.A.

Beverly Smith

Title

Controller

Department

Business Office

Credentials

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Fabia Smith

Title

FT Accompanist

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Library

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B.A.

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Registrar's Office

Credentials

B.A.

Tabatha Wade

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Department

Business Office

Laurie Wagner

Title

Registrar

Department

Registrar's Office

Credentials

Bachelor's in Professional Studies

Olivia Waits

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Funk Heritage Center

Javen Wimberly

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Admissions

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Raelene Wolf

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Lauren Woods

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Student Development

Credentials

B.S.

Rebecca Worsham

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Department

Student Development