

2026-2027
Reinhardt University
Graduate Academic Catalog



I am so pleased that you have been accepted into Reinhardt University's learning community and that you are now actively engaged in your studies. Research consistently affirms that a college degree makes a positive impact on the lives of individual students and the communities they serve. The mission of Reinhardt has remained consistent for over 140 years: *Educate the whole person with challenge and care*. The faculty and staff take this mission as our top priority. Indeed, Reinhardt is a place where you will live into our enduring values of learning, serving, and leading.

Each year, Reinhardt University's Office of the Registrar publishes the Academic Catalog, a guide to help you navigate the administrative function of the University. In this Catalog, you will find information on the University's admissions policies and procedures, financial aid, academic programs, support services, tuition and fees, and much more. Please contact Reinhardt University when you have questions or need additional information. We are here to assist you as you pursue your educational goals.

Onward!

Mark A Roberts, PhD
President and Professor

Table of Contents

General Information 4
- Introduction to Reinhardt University 4
- University Policy and Equal Opportunity Statement 4
- Graduate Studies At Reinhardt University 4
- Accreditation 5
- The Purposes of Graduate Study 6
- University History 6
- The Vision, Mission and Values of Reinhardt University 6
- Statement of Faith 7
- Institutional Commitment 7
- Facilities 7
- Policy Statements 11

Academic Calendar 12
- Academic Calendar Responsibility 12

Graduate Studies Admission 12
- Application Procedures 12
- International Graduate Applicants 14
- Non-Degree Seeking Graduate Applicants 15
- Admission Statuses 15

Tuition & Fees 16
- Business Office 16
- Expenses 16
- Payment Policies 16
- Refund Policies 17

Financial Aid 17
- Office of Student Financial Aid 17
- Types of Financial Aid 18
- Renewal of Financial Aid 19

Graduate Academic Policies 19
- Academic Credit 19
- Academic Program Length 19
- Academic Integrity and Student Conduct 20
- Course Load 22
- Grading Policies 22
- Academic Performance 22
- Appeals and Petitions 24
- Advising/Registration 25
- Residency 25
- Transfer Credit 25
- Withdrawal from the University 26

Degrees 27
- Master of Arts in Teaching (MAT) in Elementary Education 27
- Master of Arts in Teaching (MAT) in Pedagogy - Only 32
- Master of Business Administration (MBA) 36
- Master of Fine Arts (MFA) in Choreography 40
- Master of Fine Arts (MFA) in Creative Writing 43
- Master of Public Administration (MPA) 48
- Master of Science in Nursing (MSN) 52
- Master of Science in Sport Administration and Leadership (MS-SAL) 55

Courses 59

Faculty 103

Staff 109

General Information

Introduction to Reinhardt University

Welcome to Reinhardt University, where your journey to academic and personal excellence begins. Since 1883, we have been dedicated to educating the whole person with challenge and care, ensuring that every student thrives in an academically rigorous yet personally supportive environment. Our vision is to create a university where diverse talents grow together, fostering a community rich in perspectives and united in purpose.

Here, learning goes beyond the classroom, extending into vibrant campus life and meaningful community engagements. We believe in serving others and leading by example, nurturing a spirit of compassion and responsibility in every student. Reinhardt's ethos, "To Do the Real Work for the Good Life," encapsulates our commitment to preparing students for lives of purpose and fulfillment.

Join us at Reinhardt University, where your talents will flourish, your leadership will emerge, and your potential will be fully realized. Together, we will embark on a journey of growth, discovery and success.

University Policy and Equal Opportunity Statement

The 2026-2027 Graduate 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 Graduate 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 Graduate 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

Graduate Studies At Reinhardt University

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. 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. At the graduate level, Reinhardt University continues this tradition with several distinctive programs for advanced study.

In the Price School of Education, the Reinhardt **Master of Arts in Teaching (MAT)** program in Elementary Education trains candidates with knowledge of the latest theories about diverse learning styles. **The Master of Arts (MAT) in Pedagogy-Only** prepares students for professional teaching with a degree in teaching areas for middle grades (4-8), secondary (6-12), and all P-12 fields (except Elementary Education).

Housed in the McCamish School of Business and Professions, the **Master of Business Administration (MBA)** prepares students to be leaders with twenty-first century business theories and best practices. The **Master of Science in Sports Administration and Leadership (MS-SAL)** prepares candidates for management in sports and athletics. The Reinhardt **Master of Public Administration (MPA)** program provides knowledge of current management theories and practices for engaging with the public sector, including topics like policy analysis, transparency and public ethics.

Housed in the Cauble School of Nursing, is the **Master of Science in Nursing (MSN)** with a focus on developing the Nurse Educator.

The **Etowah Valley Master of Fine Arts (MFA)** in Creative Writing is a low-residency program that allows writers to work with experienced, published authors and poets while honing skills in the craft. Reinhardt's newest graduate program is the **Master of Fine Art (MFA) in Choreography**, a low-residency program offered by the School of the Arts. This program advances professional credentials for performance, arts-management, or teaching.

Each program provides knowledge of the current literature and theory in its discipline. Students strengthen critical thinking, research, and communication skills to allow for professional growth.

Reinhardt University is ready to help to you be successful from admission to graduation—when you will become a Master of 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, and masters. 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).

Baccalaureate (four-year) majors include art, biology, business administration, communication, education, English, history, interdisciplinary studies, music, nursing, organizational leadership, public safety leadership, psychology, religion, and sociology. A complete listing of majors and minors can be found in the 2026-2027 Reinhardt University Undergraduate Academic Catalog.

Reinhardt University grants the following graduate degrees: The Master of Business Administration (MBA) degree was approved by SACSCOC in 2007. The Master of Science in Sport Administration and Leadership (MS-SAL) was approved by SACSCOC in 2019. The Master of Arts in Teaching (MAT) in Elementary Education was approved by SACSCOC in 2009 and the Master of Education in Elementary Education, in 2011.

The Master of Public Administration (MPA) was approved by SACSCOC in 2013, and the Master of Fine Arts (MFA) in Creative Writing was approved by SACSCOC in 2016. The Master of Science in Nursing (MSN) with a focus on Nurse Educator was approved by SACSCOC in 2022. Our newest degree, the Master of Fine Arts in Choreography, was approved by SACSCOC in 2024.

The Georgia Professional Standards Commission (GAPCS)

The MAT is approved by the Georgia Professional Standards Commission (PSC) to recommend initial certification. The M.Ed. is approved by the PSC for an in-field certification upgrade. 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 Purposes of Graduate Study

Although each graduate program defines its own learning outcomes, the graduate programs at Reinhardt University prepare students to become confident leaders 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;
III. Mastery of skills to research a topic thoroughly;
IV. The ability to foster new knowledge in a discipline; and
V. The strong communication skills necessary to present research.

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.

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.

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

The Waleska Campus

The Reinhardt Main Campus, in Waleska, Georgia, incorporates academic facilities, playing fields and residence halls with Lake Mullenix, a small spring-fed setting for relaxation and instruction; an arboretum, one of the finest and most varied collections of plants on the Eastern

seaboard; and a historic preservation complex. Most of the campus's 540 acres remain Waleska is located just 45 miles northwest of downtown Atlanta and within easy driving distance of the metro area's many educational, cultural and recreational resources.

Academic and Administrative Facilities

The **George M. Lawson Academic Center** contains classrooms, offices for the Vice President for Academic Affairs, the humanities faculty, the McCamish School of Business and Professions, two computer classrooms, and a student lounge.

The **William W. Fincher Jr. and Eunice L. Fincher Visual Arts Center**, a beautiful Italian Renaissance-designed building, houses the Herbert I. and Lilla W. Gordy Department of Art, and contains studios for photography, drawing, sculpture, painting, print-making and computer animation, as well as gallery space and offices for the art faculty. **The Randolph W. Thrower Plaza**, sometimes used for receptions and gatherings, faces Lake Mullenix and the **Falany Performing Arts Center**

The renovated **Samuel C. Dobbs Science Hall** is the oldest academic building on campus. Constructed of locally quarried stone, it contains lecture rooms, teaching laboratories and offices for math and science faculty. **The Science Center**, which is connected to Dobbs Hall, opened in fall 2013. Classrooms and laboratories have scientific equipment and instructional technology to ensure that students have the best instruction with experiences to prepare them for future study of science or for entry into the contemporary scientific workplace.

The **Burgess Administration Building** houses the **Hoke O'Kelley Auditorium** and Offices for the President, the Registrar, Financial Aid, the Business Office, Finance and Administration, Marketing and Communications, Human Resources, Support Services, and Information Technology.

Visitors are welcomed by the graduate Admissions staff and the homey atmosphere of the **Admissions House**, located at the corner of Baxter Avenue and Reinhardt College Parkway. Built in the early 1900s, it is the oldest non-academic building on campus and was the original Reinhardt President's Home. It was also the site of the first telephone in Waleska in 1904.

The Hill Freeman Library and Spruill Learning Center houses a collection of 79,500 books, periodicals and various types of media (CDs, DVDs, VHS). Our online catalog provides access to over 150,000 electronic books, and our web site provides access to about 200 databases and 35,000 digital full-text periodicals. The library facility features a well-equipped information commons, quiet study areas, group study rooms, media viewing rooms, and the very popular 24/7 after-hours library.

Library staff provides a full range of services including reference and research assistance, circulation assistance, and instruction in information technology and information literacy. The Library also provides Interlibrary Loan, a service for our users where they can borrow books or journal articles from academic, public, or private libraries throughout the U.S. and the world.

Access to library databases (including GALILEO), digital full-text periodicals, and electronic books is available to all Reinhardt students, faculty, and staff through our website at https://www.reinhardt.edu/academics/library/. These resources can be searched on most devices with Internet access. Recommended databases, resources, and search strategies for each graduate program can be found by clicking on the Graduate Student Resources link at the bottom of the library's homepage. Further assistance can be obtained by contacting the library staff.

The library building also houses offices for career services and campus ministry well as the **Center for Student Success**, which provides tutorial help, placement services, and assistance in goal setting, time management, organizational skills and study skills

The **Floyd A. and Fay W. Falany Performing Arts Center** contains a state-of-the-art concert hall with adjustable acoustical components, a thrust stage, a green room, dressing rooms and a balcony area, as well as the **C. Kenneth White '61 Atrium**. The building houses the School of the Arts, including the **Eulene Holmes Murray Department of Music**, the **Galt Family Instrumental Rehearsal Hall**, the **R. Stevens & Virginia Horne Tumlin Choral Room**, classrooms, choral and instrumental rehearsal halls, studios, music library and soundproof practice rooms for music instruction. The **Ken**

White Music Center added practice rooms, faculty studios, and a classroom and doubled the space available for the performing arts.

The **McCamish Media Arts Center**, on the communication wing in the **Falany Performing Arts Center**, includes faculty offices and classrooms, as well as media-production studios and labs for recording, editing, producing and disseminating projects using television, audio, still photography, web design and digital graphic media.

The Reinhardt University Theater contains a state-of-the art performance space that allows for infinite diversity in staging. It features class rooms, a dance studio, and a picturesque conservatory overlooking the Lake Mullenix fountain.

The **Fred H. and Mozelle Bates Tarpley Education Cente**r, connected to the **George M. Lawson Academic Center**, includes classrooms, the Moore Chapel and the **Moore Plaza**. It also houses offices for faculty in the College of Humanities, Sciences and Technology. A collection of the honor code plaques signed by the last four entering classes hangs in the middle floor atrium.

The **Price School of Education** faculty offices are on the main level of **Paul W. Jones Hall**. Education classrooms and a lounge occupy the lower level, and residential rooms for students are on the top floor.

The offices for Advancement and Alumni are in the University's new **Welcome Center** across from the **Hagan Chapel**.

Athletic Facilities

The **John Rollins Wellness Complex** encompasses all the athletic facilities on campus. Renovations to the **James and Sis Brown Athletic Center** expanded the main gymnasium, doubling its seating capacity to 1,000. The Brown Center, together with the **Joseph W. Baxter Recreation Center**, includes locker rooms, physical education classrooms, coaches' and athletic staff offices, a large training room and con-cession stand. The **Northside Hospital-Cherokee Fitness Center** includes cardio machines and workout equipment. Additionally, the **Jack S. Davidson Wellness Center** features the lower gym and a practice and storage room for the marching band. Outdoor facilities include four lighted tennis courts and an intramural field.

The **Jim and Syble Boring Sports Complex** features the lighted **Ken White Baseball and Softball Fields**.

The **J. Thomas and Bettye Jo Isherwood Field House** opened in September 2012 with a large weight room, coaches' offices, and locker rooms for football, baseball, softball, men's and women's soccer. The entire building is outfitted with multiple projectors and televisions for film review. The **Ken White Athletic Field**, an artificial turf field, includes bleacher seating for 1,000 and is the home of soccer, lacrosse and football. A **Ken White Indoor Athletic Facility** was added between the field house and softball fields during the summer of 2014. An eagle statue was added to the area during 2015.

Additional facilities related to recreation include a sand volleyball court, hiking and biking trails, and several campsites.

Student Activities, Student Health Services and Public Safety Facilities

The **William "Billy" G. Hasty, Jr. '67, Linda Nichols Hasty '90 and Hazel Wyatt Hasty Student Life Center** in the heart of the Reinhardt University campus opened in May 2007. The facility includes the **Jewell Wyatt Bannister Glasshouse**, a popular space for meetings, studying between classes or meeting friends. The Center houses the campus bookstore, the Rec Room, and Reinhardt Central, which provides games, sporting equipment for check-out, as well as offices for counseling services, residence life, student government, student activities, and student affairs. The building is connected to the **W. Frank and Evelyn J. Gordy Center**.

The student health offices and a food pantry are located in **Smith Johnston Hall**. The office of public safety is located in the lower level of the **East Hall apartments**.

Religious Facilities

The **Blanche Hagan Chapel**, a lovely Georgian house of worship, serves as the chapel for the Reinhardt community and the home of the Waleska United Methodist Church. The **Moore Chapel** in **Tarpley Education Center** provides a quiet place for worship, fellowship and study.

Worship services are also often held in the **Bannister Glasshouse** in the **Hasty Student Life Center**.

Dining and Meeting Facility

The **W. Frank and Evelyn J. Gordy Center**, a Georgian-style building, is a modern and gracious university dining and meeting facility.

Residence Halls

Nine residence halls provide living accommodations for approximately 800 students; they include **Herbert I. and Lilla W. Gordy Hall, Smith Johnston Hall, Roberts Hall**, two apartment-style residence halls (**East Hall** and **West Hall**), **Glen and Marjorie Humphrey Hubbard Blue and Gold Halls** and the most recent addition **Eagle View Hall**. **Roberts Hall** houses students in varied sized suites; each suite has a living room. **Smith Johnston Hall** houses students in two-room suites with connecting baths. It has a large lounge and laundry facilities. **Herbert I. and Lilla W. Gordy Hall** houses students in a mixture of four bedroom suites, but a limited number of single rooms are also available. **West Hall and East Hall** accommodates both female and male students. The two and four- bedroom units are fully furnished and come equipped with a common area and full kitchen. **Glenn and Marjorie Humphrey Hubbard Blue and Gold Halls** as well as **Eagle View Hall** offer double occupancy rooms with private restrooms, and each two rooms share a study area.

Other University Facilities and Points of Interest

The **Evelyn Gordy Hospitality House** was first constructed on Piedmont Road in Atlanta. Purchased by Reinhardt alumnus Frank Gordy in 1940, the home was moved to the Reinhardt campus in the early 1990s by Gordy's wife, Evelyn, a Reinhardt alumna. The historical home, with its generously proportioned rooms, teak floors and stunning wall coverings, provides a welcoming setting for special functions, events and overnight visits.

The **F. James and Florrie G. Funk Heritage Center** is a unique learning, teaching and study attraction for North Georgia. Since it opened in late 1999, the Center has attracted more than 149,000 visitors to the Reinhardt Campus for school tours, exhibits and educational programming. The **John H. Bennett Sr. and Ethel C. Bennett History Museum,** a component of the Center, contains the **Clarence and Margaret Rogers Contemporary American Indian Art Exhibit**; Southeastern Indian artifacts unearthed in Cherokee County and other sites; the **Herbert L. Buffington'41 Gallery**, which features changing exhibits; the **Sellars Antique Hand Tool Collection** with thousands of historic hand tools; the 70-seat **Estelle Bennett Hughes Theate**r; a Museum gift shop and the Bennett Family history display. Other parts of the Center include an Appalachian Settlement with historic log cabins, a syrup mill, and a blacksmith shop. The **Lou Reeta Barton Northcutt Walking Trail**, with its wonderful array of native plants, connects the Museum to the Appalachian Settlement. The Georgia State Legislature has designated the Center as "Georgia's Official Frontier and Southeastern Indian Interpretive Center." It was certified as a National Park Service "Trail of Tears" interpretive site in 2013. The Center is a recipient of the Governor's Awards in the Humanities (2010). It is open to the public, faculty, staff and students Tuesday through Sunday.

The Reinhardt campus also includes the **Hal B. Wansley President's Home**, which provides living and meeting accommodations for the Reinhardt president and his or her family; and the **Bratton Carillon**, which chimes on the hour and broadcasts messages during emergencies. Dedicated to the memory of Dr. W.M. Bratton, Reinhardt president from 1927-1944, and Lucy, his wife, the memorial also contains the bell which hung near the former Witham Hall from 1912-1950 and replicas of the columns given to Reinhardt by the Class of '34.

The **Norman W. Paschall Plaza** in front of the Burgess Administration Building was named for a long-time trustee and past Trustee chair. The Donor Plaza includes the names of Reinhardt supporters and is a popular place for campus concerts. The **Randall Porter Storage Building** and the **Upchurch Maintenance Facility** provide much needed storage, work and office space for the University.

The **Burgess Echo Garden**, the unique sound garden between the library and student life center, was built in 1970 to honor former Reinhardt President Dr. J. Rowland Burgess, Jr. The garden features a circular seat from which one can speak and hear an echo in response. The Burgess Arboretum, which encom-passes the entire campus, includes thousands of individually labeled trees and shrubs species, and

celebrated a grand opening in 2009. Many plants were tagged by Dr. Burgess. The Arboretum's index map is housed in the Hill Freeman Library and Spruill Learning Center.

Lake Mullenix is a three and one-half acre, spring-fed lake and is a beautiful addition to the Waleska campus. The **George W. McClure Water Treatment Facility** greatly enhances the University's opportunity for expansion.

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.

Academic Calendar

Academic Calendar Responsibility

It is the student's responsibility to check the Academic Catalog and the Academic Calendar to stay on track throughout the year.

The Academic Calendar lists:

- Term Start and End dates
- Drop / Add deadlines
- Final Exam dates
- Grades: mid-terms and finals
- Withdrawal dates
- Advising dates
- Spring Break
- Graduation Application deadlines
- Commencement
- Holidays and breaks

Students can access the current Academic Catalog by visiting https://www.reinhardt.edu/academics/academic-calendars/

Graduate Studies Admission

Reinhardt University strives to support and grow a diverse student population. The University believes in educating the whole person with challenge and care. In determining admission, consideration is given to all students who have a willingness to put in the work, invest in their peers, and become a vital part of the Reinhardt community.

Application Procedures

All admission documents should be sent to the following address:

Office of Admissions
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183

admissions@reinhardt.edu
770-720-5526
1-87-REINHARDT

Graduate applicants should follow these steps:

1. Complete Reinhardt University's online application through the application portal at: Reinhardt University
   - Each applicant will create a user account to complete the application for admission.
2. Submit all official final transcripts from each previously attended post-secondary institution.

- Official transcripts may be sent to the Office of Admissions electronically through a professional, approved transcript service used by the institution sending the transcript. Official transcripts can also be sent by mail or delivered in person in a sealed envelope from the previous institution.
- If a transcript includes graduate level courses, the applicant is required to be in good standing.

Additional policies:

3. Proof of conferred baccalaureate degree from a regionally accredited institution is required prior to the end of add/drop period of the initial enrollment semester/term.
4. Applicants who do not meet minimum requirements for admission may submit additional documentation including letters of recommendation and a personal statement regarding educational interest and planning for future educational success. Once completed, the entire file will reviewed by the Admissions Committee.
5. Applicants who have been charged with or convicted of a crime may be asked to provide additional documentation and/or interview with university personnel or administrators.
6. In situations where a degree seeking applicant is unable to submit official transcripts in sufficient time for evaluation before the beginning of the initial term of enrollment, that applicant will be allowed to enroll by submitting a Provisional Enrollment Agreement. A student may only enroll for one term under stipulations of this agreement.

The Office of Admission informs potential students about educational programs and learning opportunities available at Reinhardt University. It also functions to attract prospective students, receive and evaluate applications and credentials for eligibility, make admission decisions, and notify students of those decisions. For more information visit Graduate Program Admissions Requirements - Reinhardt University

Completed applications are reviewed as soon as all required documents are collected. Once a completed application is reviewed and a final admission decision has been determined, an official email is sent notifying the applicant of their admission status. If an applicant is accepted, they will be sent an informal acceptance email for immediate notification.

Once an applicant has been accepted, students are notified of the next steps in the enrollment process, including registration, through voice and messaging contact. If an applicant does not meet minimum admissions requirements, or is not aligned with admissions policies, applicants be denied admittance or an appeal process can be enacted by the Office of Admissions leading to a deferred status). All admission appeals will be reviewed by the Admissions Committee comprised of academic and enrollment staff members alongside admissions representatives. Final appeal decisions, if necessary, are made by the Office of the Provost.

Reinhardt University reserves the right to deny any applicant who provided inaccurate, failure to disclose any and all relevant admissions or enrollment information or make false statements in any information provided through the application or enrollment processes or documents. This includes disclosure of all previously attended institutions, academic or student conduct not in good standing.

Reinhardt University Office of Admissions does not discriminate in any of its admissions policies, programs or activities on the basis of race, color, age, culture, national origin, socioeconomic status, gender, religious belief, sexual orientation, physical (dis)ability or genetic information. Admission to Reinhardt University does not guarantee admission into a specific degree programs, such as teacher education or nursing. Individual degree program admissions requirements are listed on those program pages in the catalog.

Additional documents are required by individual programs.

- Master of Science in Nursing (MSN) with a Focus on Education
- Master of Fine Arts (MFA) in Creative Writing
- Master of Arts in Teaching (MAT) in Elementary Education
- Master of Arts (MAT) in Pedagogy
- Master of Business Administration (MBA)
- Master of Science in Sports Administration and Leadership (MS-SAL)
- Master of Public Administration (MPA)
- Master of Fine Arts (MFA) in Choreography

International Graduate Applicants

Reinhardt University values the presence of international students and welcomes applications from international students. International students must submit the required documentation listed below to meet regular admission criteria to the University.

Reinhardt University is approved by the U.S. Citizenship and Immigration Services to issue Form I-20A-B for nonimmigrant (F-1) student status. SEVIS requirements are subject to change based on new or amended policies set by the Department of Homeland Security. For more information on these policies, please go to www.ice.gov/SEVIS.

Students who need the initial Form I-20A-B to apply for an F-1 visa must complete the application process listed below, submit all official materials and gain acceptance into the university. Reinhardt will send the proper documentation to the applicant to begin the visa approval process in the home country.

Transfer international students who are transferring from a domestic postsecondary institution must request a transfer of the current I-20 to Reinhardt University upon acceptance to the university. Students will need to contact the designated school official from the current institution to send the transfer through the SEVIS portal to Reinhardt.

The application procedure is as follows:

1. Complete the Application Procedures 1-6 above.
2. If the applicant has attended college(s) outside of the United States, the student is required to submit an English translation of any transcript documenting collegiate work with a course-by-course evaluation.
    - The course-by-course evaluation must be completed by a credit evaluation service such as World Education Services (wes.org), or Josef Silney (jsilney.com).
    - Student athletes who participate on an NAIA team(s) at Reinhardt must have a course-by-course credit evaluation completed by InCred (incred.org) and sent to the Office of Admissions.
3. If English is not the student's native language, the student must demonstrate proficiency in the English language by submitting scores from of these approved assessments:
    - Test of English as a Foreign Language (TOEFL)- Internet-based minimum score of 75 must be presented or a paper score minimum of 500, or computer score minimum of 173 .
    - Duolingo score of 90 or above.
    - IELTS score of 6 or above.
4. Complete the Financial Guarantee Statement form (sent to student by the DSO) with all relevant and accurate information and signed by relevant parties.
5. Submit a certified bank statement in English and U.S. dollars verifying financial responsibility of at least $52,072 in U.S. dollars. The amount of financial responsibility includes tuition, fees, room and board, and personal expenses. The amount may be adjusted based on institutional and outside scholarships. Approval of the bank statement is determined by a designated school official.
6. F-1 students must arrive to Reinhardt no later than the semester start date listed on the I-20. Students must remain through the end of the last official day of each semester. Students must arrange travel plans to include being present on these dates.
7. SEVIS rules state students can enter the US no more than 30 days before the program start date.
8. SEVIS rules state students must be enrolled full-time each semester to maintain correct status and make satisfactory progression toward the degree program.

International Student Application and Acceptance Deadlines

The application deadlines are 6 weeks prior to the start date of the applicant's requested semester. Application completion and acceptance deadlines for international students is 4 weeks prior to the start of the applicant's requested semester.

Fall 2026 Application Deadline: June 15, 2026

Fall 2026 Completed Admissions File Deadline: July 15, 2026

Spring 2027 Application Deadline: November 27, 2026

Spring 2027 Completed Admission File Deadline: December 11, 2026

Non-Degree Seeking Graduate Applicants

An applicant who desires graduate credit but is not interested in pursuing a graduate degree may be admitted as a non-degree student.

1. Complete Reinhardt University's online application through the application portal at Reinhardt University
    - Each applicant will create a user account to complete the application for admission.
2. Submit one official final transcript with proof of conferred baccalaureate degree from a regionally accredit institution prior to the end of add/drop period of the initial enrollment term..
3. Official transcripts may be sent to the Office of Admissions electronically through a professional, approved transcript service used by the institution sending the transcript. Official transcripts can also be sent by mail or delivered in person in a sealed envelope from the previous institution.
4. A brief letter explaining the purpose for non-degree study.
5. Upon completion of the admission file, students must have approval from the Program Coordinator/Director and Dean of the appropriate School degree program.
6. A minimum undergraduate GPA of 2.75 on a 4.0 scale. Students with a graduate degree or graduate hours must have a 3.0 GPA in graduate course work.
7. Individual degree programs may apply alternate program requirements for non-degree applicants. Applicants should determine this need through the Program Coordinator/Director of the area in which course work is to be taken.
8. Applicants who do not meet minimum requirements for admission may submit additional documentation including letters of recommendation and a personal statement regarding educational interest and planning for future educational success. Once completed, the entire file will reviewed by the Admissions Committee.
9. Applicants who have been charged with or convicted of a crime may be asked to provide additional documentation and/or interview with university personnel or administrators.
10. In situations where a non-degree seeking applicant is unable to submit official transcripts in sufficient time for evaluation before the beginning of the initial term of enrollment, that applicant will be allowed to enroll by submitting a Provisional Enrollment Agreement. A student may only enroll for one term under stipulations of this agreement.
11. In some programs, an applicant who was admitted under as a non-degree student (not an auditor) may be admitted to a degree program by completing an application for change of degree status. For this purpose, the applicant should reference the degree program requirements found in this Catalog. If an application is made for full admission to a program, no more than nine (9) semester hours may be applied toward a degree by the Program Coordinator/ Director.

Admission 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.

Tuition & 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

All charges are subject to change.

Fall 2026 - Spring 2027 - Summer 2027

Program	**Tuition per credit hour:**
Master of Arts in Teaching (MAT) in Elementary Education and Pedagogy Only	$575 per credit hour
Master of Business Administration (MBA)	$600 per credit hour
Master of Fine Arts (MFA) Creative Writing	$600 per credit hour
Master of Fine Arts (MFA) Choreography	$525 per credit hour
Master of Nursing (MSN)	$575 per credit hour
Master of Public Administration (MPA)	$415 per credit hour
Master of Sports Administration (MS-SAL)	$575 per credit hour

Additional Required Fees*	**Total:**
Program fee per semester	$300
Technology Fee	$300

**Certain Programs may incur additional fees*

Example of Cost for One Semester

Fees	**Cost per semester**
Graduate Student taking 12 semester hours (Based on $600 per credit hour)	$7,200 per semester
Program Fee	$300 per semester
Technology Fee	$300 per semester
	$7,800 total

Financial Aid for Graduate Programs is limited to State and Federal Aid and Loans and is not included in the above example. For more information, please contact the Office of Financial Aid at 770-720-5667.

Payment Policies

Tuition and Program fees are charged by the semester. Specific due dates may be found in the **Academic Calendar**.

Payment options

- Cash, check, or money order made payable to Reinhardt University
- Credit or debit cards - VISA, MasterCard, American Express, or Discover. To pay over the phone using one of the above cards, please call 770-720-5520. There is a 3% surcharge for all card transactions.
- To pay online, login to EagleWeb > Current Students > Nelnet Enterprise > Pay Using Nelnet. All online card transactions are charged a 3% surcharge.
- Financial Aid loan - contact the Office of Financial Aid to confirm that all of your paperwork is complete - 770-720-5667.
- Monthly payments plans can be set up with Nelnet Enterprise through your EagleWeb account. For more information, contact the Business Office at 770-720-5520.

Delinquent Student Accounts

Each student is responsible for his or her account balance. Regardless of any problems with the source of funds, should all aid received not satisfy the balance of a student's account, it is the student's responsibility to pay tuition and fees by the scheduled due date.

Students who have not been cleared by the Business Office will not be allowed to register for the subsequent semester or receive a diploma or

transcripts. "Cleared" means that all financial aid requirements have been met and the account balance has been paid in full. Failure to satisfy financial obligations to the University may result in the delinquent account being assigned to a collection agency.

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%

There will be no refund of tuition or required fees if a class or classes are dropped after the last date of drop/add each semester/session. Refunds will be made only for students who completely withdraw from the University during the drop/add period. These refunds will be made according to the federal and institutional refund policies currently in effect.

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. Whenever a school credits a student's account with funds from a Federal Student Aid (FSA) program and those funds exceed the student's allowable charges, a FSA credit balance occurs. A school must pay the excess FSA program funds (the credit balance) directly to the student as soon as possible: if the credit balance occurred on or before the first day of class of that payment period, then the refund must be sent no later than 14 days after the first day of class; if the balance occurred after the first day of class of a payment period, then the refund must be sent no later than 14 days after the date the balance occurred on the student's account. Each student must acknowledge receipt of any award prior to receiving a refund check or a credit on the student's account. A written request must be submitted to the Business Office should a student wish to leave a credit balance for future use.

Residence Hall and Meal Plan Refund Policy

A residential student who moves out of the residence hall within the first two weeks of class will receive a prorated refund based upon the policy listed below. Withdrawal date:

- First week of class: 93%
- Second week of class: 85%
- After second week of class: 0%

Refunds and Disciplinary Action

Students suspended or expelled for disciplinary reasons are not entitled to a refund of any deposits, tuition, or fees paid. Students who must vacate their residence hall rooms as a result of disciplinary actions (but are allowed to continue attending classes) are not eligible for a refund of that semester's room rent; however, meal cards may continue to be used in the Gordy Center.

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.

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, graduate students may pursue financial aid in the forms of federal loans and external scholarships. Some companies also offer tuition reimbursement programs.

MFA students may also apply for one of a limited number of Etowah Writers Need-Based Scholarships.

Federal Student Loans

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

Loan information

The William D. Ford Federal Direct Stafford Loan is a low interest student loan offered through the U.S. Department of Education. Direct loans are unsubsidized loans. Stafford Direct Loans require students to complete a Free Application for Federal Student Aid (FAFSA). Loans do not require a financial need. The student may choose to pay on the interest while in school or to let the interest accrue. Repayment begins six months after the student ceases to be enrolled, drops below half-time enrollment, or graduates.

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

Financial Aid must be renewed annually, starting in the spring semester.

Applying for a Direct Stafford Loan:

Before applying for a Direct Stafford Loan, the student should apply for graduate study at Reinhardt University. The federal student loan application process begins with completion of the Free Application for Federal Student Aid (FAFSA). The student will also need to submit three loan forms. The steps are as follows:

1. Submit a completed application for admission. Contact Graduate Admissions at 770-720-5526 or **gradadmissions@reinhardt.edu** if you have questions about the application process.
2. Apply for a Federal FSA ID number that will serve as your electronic signature on federal forms. **You can create an FSA ID account on the federal website**: **www.studentaid.gov**. Please keep up with this number as you will use it every year.
3. Apply for federal student loans by completing the required forms. Links to all forms are available at **https://www.reinhardt.edu/admissions-aid/financial-aid/**. The link to the forms is at the bottom of the page.
4. Complete the Free Application for Federal Student Aid(**www.studentaid.gov**). If you will be starting classes in May 2026 or later, you will need to complete the 2026-2027 FAFSA. Reinhardt's federal code is 001589.
5. Complete the Master Promissory Note (MPN) for the Direct Stafford Loan (Subsidized/Unsubsidized) on the website **www.studentaid.gov**. Please **DO NOT** complete the PLUS MPN.
6. Complete the Entrance Counseling for Graduate Students at the website **www.studentaid.gov** .
7. Complete the Student Loan Request Form on the **www.reinhardt.edu** website. Contact the Reinhardt University Financial Aid Office at 770-720-5667 if you have any questions. A counselor will be happy to assist you.

External Sources of Financial Aid

Financial aid can also be provided by private foundations, corporations, service organizations and business associations. The process of applying for these funds is as varied as the types of organizations offering them.

One place to begin the search is the Internet. Several scholarship search programs can be found on the internet, and they are all free.

The student should be wary of any organization that asks for a fee to apply for information about financial aid or to apply for financial aid. If there are questions about an organization, contact the Office of Financial Aid for guidance.

More information on Outside Scholarship opportunities can be found ***here*** under the "Outside Aid" section:

Employee Reimbursement

Some companies offer employee reimbursement programs for tuition and books. Check with your

employer. The Reinhardt Office of Financial Aid and the Business Office will work with you and your employer.

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.

Graduate 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:

1. 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
2. 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., Spring I or Spring II Sessions).

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.

Academic Program Length

Graduate programs at Reinhardt University are master's degree programs. Each graduate program has a course of study that includes at least 30 semester hours of graduate-level only coursework, including capstone graduate projects that demonstrate mastery of, and independent thinking about the subject area beyond the coursework. See the chart that follows:

Reinhardt Graduate Academic Program Lengths

Academic School and Degree	Semester credit hours of graduate level course work	Graduate Capstone projects	Total semester credit hours required for the degree
Cauble School of Nursing and Health Sciences			
Master of Science in Nursing with a Focus on Education	30	Practicum – 6 credit hrs.	36
College of Humanities, Sciences, and Technology			
Master of Fine Arts (MFA) in Creative Writing	41	Critical Thesis, Creative book project, graduate reading – 19 semester credit hours	60
Price School of Education –			
Master of Arts in Teaching (MAT) in Elementary Education – Online	36	GACE examination and Clinical Residency- 12 semester credit hours	48
Master of Arts in Teaching (MAT) in Pedagogy Only	24	Capstone I and II – 6 semester credit hours	30
McCamish School of Business and Professions			
Master of Business Administration (MBA)-Online	36		30
Master of Science in Sport Administration and Leadership (MS-SAL)	24	Capstone Project – Internship or Research – 6 credit hours	30
Master of Public Administration (MPA)	36	Internship and Porfolio; plus a comprehensive examination	36
School of the Arts			
Master of Fine Arts (MFA) in Choreography	48	Thesis I (3) and II (9) –12 credit hours	60

Time limit for degree

Candidates in all programs should complete the degree within five (5) years, unless otherwise determined by program accrediting agencies.

Academic Integrity and Student Conduct

All 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.

Academic Integrity Policies

The Honor System is a collaborative effort between the Student Government Association and the Office of the Vice President for Academic Affairs.

Academic Integrity falls under the jurisdiction of the Division of Academic Affairs. Reinhardt University provides an environment that encourages all students (undergraduate and graduate) 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 following policies and procedures pertaining to academic integrity are deemed necessary for fulfilling the University's mission.

Forms of Academic Dishonesty

The following are recognized as unacceptable forms of academic behavior at Reinhardt University:

1. Plagiarizing, that is presenting words or ideas not your own as if they were your own. The words of others must be enclosed in quotation marks and documented. The source of distinctive ideas must also be acknowledged through appropriate documentation.
2. Submitting a paper written by another student or another person as if it were your own.
3. Submitting a paper containing sentences, paragraphs, or sections lifted from another student's work or other publication; there must be written documentation.
4. Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the faculty member.
5. Fabricating evidence or statistics that supposedly represent original research.
6. Cheating of any sort on tests, papers, projects, reports, etc.
7. Using the internet inappropriately as a resource.

Sanctions for Academic Dishonesty

Though professionalism and integrity are expected of all Reinhardt University students, graduate students are held to a higher standard, as should be expected. Proven or admitted academic dishonesty may result in expulsion from the University.

However, a faculty member may propose a lesser sanction, according to his or her assessment of the evidence, the severity of the infraction and any extenuating circumstances. Because each case is unique, it is the faculty member's professional responsibility to devise a fair sanction. A range of possible sanctions is as follows:

1. Recommending expulsion from the University. If the faculty member or the School Dean recommends expulsion, the case must be sent to the Vice President for Academic Affairs, who alone is authorized to make this decision. In the event that a student is expelled for academic dishonesty, the regular refund policy described in the Reinhardt University Graduate Academic Catalog shall not apply.
2. Assigning a grade of "F" or "U" (MFA) in the course. If a student repeats the course, both the sanctioned grade and the repeat grade will be computed in the grade-point average.
3. Assigning a grade of "F" or "U" (MFA) or a score of 0 on the paper, project or examination without the opportunity for resubmission, this grade becoming part of the student's course average. [That is, if a faculty member regularly drops the lowest grade for the course average, it cannot be the sanctioned grade.]
4. Assigning a grade of "F" or "U" (MFA) or a score of 0 on the paper, project or examination, but allowing resubmission with the same or a different topic, resulting in a maximum combined grade of "C."

Procedure for Suspected Academic Dishonesty

In the event of suspected academic dishonesty, according to the definitions stated above and whatever additional definitions a faculty member has published in a class syllabus, the following procedure will apply:

LEVEL I: Faculty member meets with student

The faculty member will meet with the student within ten (10) working days after the accusation to discuss the suspicion and the evidence. If, after this conference, the faculty member determines that a violation has not occurred, the matter will be resolved by the faculty member dropping the allegation.

However, if the faculty member decides that a violation of academic integrity has occurred and that there is sufficient evidence, the faculty member may directly propose a sanction. If both the faculty member and student agree on a resolution, the instructor must submit a signed/written agreement to the School Dean and to the Vice President for Academic Affairs within ten (10) working days. In all cases in which a faculty member is persuaded of academic dishonesty and proposes a sanction of any kind, he or she should submit a brief report of the evidence, the sanction, and the reasons for the sanction along with the signed

agreement. (Violations that are purely technical in nature, without any perceived intent to achieve academic advantage, and which only require redoing the assignment without a grade sanction, may or may not be reported at the instructor's discretion.)

If the faculty member and student do not agree on culpability or the sanction, the student has ten (10) working days after the meeting with the faculty member to file a written appeal with the School Dean. Then, the case moves to Level II.

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

LEVEL II: Hearing with the School Dean

A student who appeals the case shall submit his/her own written interpretation of the incident to the School Dean of the faculty member with a copy to the faculty member. Upon receipt of this appeal by the School Dean, the student's grade for the assignment or the course becomes "I" (incomplete) until the case is resolved.

The School Dean, acting as arbitrator, decides whether academic integrity was violated, and the appropriate sanction, if necessary. For a sanction less than expulsion, there should be substantial evidence (adequate to support a conclusion); for expulsion there should be clear and convincing evidence (leading to a firm belief/conviction in the allegation).

Within ten (10) working days of the date of receiving the School Dean's decision, either the faculty member or the student may file a written Request for Appeal with the Vice President for Academic Affairs. Then, the case moves to Level III.

LEVEL III: Vice President for Academic Affairs

Upon receipt of a written Request for Appeal, the Vice President for Academic Affairs shall decide whether the processes listed above have been met satisfactorily. If not, the Vice President for Academic Affairs shall state a curative course of action.

Course Load

Full-time enrollment for graduate studies is 6 credit hours a semester. A semester load of more than 6 credit hours must be approved by the advisor, the Program Coordinator/Director, and Dean of the School.

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:

***An "I" may be given only in case a deficiency exists in a relatively small portion of the course. An incomplete means that a student was performing satisfactorily but, for nonacademic reasons beyond his or her control, was unable to meet full course requirements. The required work must be completed by the end of the following semester. Otherwise, the "I" becomes an "F" or "U" (MFA).*

Grade Point Average

The grade point average (GPA) is the average grade made by the student on all graduate course work for which he/she has enrolled. It is calculated by dividing the total number of quality points earned by the total number of semester hours attempted. Courses carrying "P," "NP," "W," or "NR" grades are not included. An "I" grade is not included until it is converted to a letter grade—"A" through "C" and "F". There are no "D" grades in graduate study.

Academic Performance

Candidates in all programs should complete the degree within five (5) years, unless otherwise determined by program accrediting agencies.

Degree Completion Requirements

To graduate, the candidate must have a cumulative grade-point average of at least 3.0 for all graduate course work at Reinhardt University. Only one (1) grade of "C" may be included in the above computation for degree candidacy

Individual degree programs may establish additional grade requirements, grade appeal processes, or requirements for degree

completion (e.g. performance, reviews, exams, interviews). See more information at the individual program descriptions. Students must submit an application for degree completion by the appropriate date before expected degree completion. This date is posted on the **Academic Calendar.**

There is a processing fee of $125 that must be submitted with the application for degree completion. After the application deadline, there is a late fee of $25 added to the processing fee.

Commencement is held only at the end of spring semester (except for the MFA degree – see below). All degree requirements, including satisfaction of student financial obligations to the University, must be met at the end of spring semester for Commencement participation. Or, if course work is to be completed during summer semester, a petition to participate in graduation must be approved. This form is available from the Office of the Registrar. Attendance at the Commencement ceremony is expected of all students. A Baccalaureate service is held the evening before Commencement

Satisfactory Academic Progress

Graduate students are expected to earn grades of "A" or "B" in their course work. Only one (1) grade of "C" may be included in the computation for degree completion. A second course grade of "C" in a degree program will result in **Academic Probation**. A third course grade of "C" in a degree program or a first course grade of "F" will result in **Academic Dismissal**.

Individual programs may have additional grade requirements or grade appeal processes.

Academic Probation

When a student's cumulative grade point average drops below 3.0 or the student earns a second course grade of "C" in a degree program, the student will be placed on Academic Probation. The student will be informed by the University Registrar of the probationary status, which may be removed by raising the overall GPA to 3.0 or above and/or retaking the course with the second "C" grade and earning an "A" or "B" grade.

Academic Dismissal

If a student receives a third course grade of "C" in a degree program or a first course grade of "F", the student will be dismissed from the graduate 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 also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions**.

MFA-CW candidates

Degree Completion Requirements

Graduate students in the MFA-Creative Writing program are expected to earn grades of "S" (Satisfactory) in their course work. To graduate, the candidate must successfully complete a minimum of sixty (60) credit hours in the approved curricula with only one (1) grade of "U" (Unsatisfactory). See additional requirements at the MFA program discussion.

Students must submit an application for degree completion by the appropriate date before expected degree completion. This date is posted on the **Academic Calendar**.

There is a processing fee of $250 that must be submitted with the application for degree completion. After the application deadline, there is a late fee of $25 added to the processing fee.

MFA Commencement is held only in the summer.

Satisfactory Academic Performance

MFA students earn grades Satisfactory (S) or Unsatisfactory (U) in their course work. Only one (1) course grade of "U" may be allowed for degree completion. A second course grade of "U" will result in **Academic Probation**. The second course in which a "U" is earned must be retaken to count toward degree completion. A third course grade of "U" will result in **Academic Dismissal**.

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 also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions**.

Academic Probation
When an MFA student receives a second "U" (Unsatisfactory) grade, the student will be placed on **Academic Probation**. The student will be informed by the University Registrar of the probationary status, which may be removed by retaking the course and receiving a grade of "S".

Academic Dismissal
If an MFA student receives a third course grade of "U" (Unsatisfactory), the student will be dismissed from the graduate 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 also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions**.

Appeals and Petitions

Grade Appeal

Students can expect Reinhardt University faculty members to be proficient in their subject fields and professional in assessment of student work.

However, a student may appeal for a grade change of the final grade received in a course within 30 days of the posting of the grades. The appeal must be based on evidence that the faculty member has violated his/her stated grading policy, or that the grade was a result of discrimination or personal bias.

The student shall begin by discussing the disputed grade with the faculty member of the course to insure that the student understands the basis for the grade. If a resolution is not found, the student may appeal the grade to the Program Coordinator/Director and School Dean. The student must submit a written letter of appeal to the School Dean. The letter will describe the basis for the appeal along with any relevant information or evidence. The Dean will give a copy to the Program Coordinator/Director and the faculty member. The Dean will ask the faculty member to submit a written response to the appeal and may also seek additional information from Reinhardt University administrators, especially if the case involves an allegation of discrimination.

The School Dean's decision shall be made in writing to the student, with copies sent to the faculty member and the Program Coordinator/ Director.

If the student is not satisfied with the School Dean's decision, he or she may make an appeal to the Vice President for Academic Affairs. An appeal form is available in the Office of the Vice President for Academic Affairs.

A copy of the appeal proceedings will be kept by the Office of the Vice President for Academic Affairs.

Enrollment Related Appeals

Reinhardt University maintains an Appeals Committee that reviews concerns about enrollment issues, withdrawal, and degree completion. The Appeals Committee includes members from the offices of Records, Financial Aid, and Business who can look at a case from all appropriate angles. Cases might involve dropping a course after the drop/add deadline because of a medical emergency that prevented the student from meeting the deadline or withdrawing from the University after receiving financial aid.

A student with an enrollment related appeal must submit a letter to the Registrar of Reinhardt University, with the following information:

- Name and mailing address
- What matter is being appealed - i.e. withdrawal, etc.
- Why matter is being appealed
- Requested outcome - i.e. tuition reduction, return of fees, etc.

The letter should be accompanied by supporting documentation that may include medical records, letters of support from other University personnel, etc.

Non-grade grievance

As stated in the policy statements under "General Information," Reinhardt University subscribes to the principles of Title VI - The 1964

Civil Rights Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act.

A student with a grievance against a faculty member should report the grievance to the Program Coordinator/Director, the School Dean and the Associate Dean for Academic Services and Graduate Studies. The appropriate response will depend on the nature of the grievance.

Advising/Registration

The Registration process occurs during the spring and summer semesters for the next fall semester and during fall semester for the next spring classes. MFA students should register during the summer for fall classes.

The process begins during the Advising/ Registration period, so designated on the **Academic Calendar**. The student begins the process by checking his or her individual EagleWeb account to be sure that there are not any registration "holds" from the Business Office or Financial Aid Office. Any account holds will need to be cleared in order to register.

Drop/Add Policies

Once registration is complete, a student requesting a scheduling change must complete an Add Course form or a Drop Course form in order to request a change in schedule. Changes will be forwarded to the program coordinator for approval.

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 **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 on the **Academic Calendar**. A student may drop any course and add another during the drop/add period with advisor approval. No course may be added or dropped beyond this time.
2. During the Drop/Add period, a student may add or drop courses by completing an Add Course form or a Drop Course form on SoftDocs Etrieve. The Program Coordinator/ Adviser must approve the change in schedule.
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 Course form on SoftDocs Etrieve. Tuition will be charged for course withdrawals after the drop/add period. 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 receive an "F" or a "U" for the class, depending on the program. Students who do not follow this procedure will receive an "F" or a "U" depending on the program.
4. Any student who is unable to continue attendance in class should either drop the course or withdraw from the University.

Residency

The required residency hours are determined by each School sponsoring the degree program.

Transfer Credit

Graduate work completed at a regionally accredited Commission on Colleges (COC) institution must be evaluated by the Program Director and the School Dean. The hours allowed for transfer depend on individual program policy. The following conditions, where appropriate, will have bearing upon the transferability of course work:

- Course grades may not be transferred for courses over five years.
- Grades below a "B" will not be accepted.
- Transferred grades are not used in the calculation of semester and overall grade point averages earned at Reinhardt University.

Withdrawal from the University

It is the obligation of the student to initiate and complete the notification of withdrawal in a timely manner and in accordance with university policy. Untimely or incomplete withdrawal may adversely affect a student's balance with Reinhardt University, or his or her financial aid eligibility at other institutions. A third party (parent, guardian, relative, friend, coach, significant other, etc.) may not initiate or complete a withdrawal on behalf of the student.

If a student in a graduate program wishes to withdraw from courses **before the end of the semester**, he or she must:

- Notify his or her advisor that he or she wishes to withdraw
- Contact the Office of Financial Aid to determine how withdrawing will impact his or her financial aid.
- Submit a Withdrawal Form via SoftdocsEtrieve to the Registrar's Office for processing. The Business Office and the Office of Financial Aid will be notified as soon as your withdrawal is processed by the Registrar. Please allow 2-5 days for processing. *Paper withdrawal forms are no longer accepted*.

If a student in a graduate program wishes to withdraw from the University **after the semester has ended**, he or she must:

- Submit a Withdrawal Form via SoftdocsEtrieve to the Registrar's Office for processing. The Business Office and the Office of Financial Aid will be notified as soon as your withdrawal is processed by the Registrar. Please allow 2-5 days for processing. Paper withdrawal forms are no longer accepted.
- Students are obligated to settle all financial obligations to the University.
- Students who decide to return after a withdrawal is processed must go through the readmission process through the Office of Admissions. Academic transcripts are not automatically issued to withdrawing students; withdrawing students who wish to request a transcript must do so in the process outlined under the Academic Policies and Procedures section of this catalog.

For more information on how withdrawing from the university may affect a student's balance with the University, including withdrawal refund policies, please see the Reinhardt University Refund Policies in this section of the catalog.

Degrees

Master of Arts in Teaching (MAT) in Elementary Education

The Master of Arts in Teaching (MAT) Elementary Education at Reinhardt University is an online graduate program designed for college graduates with undergraduate degrees in fields other than education who are planning a career in the teaching profession and are seeking initial certification.

The MAT Program includes advanced content preparation as well as elementary education coursework. Completion of the MAT Program leads to a master's degree (MAT) and a Certificate of Eligibility - Level 5 in Elementary Education (P-5).

MAT Program Coordinator

Lynda Chisholm, Ed.D.
Assistant Professor of Education
770-720-5645
lgc@reinhardt.edu

MAT Mission

The mission of the Master of Arts in Teaching (MAT) Program in Elementary Education at Reinhardt University is to develop our candidate teachers into effective teachers who provide quality 21st century classroom instructional skills and strategies that optimize successful learning for all students.

In support of Price School of Education's mission and learning outcomes, the MAT program provides teacher candidates with the following instructional practices:

Collaboration and Support

All MAT candidates who enter the MAT Program bring with them a variety of undergraduate backgrounds and experiences. Throughout the program, our MAT candidate teachers are provided a community of learning, support, and guidance from Price School of Education. In this environment, each MAT candidate teacher can develop collaborative partnerships and receive leadership from faculty and staff that is knowledgeable, consistent, and accessible to all candidates. In this supportive environment, candidates successfully develop 21st Century Classroom instructional skills that define effective teaching and learning while meeting the diverse needs of all students.

Differentiation and Assessment

Differentiated instruction in a typical classroom recognizes that students vary in their academic abilities, learning styles, interests, background knowledge, experiences, and levels of motivation for learning. When a teacher differentiates instruction, he or she uses a variety of instructional and assessment strategies that generate critical data used to create different pathways that respond to the needs of all learners. Likewise, the MAT Program models these beliefs, attitudes, and practices of differentiated instruction for our candidates and provides powerful examples of what a differentiated classroom looks like and how it positively impacts student learning.

Care and Challenge

The MAT Program is based on the belief that student differences should be understood, appreciated, and engaged through respectful, fair, and authentic work. This is achieved in a collaborative, caring, and academically challenging classroom environment. Teaching practice is strengthened when each

MAT candidate explores and implements multiple approaches and strategies for meeting the learning needs of all students. The MAT Program assists the candidate teacher in developing an academic setting that encourages critical thinking and problem-solving while challenging all students in an engaging, supportive, student-focused learning environment that celebrates the differences and talents of all students.

Classroom Field Experience, Clinical Practice, and Clinical Residency

The MAT Program ensures that our MAT candidate teachers have numerous, highly-effective and well-designed field experience opportunities to examine quality curriculum, relevant and highly engaged instruction from our collaborative teachers. This hands-on experience is found within positive, supportive classroom environments. Extensive field experience and clinical practice prepare our MAT candidate teachers for successful clinical residency, as well as for a future of effective teaching and successful learning for all students.

MAT Initial Admission Requirements

All admission documents should be sent to the following address:

Office of Admissions
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183
PHONE: 770-720-5526
e-mail: admissions@reinhardt.edu

Admission Steps

1. Complete and submit the Online Application for Admission: Reinhardt University

2. Contact all postsecondary schools (colleges, universities and technical schools) you attended, whether you earned credit or not, and have each send Reinhardt an official transcript
    i. If a transcript includes any graduate classes, you should have left the graduate program in good standing.
    ii. If your transcripts could be under a different last name or maiden name, please note on the appropriate line on the application. One transcript must reflect a Bachelor's Degree from a regionally accredited college or university with a minimum 2.75 GPA (on a 4.0 scale).
    iii. NOTE: Applicants with a GPA between 2.5 and 2.75 should contact the Office of Admissions for information about an appeals process.

3. The applicant must complete the GACE Georgia Educator Ethics – Program Entry (Test 350) Assessment.
    i. The applicant should add Reinhardt University as a score recipient when he or she registers for Test Code 350 in order for Reinhardt University to receive notice that the applicant has completed the assessment. For specific information about the new Educator Ethics Assessment, go to http://gace.ets.org/ethics/about.

4. The applicant should submit a signed consent form for a Criminal Background Check.
    i. NOTE: Once all official transcripts are received and a passing GACE Ethics 350 score, the applicant will receive an email from InfoMart requesting background check consent.

5. Applicants might be required to submit additional documentation as part of the admissions process and/or interview with Admissions Committee members before an admissions decision is completed. Applicants will be notified of these required steps if applicable.

6. Applicants who are admitted to the MAT will be sent the following forms to complete and return to the Office of Admissions:
    i. A Letter of Commitment
    ii. A Registration form
    iii. An application for Pre-Service Certification by the Georgia Professional Standards Commission

Transfer Credit

No transfer courses are accepted for credit.

Progression Through the MAT in Elementary Education Program

The Master of Arts in Teaching (MAT) in Elementary Education at Reinhardt University admits students on a rolling admissions basis. After meeting all Admissions requirements, students may enter the program at varying entry points, which occur every eight weeks. Course offerings are designed around these eight-week entry points, and students take two courses during each eight-week period. The program consists of 13 individual courses, which last 8 weeks each, and a clinical residency, which lasts 15 weeks.

Prior to beginning coursework, a student completes placement requests regarding schools in which he/she wishes to satisfy field experiences during individual courses and during the 15 weeks of clinical residency. These field experiences relate directly to requirements of coursework. The Field Experience Coordinator places students in the requested schools as much as possible. The ultimate decision for placements comes from the Human Resources office in individual counties in which the schools are located.

During clinical residency, the student will teach full time in an assigned school from his/her request list for 15 weeks, which yields 72 days, or 500 hours. During the 15 weeks of residency, a student may not hold another job, unless his/her situation falls into one of the categories below.

a) If a candidate is a current paraprofessional in a regular education classroom in a public school, the student may remain in that setting to complete residency. This arrangement must be accepted by the principal and the Human Resources office of the county in which the school is located. An agreement must also be in place with the teacher of record in that classroom. This entire situation must be approved by the Field Experience Coordinator, who is responsible for compliance with the Professional Standards Commission, which is the governing board of all teacher concerns in the state of Georgia.

b) If the candidate is the teacher of record in a regular education classroom in a public school or a parochial setting, the candidate may remain in that setting to complete residency. This arrangement must be accepted by the principal and the Human Resources office of the county where the school is located. This situation must be approved by the Field Experience Coordinator, who is responsible for compliance with the Professional Standards Commission, which is the governing board of all teacher concerns in the state of Georgia.

Important Financial Information

Given that candidates may not hold other jobs during residency, it is imperative that they plan for this change in his/her financial status for these 15 weeks. When students fail to consider a future reduction in income, difficult situations can arise. Addressing this important issue early in one's program is highly recommended.

MAT Student Learning Outcomes

To best facilitate the DATA Model for Responsive Teaching, the faculty of the Price School of Education has established the following Learning Outcomes:

1. The MAT candidate uses knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to the same essential content.

2. The MAT candidate utilizes a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.

3. The teacher/candidate uses systematic formal/informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.

4. The teacher/candidate displays a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs and to maximize learning.

Attendance

Graduate Students are expected to participate each week in required assignments as scheduled by the instructor. This may require collaboration among classmates and outside research.

Academic Performance

MAT students are expected to earn grades of "A" or "B" in their course work.

Only **one (1**) course grade of "C" may be included in the computation for degree completion.

A **second** course grade of "C" will result in **Academic Probation.** The course must be retaken to count toward degree completion.

A **third** course grade of "C" or a first course grade of "F" will result in **Academic Dismissal.**

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 also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions.***

Graduation Requirements:

- A cumulative GPA of at least 3.0, and
- No more than (1) one "C" in the program, counted toward degree completion, regardless of the GPA.
- Passing grade on the elementary Education GACE I and II.

See **Academic Performance** and **Degree Completion Requirements.**

Degree Granted upon Completion of the Program

- Master of Arts in Teaching (MAT) in Elementary Education

Master of Arts in Teaching (MAT) in Elementary Education

Degree Type
Master of Arts in Teaching (MAT)

Master of Arts in Teaching (MAT) in Elementary Education Degree Course Requirements

The MAT in Elementary Education requires candidates to complete 48 credit hours or 13 courses in three semesters. Completion of this degree is Clinical Residency, which consists of 15 weeks of teaching in a public/ parochial school classroom.

MAT Required Courses

Fall Semester Year 1

Session I

Course Code	Title	Credits
EDU 510	TRANSFORMATIVE CHANGE AND RESPONSIVE TEACHING	3
EDU 525	TECHNOLOGY STRATEGIES TO ENHANCE RESPONSIVE TEACHING	3
EDU 530	STRATEGY INSTRUCTION WITHIN A BALANCED LITERACY CURRICULUM I	3
	Sub-Total Credits	**9**

Session II

Course Code	Title	Credits
EDU 520	RESPONSIVE TEACHING IN AN INCLUSION CLASSROOM	3
EDU 535	STRATEGY INSTRUCTION WITHIN A BALANCED LITERACY CURRICULUM II	3
EDU 550	CURRICULUM, INSTRUCTION, AND ASSESSMENT FOR RESPONSIVE TEACHING	3
	Sub-Total Credits	**9**

Spring Semester Year 1

Session I

Course Code	Title	Credits
EDU 515	THE CULTURALLY RESPONSIVE CLASSROOM: THEORY AND PRACTICE	3
EDU 540	MANAGING A RESPONSIVE CLASSROOM	3
EDU 560	LANGUAGE ARTS INTEGRATION IN THE CULTURALLY RESPONSIVE CLASSROOM	3
	Sub-Total Credits	**9**

Session II

Course Code	Title	Credits
EDU 565	SCIENCE & INQUIRY-BASED LEARNING	3
EDU 570	SOCIAL STUDIES AND THE ARTS	3
EDU 575	PROBLEM-BASED MATHEMATICS	3
	Sub-Total Credits	**9**

Fall Semester Year 2

Course Code	Title	Credits
EDU 595	MAT CLINICAL RESIDENCY WITH SEMINARS	12
	Sub-Total Credits	**12**
	Total Credits	48

Master of Arts in Teaching (MAT) in Pedagogy - Only

The Master of Arts in Pedagogy Only is intended for those who have demonstrated content expertise in one of the teaching areas for middle grades (4-8), secondary (6-12), and all P-12 fields (except Elementary Education, Special Education, and Reading).

Graduates of this program will receive a master's degree level (T5) compensation.

MAT in Pedagogy-Only Program Coordinator

Chad Barner, Ph.D.
Assistant Professor of Education
770-720-5645
chad.barner@reinhardt.edu

MAT Pedagogy-Only Mission

At Reinhardt University, our mission in the Price School of Education is to produce reflective, problem-solving teachers who respond to the student needs through differentiated instruction driven by ongoing assessment and adjustments within a nurturing environment.

With expert instruction, graduates of the MAT in Pedagogy-Only will:

- Enhance Teaching Quality
- Gain Professional Development
- Fulfill an Educational Demand
- Participate in Interdisciplinary Collaboration
- Increase Community Engagement and Service
- Adapt to Educational Changes

Admission Requirements for the MAT Pedagogy-Only Degree:

1. Completed and submitted Online Application for Admission: Reinhardt University
2. A baccalaureate degree from an accredited institution with an undergraduate cumulative grade point average of at least a 2.75 (on a 4.0 scale)
    i. Contact all postsecondary schools (colleges, universities and technical schools) you attended, whether you earned credit or not, and have each send Reinhardt an official transcript.
    ii. If a transcript includes any graduate classes, you should have left the graduate program in good standing.
    iii. If your transcripts could be under a different last name or maiden name, please note on the appropriate line on the application. One transcript must reflect a bachelor's degree from a regionally accredited college or university with a minimum 2.75 GPA (on a 4.0 scale).
    iv. All candidates are required to pass a GACE test or tests in relation to specific areas of certification. A candidate's academic background will determine when said candidate must take the GACE test. Certain GACE tests are required before program admittance. Candidate admittance is also governed by the Georgia Professional Standards Commission for Pedagogy-Only programs.
3. Two other letters of recommendation
4. Documentation of professional strengths, weaknesses, abilities, experiences, and career goals provided by applicant
5. Documentation of completed Georgia Educator Ethics Assessment Completion Certificate
6. Documentation of application of admission for the Price School of Education program of study at Reinhardt University

Transfer Credit

No transfer courses are accepted for credit.

Attendance

Graduate Students are expected to participate each week in required assignments as scheduled by the instructor. This may require collaboration among classmates and outside research.

Academic Performance

MAT students are expected to earn grades of "A" or "B" in their course work. Only one (1) course grade of "C" may be included in the computation for degree completion. A second course grade of "C" will result in **Academic Probation**. The course must be retaken to count toward degree completion. A third course grade of "C" or a first course grade of "F" will result in **Academic Dismissal**.

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 also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions**.

Graduation Requirements:

- A cumulative GPA of at least 3.0, and
- No more than one (1) "C" in the program, counted toward degree completion, regardless of the overall GPA.

See **Academic Performance** and **Degree Completion Requirements**.

Post Baccalaureate Pedagogy Only Certification Program

Degree Type
Certificate

The **Post-Baccalaureate Teacher Certification Pedagogy-Only** is intended for those who have demonstrated content expertise in one of the teaching areas for middle grades (4-8), secondary (6-12), and all P-12 fields (except elementary education, special education, and reading) and would receive teaching certification in that subject.

Coordinator

Chad Barner, Ph.D.
Assistant Professor of Education
770-720-5645
chad.barner@reinhardt.edu

Post-Baccalaureate Teaching Certification Pedagogy-Only Mission

At Reinhardt University, our mission in the Price School of Education is to produce reflective, problem-solving teachers who respond to the student needs through differentiated instruction driven by ongoing assessment and adjustments within a nurturing environment.

With expert instruction, graduates of the MAT – Pedagogy-Only will:

- Enhance Teaching Quality
- Gain Professional Development
- Fulfill an Educational Demand
- Participate in Interdisciplinary Collaboration
- Increase Community Engagement and Service
- Adapt to Educational Changes

Admission Requirements for the MAT Pedagogy-Only Degree

1. Completed and submitted Online Application for Admission
2. A baccalaureate degree from an accredited institution with an undergraduate cumulative grade point average of at least a 2.75 (on a 4.0 scale) is required
    i. Contact all postsecondary schools (colleges, universities and technical schools) you attended, whether you earned credit or not, and have each send Reinhardt an official transcript.
    ii. If a transcript includes any graduate classes, you should have left the graduate program in good standing.
    iii. If your transcripts could be under a different last name or maiden name, please note on the appropriate line on the application. One transcript must reflect a Bachelor's Degree from a regionally accredited college or university with a minimum 2.75 GPA (on a 4.0 scale).
    iv. All candidates are required to pass a GACE test or tests in relation to specific areas of certification. A candidate's academic background will determine when said student must take the GACE test. Certain GACE tests are required before program admittance. Candidate admittance is also governed by the Georgia Professional Standards Commission for Pedagogy-Only programs.
3. Two other letters of recommendation
4. Documentation of professional strengths, weaknesses, abilities, experiences, and career goals
5. Commitment to enter and complete the program within one year
6. Documentation of completed Georgia Educator Ethics Assessment Completion Certificate
7. Documentation of application of admission for the Price School of Education program of study at Reinhardt University

Transfer Credit

No transfer courses are accepted for credit.

Attendance

Graduate Students are expected to participate each week in required assignments as scheduled by the instructor. This may require collaboration among classmates and outside research.

Academic Performance

MAT students are expected to earn grades of "A" or "B" in their course work. Only one (1) course grade of "C" may be included in the computation for degree completion. A second course grade of "C" will result in Academic Probation. The course must be retaken to count toward degree completion. A third course grade of "C" or a first course grade of "F" will result in Academic Dismissal.

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 also Grade Appeals and Enrollment Related Appeals under Appeals and Petitions.

Graduation Requirements:

A cumulative GPA of at least 3.0, and

No more than (1) one "C" in the program, counted toward degree completion, regardless of the GPA.

See Academic Performance and Degree Completion Requirements.

Certification Required Coursework

Upon completion of the program, graduates will receive (T4) compensation.

This program leads to teacher certification only and not to a specified degree.

The program is only for two semesters. It does not take place during the summer semester.

The program requires 80 hours of field work, along with 74 full days and 500+ hours of work within residency.

Course Code	Title	Credits
EDU 441	PROFESSIONAL KNOWLEDGE AND INSTRUCTIONAL PLANNING/STRATEGIES	3
EDU 442	DIFFERENTIATE INSTRUCTION AND ASSESSMENT STRATEGIES/USES	3
EDU 443	CREATING POSITIVE LEARNING AND ACADEMICALLY CHALLENGING ENVIRONMENTS	3
EDU 444	PROFESSIONALISM AND COMMUNICATION IN THE EDUCATIONAL SETTING	3
EDU 497	CLINICAL RESIDENCY	12
	Total Credits	24

Master of Arts in Teaching (MAT) in Pedagogy-Only

Degree Type
Master of Arts in Teaching (MAT)

The MAT in Pedagogy-Only requires candidates to complete 30 credit hours or 10 courses in two semesters.

The MAT in Pedagogy-Only requires 80 hours of field work, along with 74 full days and 500+ hours of work within residency.

Required Courses

Course Code	Title	Credits
EDU 580	PROFESSIONAL KNOWLEDGE	3
EDU 581	INSTRUCTIONAL PLANNING AND STRATEGIES	3
EDU 582	DIFFERENTIATED INSTRUCTION	3
EDU 583	ASSESSMENT STRATEGIES AND USES	3
EDU 584	POSITIVE LEARNING ENVIRONMENTS	3
EDU 585	ACADEMICALLY CHALLENGING ENVIRONMENTS	3
EDU 586	PROFESSIONALISM IN THE EDUCATIONAL SETTING	3
EDU 587	COMMUNICATION IN THE EDUCATIONAL SETTING	3
EDU 588	CAPSTONE PROJECT 1	3
EDU 589	CAPSTONE PROJECT 2	3
	Total Credits	30

Master of Business Administration (MBA)

The Reinhardt MBA program develops in each graduate the skills necessary to analyze and interpret complex business situations, to seek and employ innovative methods for solving business problems, and to lead diverse groups of individuals effectively and ethically. Furthermore, the Reinhardt MBA teaches students to recognize strategic and operational advantages and to use analytical and critical thinking skills necessary for effective strategic and tactical decision-making. Reinhardt MBA students learn to utilize interpersonal skills to foster team consensus, leadership, business ethics, and individual as well as social responsibility.

MBA Program Coordinator

Tony Daniel, Ph.D.,
SHRM-SCP
Professor of Business
770-720-5638
add@reinhardt.edu

Accreditation

Reinhardt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and masters. 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

Mission

Reinhardt University's overall educational program emphasizes the study of liberal arts, sciences and professional studies within the University's historic commitment to the United Methodist faith and tradition. The University affirms that learning is best facilitated through a partnership between faculty members and students where the integration of faith
and learning is essential. The University is committed to students who desire a small, caring community dedicated to personalized attention.

The MBA program shares the same commitments of the University's overall mission, but with a focus on the graduate student community. The MBA program challenges students academically and "puts them in the chair" of the decision maker in actual business situations. This is done by personal interaction and case study assignments with other students and with a unique faculty that is academically qualified and seasoned with of business experience.

MBA Student Learning Outcomes

MBA students demonstrate the following qualities, abilities, and skills upon completion of the program:

M1. Critical Thinking, Analytical and Problem- Solving Skills - analyze business situations using information and logic to make recommendations for problem solving and decision making.

M2. Interpersonal, Teamwork, Leadership, and Communications Skills - use team building and collaborative behaviors in the accomplishment of group tasks and will communicate effectively the problem alternatives considered, a recommended solution, and an implementation strategy in oral, written and electronic form.

M3. Ethical Issues and Responsibilities - recognize and analyze ethical dilemmas and propose resolutions for practical business solutions.

M4. Business Skills and Knowledge - apply best practices, established theories, and managerial skills to business situations and problems.

M5. Awareness of Global and Multicultural Issues - demonstrate awareness of, and analyze, global and multicultural issues as they relate to business.

M6. Knowledge of Research Methodologies - derive business decision-making applications based upon sound research practices and procedures.

Admission Requirements

All admission documents should be sent to the following address:

Office of Admissions
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183
PHONE: 770-720-5526
e-mail: admissions@reinhardt.edu

General admission to Reinhardt University graduate studies:

- The Graduate Admission Application form—complete and submit the **Online Application for Admission:** Reinhardt University
- Submit official transcripts from all institutions attended; proof of a baccalaureate degree from a regionally accredited institution should be on one transcript. If a transcript includes any graduate classes, the applicant should have left the graduate program in good standing.

Official transcripts must be mailed from the granting institution, or delivered in a sealed envelope from the institution, or sent via a professional electronic transcript sending service.

Additional admission requirements for the Reinhardt MBA:

- A Bachelor's Degree in Business from a regionally accredited university with a minimum 2.75 GPA (alternate discretion criteria: a greater than 3.0 GPA in the last 60 credits)

  or

- An online interview with the MBA Program Coordinator or his/her designee may be required.

Note: If the applicant's undergraduate degree is not in Business, then, the candidate must have a Bachelor's Degree from a regionally accredited university with at least a 2.75 GPA.

Admission for Current Reinhardt University Undergraduate Students

Applicants who complete a bachelor's degree at Reinhardt University with a 3.0 GPA or higher-

- Submit the graduate school application
- Students in this category can automatically be accepted without references, interviews, and/or essays by the admissions department

Applicants who complete a bachelor's degree at Reinhardt University with less than a 3.0 GPA-

- Submit graduate application
- Students in this category can be accepted without references, interviews, and/or essays but must be approved by the program coordinator
- Other documents may be required at the discretion of the program coordinator

Transfer Credit

No transfer courses are accepted for credit.

Credit hour policy (Online)

Over seven (7) weeks, students will spend a variable number of minutes per week in online lectures, class discussions, and in preparation of class projects and research papers. Instructional time includes a 3-hour final exam. Out-of-class work includes homework and preparation for exams and quizzes and is a variable number of minutes per week (6750 minutes for the semester).

Attendance

Graduate Students are expected to participate each week in required assignments as scheduled by the instructor. This may require collaboration among classmates and outside research.

Academic Performance

MBA students are expected to earn grades of "A" or "B" in their course work. Only one (1) course grade of "C" may be included in the computation for degree completion. A second course grade of "C" will result in **Academic Probation.** The course must be retaken to count toward degree completion. A third course grade of "C" or a first course grade of "F" will result in **Academic Dismissal.**

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 also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions**.

Graduation Requirements:

- A cumulative GPA of at least 3.0, and
- No more than (1) one "C" in the program, counted toward degree completion, regardless of the GPA.
- A maximum of 5 years for completion

See **Academic Performance** and **Degree Completion Requirements**.

Master of Business Administration (MBA)

Degree Type
Master of Business Administration (MBA)

The MBA Online is a 36-credit hour program which can be completed in 1 year. The MBA Online program is self-paced. Candidates may begin course work in fall, spring, or summer semester. Each MBA student will choose one of 5 concentrations: AI, Business Analytics, Cybersecurity, Finance or Healthcare Administration. The program consists of 9 courses taught by Reinhardt faculty and 3 concentration courses taught through the Rize educational platform.

Required Courses

Course Code	Title	Credits
BUS 603	ORGANIZATIONAL LEADERSHIP	3
BUS 605	OPERATIONS MANAGEMENT	3
BUS 610	ORGANIZATIONAL COMMUNICATION	3
BUS 621	HUMAN RESOURCE MANAGEMENT	3
BUS 625	MANAGERIAL ACCOUNTING	3
BUS 640	LAW AND ETHICS	3
BUS 641	QUANTITATIVE DECISION MAKING	3
BUS 661	ECONOMICS	3
BUS 690	STRATEGIC MANAGEMENT	3
	Sub-Total Credits	**27**

Concentration of Student's choosing

	Sub-Total Credits	**9**

AI Concentration

Course Code	Title	Credits
BUS 629	GENERATIVE AI FOR MANAGERS	3
BUS 631	BUSINESS USE CASES FOR AI MODELS	3
BUS 632	AI GOVERNANCE & ETHICS	3
	Sub-Total Credits	**9**

Business Analytics Concentration

Course Code	Title	Credits
BUS 646	STORYTELLING WITH DATA	3
BUS 647	SPREADSHEET MODELING FOR DECISION MAKING	3
BUS 648	PYTHON FOR BUSINESS ANALYTICS	3
	Sub-Total Credits	**9**

Cybersecurity Concentration

Course Code	Title	Credits
BUS 649	INFORMATION GOVERNANCE, RISK MANAGEMENT & COMPLIANCE	3
BUS 651	NETWORK ARCHITECTURES FOR CYBER MANAGERS	3
BUS 652	CYBER RISK MANAGEMENT AND STRATEGY	3
	Sub-Total Credits	**9**

Finance Concentration

Course Code	Title	Credits
BUS 656	MANAGERIAL FINANCE	3
BUS 657	CAPITAL MARKETS AND INVESTING	3
BUS 658	FINANCIAL STATEMENTS ANALYSIS AND VALUATION	3
	Sub-Total Credits	**9**

Healthcare Administration Concentration

Course Code	Title	Credits
BUS 669	STRUCTURE AND ECONOMICS OF THE US HEALTHCARE SYSTEM	3
BUS 671	MANAGEMENT OF HEALTHCARE ORGANIZATIONS	3
BUS 672	DATA ANALYSIS FOR HEALTHCARE ORGANIZATIONS	3
	Sub-Total Credits	**9**
	Total Credits	36

Master of Fine Arts (MFA) in Choreography

The Reinhardt University Master of Fine Arts (MFA) in Choreography provides the opportunity for artists-dancers to expand career opportunities in areas including performance, design, arts administration, or education. The six-semester, hybrid structure allows flexibility for working adults During each summer residency, students experience workshops and lectures by guest artists as well as studio time to increase performance skill and self-discipline. During the fall and spring semesters, students will take online, asynchronous courses in scholarly topics about education, dance movement (like kinesiology or somatic research) and arts management (like grant writing or production/ direction).

Graduates, then, have an academic credential to teach in high school or college ss well as certification from the Institute for the Study of Somatic Communication (ISSC),

MFA Program Director

Jamie McCord Trial, MFA - Choreography Assistant Professor of Dance
Email: jamie.trial@reinhardt.edu

Accreditation

Reinhardt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and masters. 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

Admission Requirements

All admission documents should be sent to the following address:

Office of Admissions
Reinhardt University

7300 Reinhardt Circle
Waleska, GA 30183
e-mail: admissions@reinhardt.edu

General admission to Reinhardt University graduate studies:

- The Graduate Admission Application form—complete and submit the **Online Application for Admission** or contact the Office of Admissions: Reinhardt University
- Official transcripts from all institutions attended; proof of a bachelor's degree from a regionally accredited institution should be on one transcript. If a transcript includes any graduate classes, the applicant should have left the graduate program in good standing.

Official transcripts must be mailed from the granting institution, or delivered in a sealed envelope from the institution, or sent via a professional electronic transcript sending service.

Additional admission requirements for the Reinhardt MFA- Choreography:

- A bachelor's degree in Dance or a related discipline from a regionally accredited institution with an overall undergrad GPA of 2.75 minimum (on a 4.0 scale)
- Video submission of your best 5-10 minutes of choreography
- A 250–500-word summary of your choreographic process
- Artist statement and written explanation of how the MFA is applicable to furthering their career as an artist
- Two letters of recommendation
- Follow-up interview may be necessary before candidate is accepted

Transfer Credit

A maximum of nine (9) credit hours of graduate work earned at a regionally accredited Commission on Colleges (COC) institution may be transferred in to Reinhardt University's MFA program. The acceptance of any transfer credit is contingent upon approval of the MFA Director and/or the Dean of the School of the Arts. Transferred courses must correspond to those courses offered in Reinhardt's MFA curriculum. Students will need to provide official transcripts of course work, course descriptions and course syllabi, and the amount of transfer credit awarded will be determined by the MFA Program Director.

Transfer credit will not be given for 1) course work that is more than five years old, 2) any course in which a grade of less than a "B" was earned, 3) course work already applied toward another degree, and 4) course work that was not applicable toward a graduate degree at the institution where the credit was earned. See **Transfer Credit** under "Academic Policies" for stipulations of Reinhardt University graduate transfer credit.

MFA-Choreography Student Learning Outcomes

Upon completion of the program, MFA students will

1. Develop skills necessary to write and verbalize their understanding of the conceptual and formal aspects of their creative dance process.
2. Develop an understanding of somatic research and how it can inform their choreography.
3. Develop the ability to think critically about their artwork and the artwork of others.
4. Create a choreographic work for submission as their final thesis.

Attendance

Graduate Students are expected to attend all class meetings and are required to follow the attendance policies of each individual professor.

Academic Performance

MFA-Choreography students are expected to earn grades of “A” or “B” in their course work. Only one

(1) course grade of “C” may be included in the computation for degree completion. A second course grade of “C” will result in **Academic Probation.** The course must be retaken to count toward degree completion. A third course grade of “C” or a first course grade of “F” will result in **Academic Dismissal**.

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 also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions**.

Academic Dismissal

If a student receives a third course grade of “C” or a first “F”, the student will be dismissed from the graduate program. Students receiving notification of **Academic Dismissal** (p. 29) shall be notified by the University Registrar and shall not be eligible for graduate study or readmission at Reinhardt University.

Graduation Requirements:

- A cumulative GPA of at least 3.0, and no more than (1) one “C” in the program, regardless of the GPA.
- Completion of Thesis presentation (20- minute dance work or performance event that is based on a unique research project) Students are responsible for all logistics
  related to production, including venue, production rights, and other potential practicalities for production.
- Submission of written component (approximately 20-30 pages) that provides the critical and methodological context for the work. Because every project is different, the specific requirements for the project will be determined in consultation with the major advisor/chair and other members of the graduate faculty
- Submission of Graduation Application and fee by the semester deadline before expected degree completion. See the Graduate Academic Calendar.

Master of Fine Arts (MFA) in Choreography

Degree Type
Master of Fine Arts (MFA)

The Reinhardt MFA in Choreography program consists of six (6) semesters, including two (20) summer Residency semesters. In between the summer residencies, standard fall and spring semesters include online courses and individual study.

Required Courses

Course Code	Title	Credits
DAN 500	GRADUATE SEMINAR	3
DAN 510	SITE SPECIFIC WORK	3
DAN 521	STUDIO PRACTICE & RESEARCH	3
DAN 522	STUDIO PRACTICE AND RESEARCH II	3
DAN 523	STUDIO PRACTICE AND RESEARCH III	3
DAN 524	STUDIO PRACTICE AND RESEARCH IV	3
DAN 525	DANCE PEDAGOGY & TEACHING PHIL	3
DAN 529	DANCE PEDAGOGY: TEACHING RESIDENCY	3
DAN 530	DANCE AND MEDIA	3
DAN 535	DANCE ON FILM	3
DAN 540	CHOREOGRAPHER STUDIES	3
DAN 555	CREATIVE INTERDISCIPLINARY COLLAB	3
DAN 560	GRANT WRITING & ARTS ADMINISTRATION	3
DAN 570	KINESIOLOGY & SUSTAINABLE BODY	3
DAN 580	PRODUCTION AND DIRECTION	3
DAN 585	SOMATIC RESEARCH I	3
DAN 595	SOMATIC RESEARCH II	3
DAN 600	THESIS PRODUCTION I	3
DAN 650	THESIS PRODUCTION II	6
	Total Credits	60

Master of Fine Arts (MFA) in Creative Writing

The Reinhardt MFA prepares students for careers as professional writers or as university creative writing teachers and will allow English teachers certified in Georgia to upgrade an existing teaching certificate through the study of a specialization.

Story and Place in the New South

Students create a literature that is story-driven and grounded in the places where we live, rural and urban. They work one-on-one with experienced writers in their preferred genres while taking cross-genre classes that focus on the craft elements writers need.

MFA Program Director

William Walsh, MFA
Assistant Professor of English 404-217-0603
Website – http://www.reinhardt.edu/mfa
Email: bjw@reinharrdt.edu

Donna Little, MFA, Ph.D.
Professor of English
Assistant MFA Program Director
Email: dcl@reinhardt.edu

Accreditation

Reinhardt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Reinhardt University. The Reinhardt MSN is approved by SACSCOC.

Admission Requirements

All admission documents should be sent to the following address:

Office of Admissions
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183
e-mail: **admissions@reinhardt.edu**

General admission to Reinhardt University graduate studies:

- The Graduate Admission Application form—complete and submit the Online Application for Admission: Reinhardt University
- Official transcripts from all institutions attended; proof of a bachelor's degree from a regionally accredited institution should be on one transcript. If a transcript includes any graduate classes, the applicant should have left the graduate program in good standing.

Official transcripts must be mailed from the granting institution, or delivered in a sealed envelope from the institution, or sent via a professional electronic transcript sending service.

Additional admission requirements for the Reinhardt MFA:

- A bachelor's degree from a regionally accredited institution with an overall undergrad GPA of 2.75 minimum (on a 4.0 scale)
- A sample creative manuscript (10 pages of poetry OR 20 pages of fiction/non-fiction OR 30 pages of a script)
- A critical writing sample (4-5 pages): This sample may be a college research paper OR a detailed review of a recent book or film.
- A personal essay (2-4 pages) – an informal introduction to who you are and a description of your writing experiences, interests and goals.

Transfer Credit

A maximum of nine (9) credit hours of graduate work earned at a regionally accredited Commission on Colleges (COC) institution may be transferred in to Reinhardt University's MFA program. The acceptance of any transfer credit is contingent upon approval of the MFA Director and/or the Dean of Arts and Humanities. Transferred courses must correspond to those courses offered in Reinhardt's MFA curriculum. Students will need to provide official transcripts of course work, course descriptions and course syllabi, and the amount of transfer credit awarded will be determined by the MFA Program Director.

Transfer credit will not be given for 1) course work that is more than five years old, 2) any course in which a grade of less than a "B" was earned, 3) course work already applied toward another degree, and 4) course work that was not applicable toward a graduate degree at the institution where the credit was earned. See **Transfer Credit** (p. 32) under "Academic Policies" for stipulations of Reinhardt University graduate transfer credit.

MFA Scholarships

Reinhardt University offers the **Etowah Writers Need-Based Scholarship**. The total amount a student may receive over one academic year is $2000. The scholarship is renewable but financial need will be assessed in May of each academic year. Students who wish to be considered for this scholarship must complete the FAFSA by March 1. The Office of Financial Aid determines the amount of the scholarship.

Literary Editor Fellowship – *James Dickey Review* MFA students who are particularly interested in literary editing are encouraged to apply for the Literary Editor Fellowship. Only one Fellowship is given each year. The student who earns the scholarship will receive a $1,000 scholarship in the year the editorship occurs. The Fellow will serve as the Literary Editor of the *James Dickey Review*.

Copy Editor Fellowship – *James Dickey Review* MFA students who are particularly interested in literary editing are encouraged to apply for the Copy Editor Fellowship. Only one Fellowship is given each year. The student who earns the scholarship will receive a $1,000 scholarship in the year the editorship occurs. The Fellow will serve as the Copy Editor for the *James Dickey Review.*

Dr. Robert Driscoll Award for Regional Study MFA students in the final year of the program are eligible to apply for a grant from the Robert Driscoll Fund in Support of Regional Studies and Service, provided the student's creative thesis centers on the Etowah River Valley. Interested students should discuss applying for the grant with their thesis advisor or the MFA Program Director.

MFA Student Learning Outcomes

Upon completion of the program, MFA students will demonstrate

- A mastery of structure and form in their chosen genre
- A mastery of style, including diction, syntax and tone
- A mastery of image in concrete description and figurative language
- A mastery of character, point of view and voice
- The ability to analyze craft elements in literary works within their chosen genre
- The ability to constructively critique the work of their peers
- The ability to prepare and submit their work for publication and performance
- The ability to conduct and document scholarly research

Attendance

Graduate Students are expected to attend all class meetings and are required to follow the attendance policies of each individual professor.

Academic Performance

MFA students earn grades Satisfactory (S) or Unsatisfactory (U) in their course work. Only one (1) course grade of "U" may be allowed for degree completion. A second course grade of "U" will result in **Academic Probation.** The second course in which a "U" is earned must be retaken to count toward degree completion. A third course grade of "U" will result in **Academic Dismissal.**

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 also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions.**

Academic Probation

When a student receives a second "U" (unsatisfactory) grade, the student will be placed on **Academic Probation**. The student will be informed by the University Registrar of the probationary status, which may be removed by retaking the course and receiving a grade of "S."

Academic Dismissal

If a student receives a third course grade of "U" (Unsatisfactory), the student will be dismissed from the graduate 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.

Graduation Requirements:

1. Successfully complete a minimum of sixty (60) credit hours in the approved curricula with only one (1) grade of "U" (Unsatisfactory).
2. Successfully complete the final portfolio and thesis defense. At the end of the program, each graduate will present and defend a thesis consisting of a portfolio of his or her best creative work introduced by a critical essay placing the corpus in the context of contemporary and/or historical literary movements.
3. Once the student has completed all course work, three (3) years (maximum) are allowed for the completion of the portfolio and thesis. Students not completing this requirement within the three-year period may be required to complete additional course work.
4. Submission of Graduation Application and fee by the semester deadline before expected degree completion. Graduation application deadlines are listed on the **Academic Calendar.**

There is a processing fee of $250 that must be submitted with the application. After the application deadline, there is a late fee of $25 added to the processing fee. The graduation fee offsets the costs of binding the student's thesis, ordering diplomas, and costs of a commencement event specifically designed for MFA graduates.

Master of Fine Arts (MFA) in Creative Writing

Degree Type
Master of Fine Arts (MFA)

The Reinhardt MFA program consists of seven (7) to nine (9) semesters, depending on the student's entry point, including three summer residency semesters. In between the summer residencies, standard fall and spring semesters include online courses and individual study with a writing mentor or guide.

The first summer residency includes a 1-day orientation period and introductory workshops for new students. Due to the extra contact time, new MFA students will earn nine (9) credits. Second year MFA students have a summer residency of 11 days and earn eight (8) credits. Graduating MFA students earn seven (7) credits during the final summer residency. The following schedule is based on the summer 2023 entry point. Students may also enter the program in fall and spring semesters. Contact the program director for information.

MFA Required Courses

Semester 1 - Summer

Course Code	Title	Credits
	Twelve-Day On-Campus Orientation, Residency and Writing Workshops	
ENG 500	OREINTATION & PROGRAM PLANNING	1
ENG 501	EXPERIENTIAL LEARNING	1
ENG 505	READING PLACE	3
ENG 510	PRACTICE WRITING WORKSHOP	1
ENG 520	WRITER'S WKSH: POETRY, PROSE, SCRIPT	3
	Sub-Total Credits	**9**

Fall-2

Course Code	Title	Credits
ENG 515	READING STORY	3
ENG 525	READING IMAGE	3
ENG 560	CREATIVE WRITING I	3
	Sub-Total Credits	**9**

Spring-3

Course Code	Title	Credits
ENG 535	READING VOICE	3
ENG 545	READING DIALOGUE	3
ENG 570	CREATIVE WRITING II	3
	Sub-Total Credits	**9**

Summer-4

Course Code	Title	Credits
ENG 502	EXPERIENTIAL LEARNING READING SEM	1
ENG 530	WRITER'S WKSH: POETRY, PROSE, SCRIPT	3
ENG 555	READING CRITICISM	3
ENG 585	CRITICAL THESIS WORKSHOP	1
	Sub-Total Credits	**8**

Fall-5

Course Code	Title	Credits
ENG 580	CREATIVE WRITING III	3
ENG 600	THESIS PART I	6
	Sub-Total Credits	**9**

Spring-6

Course Code	Title	Credits
ENG 650	THESIS PART II	9
	Sub-Total Credits	**9**

Summer-7

Course Code	Title	Credits
	Twelve-Day On-Campus Residency	
ENG 540	WRITER'S WKSH: POETRY, PROSE, SCRIPT	3
ENG 590	MFA INTERNSHIP	3
ENG 610	GRADUATION READING	1
	Sub-Total Credits	**7**
	Total Credits	60

Master of Public Administration (MPA)

The Master of Public Administration (MPA) degree prepares individuals from diverse backgrounds for a professional career of public service. The MPA degree emphasizes the analysis and the evaluation of information regarding administrative and policy issues. In comparison with many other professional degree programs such as law or medicine, the MPA provides broad based training in subjects such as economics, policy analysis, management, and professional communications.

MPA Program Coordinator

Tony Daniel, Ph.D.,
SHRM-SCP
Professor of Business
770-720-5638
add@reinhardt.edu

Accreditation

Reinhardt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and masters. 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

Mission

The Master of Public Administration (MPA) program at Reinhardt University provides a high-quality generalist, practice-oriented, research-based, and ethics-focused program to educate and prepare students for professional and leadership careers in public service. The program helps students enhance their knowledge and develop principled, resourceful skills and abilities to contribute to the broad public good across all levels of government and within the nonprofit and for-profit sectors. The MPA program seeks to engage students, faculty, and researchers with public, private, and nonprofit professionals to serve the needs of the public and the community.

Admission Requirements

All admission documents should be sent to the following address:

Office of Admissions
Reinhardt University
7300 Reinhardt Circle

Waleska, GA 30183
PHONE: 770-720-5526
e-mail: admissions@reinhardt.edu

General admission to Reinhardt University graduate studies:

- The Graduate Admission Application form—complete and submit the **Online Application for Admission**: Reinhardt University
- Submit official transcripts from all institutions attended; proof of a bachelor's degree from a regionally accredited institution should be on one transcript. If a transcript includes any graduate classes, the applicant should have left the graduate program in good standing.

Official transcripts must be mailed from the granting institution, or delivered in a sealed envelope from the institution, or sent via a professional electronic transcript sending service.

Additional admission requirements for the Reinhardt MPA

- A bachelor's degree from a regionally accredited institution with an overall undergrad GPA of 2.75 minimum (on a 4.0 scale)
- A résumé
- Other documents may be required at the discretion of the Program Coordinator

Transfer Credit

A maximum of six (6) credit hours of graduate work earned at an accredited institution may be transferred in to Reinhardt University's MPA program. The acceptance of any transfer credit is contingent upon approval of the MPA Program Coordinator and/or the Dean of the McCamish School of Business and Professions. Transferred courses must correspond to those courses offered in Reinhardt's MPA curriculum. Students will need to provide official transcripts of course work, course descriptions and course syllabi, and the amount of transfer credit awarded will be determined by the MPA Program Director.

Transfer credit will not be given for (1) any course in which a grade of less than a "B" was earned, (2) course work already applied toward another degree,
(3) course work that is more than five years old, and (4) course work that was not applicable toward a graduate degree at the institution where the credit was earned. See **Transfer Credit** (p. 32) under "Academic Policies" for stipulations of Reinhardt University Graduate Studies.

MPA Program Goals

The general purpose or goals of the Reinhardt University MPA program are as follows:

- To provide a broad based professional education that emphasizes managerial skills, analytical competency, and a foundation in ethics to prepare for public service
- To address the critical issues confronting the public sector and apply the managerial skills, analytical competencies, and ethics background to addressing these issues
- To develop leadership qualities necessary for public service

MPA Program Student Learning Outcomes (PLOs)

Upon completion of the Master of Public Administration degree, the individual student should possess the following qualities, abilities, and skills:

PLO 1: Graduates will identify and analyze the intellectual history of American public administration, the competing ideological frameworks, and the major issues or controversies in the public service that have emerged over time.

PLO 2: Graduates will be able to explain the unique political and legal environment in the public and nonprofit sectors and its human management implications as well as describe and evaluate the similarities and differences in intergovernmental and intra-governmental leadership, management and policy challenges.

PLO 3: Graduates will analyze and interpret data and policy formation, using various research methodologies and statistical techniques to demonstrative effective critical thinking skills and reasoning abilities to make recommendations for decision making and public policy creation.

PLO 4: Graduates will define and discuss the public policy process at the federal, state and local levels as well as identify and evaluate the effectiveness of the theories of public policy making.

PLO 5: Graduates will recognize and analyze ethical dilemmas and apply public administration's code of ethics to decisions and value conflicts unique to public service.

Georgia P.O.S.T. Council Career Development Certifications

The Master of Public Administration program provides the opportunity for qualified individuals to complete training requirements for the award of Management and Executive Career Development Certification through the Georgia Peace Officer Standards and Training Council (P.O.S.T.). The program consists of 12 courses with 480 hours of direct instruction, which is supplemented with blended independent / interactive online assignments. Each course requires 40 hours of direct instruction delivered through a mandatory face-to-face residency component. The residency component cannot be waived. Training credit will only be granted for Master of Public Administration coursework approved by the P.O.S.T. Council and completed through Reinhardt University. Training credit shall not be awarded for graduate courses completed at other institutions. Individuals seeking the award of career development training credit must meet the following conditions:

- Be in good standing with the Georgia P.O.S.T. Council or cleared by P.O.S.T. for training and employment;
- Acceptance into the Master of Public Administration program as a degree seeking student;
- Maintain good standing as a degree seeking student in the Master of Public Administration program;
- Attend 90% or more of each course residency component as scheduled through Reinhardt University;
- Obtain a cumulative final average of 80% or higher in each course.

Curriculum

The MPA program is a 12-month online program with a total of 36 credit hours.

Attendance

Graduate Students are expected to attend all class meetings and are required to follow the attendance policies of each individual professor.

Academic Performance

MPA students are expected to earn grades of "A" or "B" in their course work. Only one (1) course grade of "C" may be included in the computation for degree completion. A second course grade of "C" will result in **Academic Probation.**. The course must be retaken to count toward degree completion. A third course grade of "C" or a first course grade of "F" will result in **Academic Dismissal.**

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 also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions**.

Graduation Requirements:

- A cumulative GPA of at least 3.0, and
- No more than (1) one “C” in the program, counted toward degree completion, regardless of the GPA.
- Final Research Project
- Comprehensive Examination
- A maximum of 5 years for completion

See **Academic Performance** and **Degree Completion Requirements**.

Master of Public Administration (MPA)

Degree Type
Master of Public Administration (MPA)

The MPA program consists of a core of courses reflecting basic public administrative skills and a concentration of courses in the criminal justice administration area or approved electives. Each of the six semesters has a blend of core courses and elective courses.

MPA Core Courses

Course Code	Title	Credits
MPA 600	PUBLIC ADMINSTRATION & POLICY	3
MPA 605	LEADERSHIP/ORGANIZ BEHAVIOR	3
MPA 610	RESEARCH METHODS	3
MPA 611	APPL STATS PUBLIC DECISION-MAKING	3
MPA 615	SPECIAL TOPICS IN PUBLIC ADMINISTRATION	3
MPA 630	ADMINISTRATIVE LAW	3
MPA 625	HUMAN SERVICES ADMINISTRATION	3
MPA 635	ETHICS IN PUBLIC SERVICE	3
MPA 655	CRIMINAL JUSTICE POLICY	3
	Sub-Total Credits	**27**

Concentration of Student's Choosing:

AI Concentration

Course Code	Title	Credits
BUS 629	GENERATIVE AI FOR MANAGERS	3
BUS 631	BUSINESS USE CASES FOR AI MODELS	3
BUS 632	AI GOVERNANCE & ETHICS	3
	Sub-Total Credits	**9**

Business Analytics Concentration

Course Code	Title	Credits
BUS 646	STORYTELLING WITH DATA	3
BUS 647	SPREADSHEET MODELING FOR DECISION MAKING	3
BUS 648	PYTHON FOR BUSINESS ANALYTICS	3
	Sub-Total Credits	**9**

Cybersecurity Concentration

Course Code	Title	Credits
BUS 649	INFORMATION GOVERNANCE, RISK MANAGEMENT & COMPLIANCE	3
BUS 651	NETWORK ARCHITECTURES FOR CYBER MANAGERS	3
BUS 652	CYBER RISK MANAGEMENT AND STRATEGY	3
	Sub-Total Credits	**9**

Finance Concentration

Course Code	Title	Credits
BUS 656	MANAGERIAL FINANCE	3
BUS 657	CAPITAL MARKETS AND INVESTING	3
BUS 658	FINANCIAL STATEMENTS ANALYSIS AND VALUATION	3
	Sub-Total Credits	**9**

Healthcare Administration Concentration

Course Code	Title	Credits
BUS 669	STRUCTURE AND ECONOMICS OF THE US HEALTHCARE SYSTEM	3
BUS 671	MANAGEMENT OF HEALTHCARE ORGANIZATIONS	3
BUS 672	DATA ANALYSIS FOR HEALTHCARE ORGANIZATIONS	3
	Sub-Total Credits	**9**
	Total Credits	36

Master of Science in Nursing (MSN)

Reinhardt University Cauble School of Nursing and Health Sciences Master of Science in Nursing (MSN) program focuses on Nursing Education. The continuous 5-semester online program prepares graduates to work in the field of nursing education. Employment opportunities include colleges and universities, vocational technical schools, and hospital educational departments. Upon graduation students are eligible to sit for the CNE (Certified Nurse Educator), CNEn (Novice Nurse Educator), or CNEcl (Academic Clinical Nurse Educator) exams. The MSN curriculum also supports the foundational knowledge needed to pursue a terminal nursing degree.

MSN Program Coordinator

Kimberlin Zelinsky, B.S.N, M.S.N, CNE, DPN
Assistant Professor of Nursing and Health Sciences
kgz@reinhardt.edu 770-720-5711

Accreditation

Reinhardt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and masters. 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

Mission

The purpose of Reinhardt School of Nursing is to prepare future professional nurses in both the science and art of nursing. The purpose includes preparing the student to be a nurse who is both caring and compassionate while utilizing critical thinking and clinical reasoning as well as evidenced based therapeutic interventions to meet the health care needs of culturally diverse populations along the continuum of health. In addition, the purpose of the Reinhardt School of Nursing purpose is to prepare the student for the role of the professional nurse in the ever changing climate of healthcare in both the local and global community

MSN Student Learning Outcomes

- Patient-centered care: Improve client or student outcomes and enhancing nursing practice through the identification of and application of effective instructional strategies.
- Teamwork & Collaboration: Participates in interdisciplinary efforts to address healthcare education needs to promote culturally competent population healthcare in local, national, and international populations.
- Evidence-Based Practice (EBP): Uses evidence to support best practices in teaching. Focus on the relationship between nursing theory, research, and evidence-based practice.
- Quality Improvement: Integrates quality improvement strategies in the development, assessment, and evaluation of educational programs.
- Patient Safety: Incorporates **Quality and Safety Education for Nurses (QSEN)** resources to promote patient safety.
- Informatics: Utilizes information technology to support educational practice and incorporates the use of informatics to improve quality healthcare and innovative teaching.

Admission Requirements

- See General Admissions Procedures.
- Additional Requirements for the MSN.
- Current unencumbered Georgia or compact state RN licensure at the time of the application deadline.
- Completion of a Bachelor of Science in Nursing, from an ACEN or CCNE accredited and state approved nursing program or with a previously earned Bachelor's degree in a field other than nursing. If the Bachelor's degree is in a field other than nursing, the applicant must complete or show evidence of completion of the following courses:
    - Anatomy and Physiology I and 2 - 8 hours
    - Microbiology - 3 or 4 hours
    - Pathophysiology - 3 hours
    - Any undergraduate statistics course - 3 hours
    - Last 60 hours GPA of 3.0
    - Cumulative science GPA (Anatomy and Physiology 1 and 2, statistics) of 3.0 on a 4.0 scale preferred

Transfer Credit

- The Reinhardt University MSN does not accept transfer credit from other programs

- Credit hour policy (online): over seven (7) weeks, students will spend a variable number of minutes per week in online lectures, class discussions, and in preparation of class projects and research papers. Instructional time includes a 3-hour final exam. Out-of-class work includes homework and preparation for exams and quizzes and is a variable number of minutes per week (6750 minutes for the semester).

Attendance

Graduate Students are expected to participate each week in required assignments as scheduled by the instructor. This may require collaboration among classmates and outside research.

Graduation Requirements

All courses must be completed with a grade of C or above. NUR 512 is a 16-week practicum. As the students already hold an RN license, there is no additional test required.

Upon graduation students are eligible to sit for the CNE (Certified Nurse Educator), CNEn (Novice Nurse Educator), or CNEcl (Academic Clinical Nurse Educator) exams.

Master of Science in Nursing (MSN)

Degree Type
Master of Science in Nursing (M.S.N)

Master of Science in Nursing (MSN) Curriculum

The Master of Science (MSN) requires a total of 36 credit hours of graduate course work delivered over five semesters.

All students will take 18 hours of Core classes and then will choose one of two tracks: Healthcare Leadership Systems or Nursing Education.

Within their chosen track they will take 18 additional hours for a total of 36 hours.

Core Classes

Course Code	Title	Credits
NUR 504	CHAMPIONING QUALITY & SAFETY IN NURSING PRACTICE	3
NUR 505	NURSING INFORMATICS: LEVERAGING TECHNOLOGY TO IMPROVE HEALTHCARE	3
NUR 506	FROM EVIDENCE TO EXCELLENCE: TRANSLATING RESEARCH INTO PRACTICE	3
NUR 507	PREVENTION AND POPLUATION HEALTH: ADVANCING COMMUNITY WELL-BEING	3
NUR 508	LEADERSHIP AND HEALTH SYSTEMS	3
NUR 509	HEALTHCARE ADVOCACY AND POLICY: THE NURSE LEADER'S ROLE	3
	Sub-Total Credits	**18**

Healthcare Systems Leadership Track

Course Code	Title	Credits
NUR 600	HUMAN RESOURCE STRATEGIES FOR NURSE LEADERS	3
NUR 602	ADVANCED PROJECT MANAGEMENT FOR NURSING LEADERS	3
NUR 604	FINANCIAL ACUMEN IN NURSING LEADERSHIP	3
NUR 606	LEADING WITH DATA: ENHANCING NURSING PRACTICE THROUGH ANALYTICS	3
NUR 608	LEADERSHIP PRACTICUM	6
	Sub-Total Credits	**18**

Nursing Education Track

Course Code	Title	Credits
NUR 601	BUILDING EXCELLENCE: CURRICULUM DESIGN IN NURSING EDUCATION	3
NUR 603	TEACHING STRATEGIES FOR NURSE EDUCATORS	3
NUR 605	MEASURING SUCCESS: ASSESSMENT & EVALUATION IN NURSING EDUCATION	3
NUR 607	ADVANCED PATHOPHYSIOLOGY, PHARMACOLOGY, & HEALTH ASSESSMENT	3
NUR 609	TEACHING PRACTICUM	6
	Sub-Total Credits	**18**
	Total Credits	36

Master of Science in Sport Administration and Leadership (MS-SAL)

The Reinhardt Master of Science in Sport Administration and Leadership (MS-SAL) develops in each graduate the management, critical thinking and leadership skills needed to succeed as a coach, manager, athletic director or any other high-ranking sports leader. Reinhardt MS-SAL candidates learn how to use research to examine the broader role of sport in society while exploring critical issues facing sports administrators, including budgeting, communication, marketing and sport law.

MS-SAL Program Coordinator

Dean: Joe Mullins, Ph.D.
Associate Professor of Sports Studies
770-720-5946
jwm@reinhardt.edu

Accreditation

Reinhardt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and masters. 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

Mission

Reinhardt University's overall educational program emphasizes the study of liberal arts, sciences and professional studies within the University's historic commitment to the United Methodist faith and tradition. The University affirms that learning is best facilitated through a partnership between faculty members and students where the integration of faith
and learning is essential. The University is committed to students who desire a small, caring community dedicated to personalized attention.

The mission of the Master of Science in Sport Administrative Leadership program is to develop leaders and scholars equipped with the theoretical knowledge and practical experience to successfully serve in leadership roles within the sport industry.

Admission Requirements

All admission documents should be sent to the following address:

Office of Admissions
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183
PHONE: 770-720-5526
e-mail: admissions@reinhardt.edu

General admission to Reinhardt University graduate studies:

- The Master of Science in Sport Administration and Leadership (MS-SAL) has cohort start dates in the Fall and Spring Semesters.
- The Graduate Admission Application form—complete and submit the **Online Application for Admission:** Reinhardt University
- Submit official transcripts from all institutions attended; proof of a baccalaureate degree from a regionally accredited institution should be on one transcript, with an overall minimum GPA of 2.75.

If any records will be under a different last name (i.e. maiden name, etc.), please note on the admission application appropriately. If a transcript includes any graduate classes, the applicant should have left the graduate program in good standing.

Official transcripts must be mailed from the granting institution, or delivered in a sealed envelope from the institution, or sent via a professional electronic transcript sending service.

Additional admission requirements for the Reinhardt online MS-SAL:

- Three letters of recommendation from a professor or professional supervisor attesting to the student’s ability to complete graduate level work as an independent, online student. For the recommendation form see the website for MS-SAL undergraduate programs or contact the Office of Professional and Graduate Admissions.
- In-person, phone or Skype interview with program coordinator or designated program faculty.

Admission for Current Reinhardt University Undergraduate Students

Applicants who complete a bachelor’s degree at Reinhardt University with a 3.0 GPA or higher-

- Submit a graduate school application for admission: Reinhardt University
- Students in this category can automatically be accepted without references, interviews, and/or essays by the admissions department

Applicants who complete a bachelor’s degree at Reinhardt University with less than a 3.0 GPA-

- Submit a graduate school application for admission: Reinhardt University
- Students in this category can be accepted without references, interviews, and/or essays but must be approved by the program coordinator
- Other documents may be required at the discretion of the program coordinator

Transfer Credit

No transfer courses are accepted for credit.

MS-SAL Student Learning Outcomes

Students graduating with the Master of Science in Sport Administrative and Leadership will:

1. Exhibit leadership behaviors consistent with ethical sport administrators
2. Apply communication and technology competencies required of sport administrators
3. Analyze current and historical issues impacting sport administrators, and integrate solutions to develop positive organizational cultures
4. Comprehend the broader role of sport in society

Reinhardt Credit Hour Statement (Online)

Over 8 weeks, students will spend a variable number of minutes per week in online lectures, class discussions, and in preparation of class projects and research papers. Instructional time includes a 3-hour final exam. Out-of-class work includes homework and preparation for exams and quizzes and is a variable number of minutes per week (6750 minutes for the semester).

Attendance

Graduate Students are expected to participate each week in required assignments as scheduled by the instructor. This may require collaboration among classmates and outside research.

Academic Performance

MS-SAL students are expected to earn grades of “A” or “B” in their course work. Only one (1) course grade of “C” may be included in the computation for degree completion. A second course grade of “C” will result in **Academic Probation.** The course must be retaken to count toward degree completion.

A third course grade of “C” or a first course grade of “F” will result in **Academic Dismissal**.

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 also **Grade Appeal** and **Enrollment Related Appeals** under **Appeals and Petitions**.

Graduation Requirements

- A cumulative GPA of at least 3.0, and
- No more than (1) one “C” in the program, counted toward degree completion, regardless of the GPA.
- A maximum of 5 years for completion

See **Academic Performance** and **Degree Completion Requirements**.

Master of Science in Sport Administration and Leadership (MS-SAL)

Degree Type
Master of Science in Sport Administration and Leadership (MS-SAL)

Required Courses

Semester 1 – Session 1

Course Code	Title	Credits
SAL 510	SPORT LEADERSHIP AND ETHICS	3
SAL 520	CONTEMPORARY ISSUES IN SPORT	3
	Sub-Total Credits	**6**

Semester 1 – Session 2

Course Code	Title	Credits
SAL 600	RESEARCH METHODS IN SPORT	3
SAL 610	SPORT FINANCIAL MANAGEMENT	3
	Sub-Total Credits	**6**

Semester 2 – Session 1

Course Code	Title	Credits
SAL 620	SPORT FACILITIES & EVENT MANAGEMENT	3
SAL 630	LEGAL ASPECTS IN SPORT	3
	Sub-Total Credits	**6**

Semester 2 – Session 2

Course Code	Title	Credits
SAL 640	MANAGING SPORT ORGANIZATIONS	3
SAL 650	SPORT MARKETING AND MEDIA	3
	Sub-Total Credits	**6**

Semester 3

Course Code	Title	Credits
SAL 660	STRATEGIC SPORT LEADERSHIP	3
SAL 670	DIGITAL SPORT LEADERSHIP	3
	Sub-Total Credits	**6**
	Total Credits	30

Courses

BUS 503: ADV FINANCE & ACCOUNTING CONCEPTS

This course integrates the concepts of financial and managerial accounting to prepare the manager to use accounting to assess and manage the health of the organization. Topics include balance sheet, income statement, statement of cash flows, financial statement analysis, and internal analysis techniques.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 601: MANAGING THE ORGANIZATIONS

The purpose of this course is to help you think about the design, structure, and management of organizations. Managers recognize that the critical sources of competitive advantage are not only having the most ingenious product design, the most brilliant marketing strategy, or the most state-of-the-art production technology. Having an effective understanding of how to obtain, mobilize, and manage an organization's assets is also essential to both immediate and long-term success.
Credits 3

Division
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BUS 603: ORGANIZATIONAL LEADERSHIP

In this course, students will demonstrate understanding of the concepts required, the support available, and the tactics commonly employed by leaders in the organizational environment. In addition, they will also demonstrate an ability to critically evaluate organizational problems, consider viable solutions using the conceptual knowledge learned throughout the course, and apply it in an effective solutions-oriented format.
Credits 3

Division
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BUS 605: OPERATIONS MANAGEMENT

This course examines concepts, techniques and tools to design, analyze and improve operational capabilities of an organization. The topics covered include: business logistics/physical distribution and supply chain strategy and management, process analysis and innovation, capacity analysis, inventory management, postponement, production control,, coordination, and sustainability, operational risk, quality management, customer service, revenue management and pricing.
Credits 3

Division
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BUS 610: ORGANIZATIONAL COMMUNICATION

An examination of modern concepts of effective business communications. Discussions on the theoretical bases of modern business communication, the communication process, communication skills, case analysis, and development and implementation of business communication strategies.
Credits 3

Division
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BUS 615: PRACTICUM I

Each Practicum allows students to personalize the orientation and content of the program along the common thread of detailed immersion into a selected industry. At the start of the program, students will select an industry of interest for which they will create a hypothetical company. Each MBA course contains assignments specific to that industry and/or hypothetical company. After every pair of courses, there will be a Practicum, or applied seminar, intended to reinforce and apply learning through the following activities: 1. Students will make a presentation of the combined Practicum pieces from the preceding pair of courses. The presentation will be to the MBA Cohort Coordinator, industry leaders and classmates followed by questions and answers and feedback. 2. The MBA Coordinator will lead a debriefing session on the learning that took place over the last two courses. Personal and Professional Development models will be presented and used. 3. Students will consolidate their journaling from courses into material for their Personal and Professional Development Plan and their MBA Portfolio. 4. Prior to each round of presentations, students will engage in a consulting role with other students to critique and improve each other's companies.
Credits 1

Division
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BUS 621: HUMAN RESOURCE MANAGEMENT

This course teaches students to devise integrated organizational structures and strategies leading to competitive advantage through effective and creative management of people. Emphasis is placed on managing human assets in the context of a firm's strategy, industry, and stakeholder environment. Topics in the course include human resource strategy, management of intangibles, strategic industry analysis, structuring for success, strategic alignment, human resource planning, and successful talent management.
Credits 3

Division
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McCamish School of Business and Professions

BUS 625: MANAGERIAL ACCOUNTING

Managerial Accounting at the graduate level offers real world tools for decision making within the framework of organizational strategy. Effective tools are linked with management concepts such as strategic position analysis, value chain analyses, and affects on decisions of how a business competes in the marketplace. Traditional cost behavior concepts, cost-volume-profit (CVP) analysis, and product costing are updated with real world examples and decision cases. New measures for relevant costs and reflective performance reports are prepared with reporting alternatives by segment, with transfer pricing and ending with an overall balanced scorecard.
Credits 3

Division
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BUS 626: FINANCIAL MANAGEMENT

Financial Management studies corporate finance and capital markets, emphasizing the financial aspects of managerial decisions. It touches on all areas of finance, includiing the valuation of real and financial assets, risk management and financial derivatives, the trade off between risk and expected return, and corporate financing and dividend policy. This course focuses on capital investment strategies, cost of capital, rate of return, capital replacement, valuation, and risk-taking. The emphasis is on how finance theory translates into practice.
Credits 3

Division
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BUS 629: GENERATIVE AI FOR MANAGERS

Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking
competitors. This course equips students to drive impact in any industry using GenAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends. Learn more at rize.pub/AIMBA-I.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 631: BUSINESS USE CASES FOR AI MODELS

Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking
competitors. This course equips students to drive impact in any industry using GenAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends. Learn more at rize.pub/AIMBA-I.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 632: AI GOVERNANCE & ETHICS

Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI-related risks, and communicate governance standards to stakeholders. Learn more at rize.pub/AIMBA-III.
Credits 3

Division
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McCamish School of Business and Professions

BUS 635: PRACTICUM II

Each Practicum allows students to personalize the orientation and content of the program along the common thread of detailed immersion into a selected industry. At the start of the program, students will select an industry of interest for which they will create a hypothetical company. Each MBA course contains assignments specific to that industry and/or hypothetical company. After every pair of courses, there will be a Practicum, or applied seminar, intended to reinforce and apply learning through the following activities: 1. Students will make a presentation of the combined Practicum pieces from the preceding pair of courses. The presentation will be to the MBA Cohort Coordinator, industry leaders and classmates followed by questions and answers and feedback. 2. The MBA Coordinator will lead a debriefing session on the learning that took place over the last two courses. Personal and Professional Development models will be presented and used. 3. Students will consolidate their journaling from courses into material for their Personal and Professional Development Plan and their MBA Portfolio. 4. Prior to each round of presentations, students will engage in a consulting role with other students to critique and improve each other's companies.
Credits 1

Division
GR
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McCamish School of Business and Professions

BUS 640: LAW AND ETHICS

This course examines statutory laws, administrative regulations and the influence of ethics on business. More specifically, the course will explore legal, regulatory and ethical issues that have an impact on the conduct and management of business. Areas of exploration include administrative law, agency, antitrust, consumer protection, contracts dispute resolution, employment law and diversity regulation, environmental protection, ethics and social responsibility, international trade, securities regulation, and, stakeholders - who they are, what they want, and what they are owed
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 641: QUANTITATIVE DECISION MAKING

This course is centered on the theory and application of quantitative methods for decision making. Students learn how to present, summarize, and analyze data as an aid to decision making under uncertainty. Topics include descriptive statistics, basic PERT analysis probability theory, forecasting methods, hypothesis testing, analysis of variance, regression analysis and capital budgeting—as they apply to business and management problems.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 646: STORYTELLING WITH DATA

Storytelling is one of the oldest and most powerful tools for action, and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you'll be able to create data queries and visualizations, integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation. Learn more at rize.pub/BZMBA-I.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 647: SPREADSHEET MODELING FOR DECISION MAKING

Spreadsheet tools are the most universal and easily accessible program for most people to use and interpret data—and a vital skill for any analyst to know. In this course, students will learn data cleaning, financial modeling, optimization, and data visualization using PivotTables and PivotCharts, enabling students to analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision-making in business contexts. Learn more at rize.pub/BZMBA-II.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 648: PYTHON FOR BUSINESS ANALYTICS

Managers who hope to stay competitive in business analytics need to be able to scale their analytics-- and Python provides that solution. This course covers Python's significance in business analytics, setting up the Python environment, and learning basic syntax. You'll leverage three of Python's essential libraries-- NumPy for numerical data, Pandas for data manipulation, and Matplotlib for data visualization-- to use data to solve complex business problems. Learn more at rize.pub/BZMBA-III.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 649: INFORMATION GOVERNANCE, RISK MANAGEMENT & COMPLIANCE

Companies storing information are responsible for keeping it safe—and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly, and by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity. Learn more at rize.pub/CYMBA-I.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 651: NETWORK ARCHITECTURES FOR CYBER MANAGERS

In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk. Learn more at rize.pub/CYMBA II.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 652: CYBER RISK MANAGEMENT AND STRATEGY

Cyberattacks today are inevitable—but the extent of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes.' Learn more at rize.pub/CYMBA-III.
Credits 3

Division
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School Division
McCamish School of Business and Professions

BUS 655: PRACTICUM III

Each Practicum allows students to personalize the orientation and content of the program along the common thread of detailed immersion into a selected industry. At the start of the program, students will select an industry of interest for which they will create a hypothetical company. Each MBA course contains assignments specific to that industry and/or hypothetical company. After every pair of courses, there will be a Practicum, or applied seminar, intended to reinforce and apply learning through the following activities: 1. Students will make a presentation of the combined Practicum pieces from the preceding pair of courses. The presentation will be to the MBA Cohort Coordinator, industry leaders and classmates followed by questions and answers and feedback. 2. The MBA Coordinator will lead a debriefing session on the learning that took place over the last two courses. Personal and Professional Development models will be presented and used. 3. Students will consolidate their journaling from courses into material for their Personal and Professional Development Plan and their MBA Portfolio. 4. Prior to each round of presentations, students will engage in a consulting role with other students to critique and improve each other's companies.
Credits 1

Division
GR
School Division
McCamish School of Business and Professions

BUS 656: MANAGERIAL FINANCE

All businesses need to take risks, but managerial finance experts do so without risking it all. This course focuses on present value analysis, capital markets and budgeting, and corporate capital structure. You'll learn to assess company value, understand debt vs. equity financing, and forecast financial performance while gaining skills in budget management and decision-making that allow you to drive value creation in every aspect of the corporate world. Learn more at rize.pub/FIMBA-I.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 657: CAPITAL MARKETS AND INVESTING

Investing involves risk—but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you'll have the financial acumen to make informed investment decisions, optimize portfolio performance, and master strategies for risk management, capital allocation, and sustainable financial growth. Learn more at rize.pub/FIMBA-II.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 658: FINANCIAL STATEMENTS ANALYSIS AND VALUATION

Financial statements are a gold mine that, when analyzed correctly, can reveal a company's financial health and potential for future profitability. And valuing a company is a critical skill in finance that both influences investment decisions and drives financial success. Through financial statement analysis, financial ratio analysis, risk assessment, pro forma financial statements, and advanced valuation techniques like DCF and comparable company analysis, students will gain the quantitative expertise to make informed investment decisions. Learn more at rize.pub/FIMBA-III.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 661: ECONOMICS

The central theme of this course is competitive advantage. What strategies do firms employ to establish and sustain their competitive advantage(s)? Topics include pricing, costing, creating barriers to entry, marketing, currency valuation, efficiency and alternative market structures
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 665: MARKETING

This course examines the decision maker's process for producing a marketing strategy consistent with the underlying factors present in various situations. Case analysis is emphasized to help develop strategic marketing skills.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 669: STRUCTURE AND ECONOMICS OF THE US HEALTHCARE SYSTEM

Healthcare systems are complicated structures beholden economically and legally to many different stakeholders and policies. When those factors change, they have consequences. Aspiring managers must be able to make informed decisions about what to do in the face of change. By the end of this course, aspiring healthcare system managers will be prepared to analyze the economic impact of policy changes on their institutions and tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids. Learn more at rize.pub/HAMBA-I.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 671: MANAGEMENT OF HEALTHCARE ORGANIZATIONS

Should a hospital focus on pediatrics or heart surgery? How can clinics build and retain a strong workforce? What is the best strategy for negotiating with insurance companies? This course focuses on the management principles and practices that create successful healthcare organizations. Students will learn to navigate key management challenges, apply strategic analysis frameworks, and manage healthcare workforce and IT systems—all with an emphasis on ethical leadership, collaboration, and quality assurance. Learn more at rize.pub/HAMBA-II.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 672: DATA ANALYSIS FOR HEALTHCARE ORGANIZATIONS

Healthcare managers that can leverage data analysis make more informed decisions that lead to better outcomes. Data in a healthcare context brings solutions, but also unique challenges that managers must navigate to harness its potential. In this course, students will explore effective management and integration of data-driven decisions in healthcare. By the end, students will be able to strategize and communicate data insights to drive ethical impact in healthcare systems. Learn more at rize.pub/HAMBA-III.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 675: PRACTICUM IV

Each Practicum allows students to personalize the orientation and content of the program along the common thread of detailed immersion into a selected industry. At the start of the program, students will select an industry of interest for which they will create a hypothetical company. Each MBA course contains assignments specific to that industry and/or hypothetical company. After every pair of courses, there will be a Practicum, or applied seminar, intended to reinforce and apply learning through the following activities: 1. Students will make a presentation of the combined Practicum pieces from the preceding pair of courses. The presentation will be to the MBA Cohort Coordinator, industry leaders and classmates followed by questions and answers and feedback. 2. The MBA Coordinator will lead a debriefing session on the learning that took place over the last two courses. Personal and Professional Development models will be presented and used. 3. Students will consolidate their journaling from courses into material for their Personal and Professional Development Plan and their MBA Portfolio. 4. Prior to each round of presentations, students will engage in a consulting role with other students to critique and improve each other's companies.
Credits 1

Division
GR
School Division
McCamish School of Business and Professions

BUS 680: GLOBAL MANAGEMENT

This course focuses on the key management operation issues in leading companies globally by examining multinational business strategies. Discussions involve political, economic, and cultural influences on the international marketplace. Students research and prepare an international business plan to introduce a product or a service in a specific country.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 690: STRATEGIC MANAGEMENT

Synthesis of knowledge in the role of strategist is the thrust of the course. In prior coursework, emphasis was placed on the strategic development of parts of the whole, such as human resources, communication, marketing, and finance, supported by quantitative and process learning components. This MBA capstone experience requires the student to integrate concepts from prior course work in the crafting of an organization's strategic plan.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

BUS 695: PRACTICUM V

Each Practicum allows students to personalize the orientation and content of the program along the common thread of detailed immersion into a selected industry. At the start of the program, students will select an industry of interest for which they will create a hypothetical company. Each MBA course contains assignments specific to that industry and/or hypothetical company. After every pair of courses, there will be a Practicum, or applied seminar, intended to reinforce and apply learning through the following activities: 1. Students will make a presentation of the combined Practicum pieces from the preceding pair of courses. The presentation will be to the MBA Cohort Coordinator, industry leaders and classmates followed by questions and answers and feedback. 2. The MBA Coordinator will lead a debriefing session on the learning that took place over the last two courses. Personal and Professional Development models will be presented and used. 3. Students will consolidate their journaling from courses into material for their Personal and Professional Development Plan and their MBA Portfolio. 4. Prior to each round of presentations, students will engage in a consulting role with other students to critique and improve each other's companies.
Credits 2

Division
GR
School Division
McCamish School of Business and Professions

DAN 500: GRADUATE SEMINAR

Through guest lectures, class discussions, workshop experiences and written assignments the student will build a practice of writing, to establish knowledge of various modalities for creating dance. Emphasis will be placed on advancing each?student's individual perspective on what is surfacing in their choreographic practice. This course creates various stimuli to which the candidate responds through studio-based inquiry, and a range of reflective and critical skills including writing and documentation strategies.
Credits 3

Division
GR
School Division
School of the Arts

DAN 510: SITE SPECIFIC WORK

This course exposes students to environmental mediation in art-making by exploring site-sensitive instillation, performance, writing, etc. The application of technology to exhibition/ performance is encouraged.
Credits 3

Division
GR
School Division
School of the Arts

DAN 521: STUDIO PRACTICE & RESEARCH

This course creates space for graduate students to workshop ideas, movement, and/or production elements in studio. Embodied research helps students examine their artwork in the context of human ecology. Students explore the combined role of the body-mind in art-making practices. The goal of this course is to generate questions about how recent research, reading, and writing might inform their creative, in-studio practice.
Credits 3

Division
GR
School Division
School of the Arts

DAN 522: STUDIO PRACTICE AND RESEARCH II

Students explore the combined role of the body-mind in art making practices. Embodied research helps students examine their artwork in the context of human ecology. Students establish a strong home-based studio practice during non-resident periods to produce a semester portfolio, which includes individual and collaborative assignments, and self-designed projects. Online Critical Response Process included. Reinhardt provides a research mentor.
Credits 3

Division
GR
School Division
School of the Arts

DAN 523: STUDIO PRACTICE AND RESEARCH III

Students explore the combined role of the body-mind in art making practices. Embodied research helps students examine their artwork in the context of human ecology. Students establish a strong home-based studio practice during non-resident periods to produce a semester portfolio, which includes individual and collaborative assignments, and self-designed projects. Online Critical Response Process included. Reinhardt provides a research mentor.
Credits 3

Division
GR
School Division
School of the Arts

DAN 524: STUDIO PRACTICE AND RESEARCH IV

Students explore the combined role of the body-mind in art making practices. Embodied research helps students examine their artwork in the context of human ecology. The course involves Intense creative practice with close mentoring. Students explore content, form, and materials in individual and collaborative assignments, and self-designed projects. Students demonstrate a cohesive conceptual and technical approach to art-making. Critical Response Process is included.
Credits 3

Division
GR
School Division
School of the Arts

DAN 525: DANCE PEDAGOGY & TEACHING PHIL

In this course, students will expand their teaching knowledge, inform their pedagogical methods, and develop a teaching philosophy.
Credits 3

Division
GR
School Division
School of the Arts

DAN 529: DANCE PEDAGOGY: TEACHING RESIDENCY

In this course, students will participate in a teaching residency, either on campus at Reinhardt University, or through an alternate campus location, proposed and approved in advance by the professor. Students will complete self-assessments, collect anonymous student assessments, and be assessed by the professor on their quality of teaching and proficiency in communicating dance in class.
Credits 3

Division
GR
School Division
School of the Arts

DAN 530: DANCE AND MEDIA

This course explores the many interactions between dance/movement, and digital or media-based representations of it. The class will focus on application of skills and techniques, case studying specific real-world examples of digital dance or dance in the media. Students will pay close attention to both experiential “sides” of digital dance and dance in the media - the audience/consumer, and the creator/artist. Semester-long course — offered in the fall semester.
Credits 3

Division
GR
School Division
School of the Arts

DAN 535: DANCE ON FILM

This course offers explorations of choreography and media where the media takes action directly with the body. It is a multimedia class that combines training and experimentation in various types of technology to devise choreography that pushes the limits of disciplines with bodies in mediated spaces. This course explores the many interactions between dance/movement, and digital or media-based representations of it. The class will focus on application of skills and techniques, case studying specific real-world examples of digital dance or dance in the media. Students will pay close attention to both experiential “sides” of digital dance and dance in the media - the audience/consumer, and the creator/artist. The final for this course is the submission of a researched and produced dance film.
Credits 3

Division
GR
School Division
School of the Arts

DAN 540: CHOREOGRAPHER STUDIES

This class explores dance as a reflection of culture and as an art form from the earliest societies to the present. Concert and Global dances will be observed closely as communication, art forms and commercial entertainment. Throughout the course students will analyze dance forms from both video and written material. Cultural influence and the contributions of individual artists will be investigated. This course specifically will concentrate on historically relevant choreographers and their processes, allowing the graduate level choreographers in the class to learn from, and possibly borrow concepts and practices of choreographers who came before them.
Credits 3

Division
GR
School Division
School of the Arts

DAN 555: CREATIVE INTERDISCIPLINARY COLLAB

This course emphasizes the essentially collaborative nature of performance practice. It offers the opportunity to experiment with new kinds of collaborative relationships and to observe, create, and discuss the choreographer's role in the transformation of ideas into performance works. Through collaborative projects, students engage with other artists and artistic practices and/or with various practitioners from other disciplines, such as: designers, scientists, actors, musicians, writers, mathematicians, etc. as a means of realizing their artistic vision.
Credits 3

Division
GR
School Division
School of the Arts

DAN 560: GRANT WRITING & ARTS ADMINISTRATION

This course will cover the practical skills required for the successful management and funding of arts organizations. Areas covered will include budgeting, fundraising, analysis of financial statements, contracts, marketing/publicity, audience development, board governance, and issues associated with the founding of a nonprofit organization. Throughout the course, students will engage in practical exercises, case studies, and hands-on projects that mirror real-world scenarios in arts administration and grant writing. By the end of the course, students will have developed a comprehensive arts administration toolkit, enabling them to pursue successful careers in leadership roles throughout the arts.
Credits 3

Division
GR
School Division
School of the Arts

DAN 570: KINESIOLOGY & SUSTAINABLE BODY

Understanding the body’s structures, functions, and subtleties in movement through a holistic lens is a life-long endeavor. This is the study of Kinesiology. Generally gross anatomy and physiology would precede a kinesiology course; however, in Dance Kinesiology we will approach the learning collectively with regard for the demands of dance and the dancer’s body in multiple contexts and forms. This class approaches the learning process as kinesthetic, tactile and cognitive to support a lasting relationship to the material. Additionally, this course aims to educate the student in ways to move, create, teach, and lead in a way which is sustainable for years of continued movement.
Credits 3

Division
GR
School Division
School of the Arts

DAN 580: PRODUCTION AND DIRECTION

This course helps students develop skills necessary to produce and/or direct productions involving dance and multimedia art works. Multiple elements, beyond the creative are included in this course, enabling students to consider the financial, and collaborative efforts involved in production. Students will develop aesthetic expression and produce or analyze creative works within traditions of visual and performing arts.
Credits 3

Division
GR
School Division
School of the Arts

DAN 585: SOMATIC RESEARCH I

Somatic Study is an inquiry into our "lived body" by observing and exploring ourselves through sensing and moving. It is simply, and most profoundly, the study of how the human embodied experience unfolds. This course guides the student through academic research study and ties it into their somatic practice, guided by an ISSC representative.
Credits 3

Division
GR
School Division
School of the Arts

DAN 595: SOMATIC RESEARCH II

Somatic Study is an inquiry into our "lived body" by observing and exploring ourselves through sensing and moving. It is simply, and most profoundly, the study of how the human embodied experience unfolds. This course guides the student through academic research study and ties it into their somatic practice, guided by an ISSC representative.
Credits 3

Division
GR
School Division
School of the Arts

DAN 600: THESIS PRODUCTION I

Students pursue a sophisticated thesis question via rigorous practice-led and academic research, and begin documenting their process in a context statement. Frequent interaction with both the onsite and Reinhardt faculty mentors is required.
Credits 3

Division
GR
School Division
School of the Arts

DAN 650: THESIS PRODUCTION II

The student will complete and present the thesis exhibition/performance with appropriate documentation, as well as an assessment portfolio. All materials must demonstrate mastery of conception, intention and production. An oral defense of the thesis exhibition/performance is required.
Credits 6

Division
GR
School Division
School of the Arts

EDU 441: PROFESSIONAL KNOWLEDGE AND INSTRUCTIONAL PLANNING/ STRATEGIES

The course emphasizes that candidates will demonstrate an understanding of their ever-deepening content in relation to the evolving nature of both relevant pedagogical and methodological knowledge. The course emphasizes that candidates will learn research-based planning and instructional strategies that consider learner development and the local curriculum standards being currently taught.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 442: DIFFERENTIATE INSTRUCTION AND ASSESSMENT STRATEGIES/ USES

The course emphasizes that candidates will develop skills and practical methods to support the individualistic learning differences of classroom students. The course emphasizes that candidates will systematically learn, implement, and analyze a variety of diagnostic, formative, and summative evaluation measures and instruments relevant to the student population.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 443: CREATING POSITIVE LEARNING AND ACADEMICALLY CHALLENGING ENVIRONMENTS

The course emphasizes that candidates research and develop a multicultural sensitive classroom community that incorporates a safe and organized framework which encourages individualistic and corporate learning. The course emphasizes that candidates are exposed to teaching and learning environments that stress a student-centered and directed high level of academic achievement.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 444: PROFESSIONALISM AND COMMUNICATION IN THE EDUCATIONAL SETTING

The course emphasizes that candidates complete research on the basic ways teachers become actively involved in their educational communities at the school, county, and state levels while maintaining a high standard of ethical conduct. The course emphasizes that candidates explore effective communication patterns in relation to students, families, individual schools, and school systems brought on by technological advancement.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 497: CLINICAL RESIDENCY

Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified teacher and a university supervisor. The clinical resident is expected to demonstrate the learning outcomes of the PSOE conceptual framework with increasing expertise throughout the experience. The clinical resident is also expected to attend and actively participate in on-line seminars as scheduled. A showcase presentation of the main ideas learned in the program and applied during residency will take place toward the end of the semester.
Credits 12

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 510: TRANSFORMATIVE CHANGE AND RESPONSIVE TEACHING

The course will provide MAT candidates with a basic knowledge and understanding of the three basic tenets of differentiated instruction and the DATA Model that describes differentiated approaches for teaching and assessment. Candidates will explore each facet of the DATA model, and through creative projects and field experience, they will work to make substantive connections between the theory of Differentiated Instruction and real classroom practices and strategies. Course topics include educational philosophy, the history of education, Multiple Intelligences, Learning Styles, assessment, and reflective practice.

Prerequisite: Full Admission to the MAT Program
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology
Prerequisites
Prerequisite: Full Admission to the MAT Program

EDU 515: THE CULTURALLY RESPONSIVE CLASSROOM: THEORY AND PRACTICE

This course focuses on lifespan development with emphasis on school age children and the impact of culture and family on their development. Relevancy to the responsive classroom and the support of students' diverse learning needs are addressed.

Prerequisite: Full Admission to the MAT Program
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology
Prerequisites
Prerequisite: Full Admission to the MAT Program

EDU 520: RESPONSIVE TEACHING IN AN INCLUSION CLASSROOM

This is an introductory course in exceptional student education with an emphasis on responsive teaching of diverse students in the inclusion classroom. Components of this course include a review of both high incidence and low incidence of special needs populations including possible impact, causes, and characteristics of special needs across different cultures and the life span. Topics include the legal requirements, ethical issues, collaborative teaching, techniques and strategies for accommodations and modifications, and equal experience for all in the inclusion classroom.

Prerequisite: Stage I Admission (Candidacy)
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology
Prerequisites
Prerequisite: Stage I Admission (Candidacy)

EDU 525: TECHNOLOGY STRATEGIES TO ENHANCE RESPONSIVE TEACHING

This course provides the tools to create a responsive classroom through technology, providing a multitude of examples that can be used in the PK-12 classroom to differentiate essential content, instructional practices, and student products. MAT candidates learn to address student differences through technology-rich, inquiry-based learning experiences. They also develop effective, efficient, and appealing technology- rich learning environments that meet individual differences. Laboratory sessions will be devoted to equipment operation, software production for multimedia presentations, creation of a personal website and an electronic portfolio.

Prerequisite: Stage I Admission (Candidacy)
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology
Prerequisites
Prerequisite: Stage I Admission (Candidacy)

EDU 530: STRATEGY INSTRUCTION WITHIN A BALANCED LITERACY CURRICULUM I

The goal of this course is to help MAT candidates become familiar with the developmental stages through which all children progress as they learn to read and write, to learn to implement flexible and responsive strategies for helping all students make progress in literacy, and to learn how to effectively evaluate existing reading programs and recognize reading programs that are research-based, balanced (comprehensive) and based on best practice. The course activities focus especially on those students who are reading below grade level. MAT candidates will be introduced to powerful reading strategies that can be used with a large group, with a small group, or with individual students. Course topics include comprehension, word identification, and response to literature, grammar, and vocabulary. Additionally, candidates will be introduced to formal and informal assessment options.

Prerequisite: Full Admission to the MAT Program
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology
Prerequisites
Prerequisite: Full Admission to the MAT Program

EDU 535: STRATEGY INSTRUCTION WITHIN A BALANCED LITERACY CURRICULUM II

The goal of this course is to help MAT candidates learn to match assessment to instruction and to use assessment data to organize flexible reading groups for PK-8 students. Candidates will develop a deeper understanding of how to use formal and informal assessments that measure a variety of literacy skills from emerging concepts of print and alphabet knowledge to word recognition, decoding, oral reading fluency, and comprehension. become familiar with the developmental stages through which all children progress as they learn to read and write, to learn to implement flexible and responsive strategies for helping all students make progress in literacy, and to learn how to effectively evaluate existing reading programs and recognize reading programs that are research-based, balanced (comprehensive) and based on best practice. The course activities focus especially on those students who are reading below grade level. MAT candidates will be introduced to powerful reading strategies that can be used with a large group, with a small group, or with individual students. Course topics include concepts of print, phonological & phonemic awareness, word identification, and response to literature, comprehension, and vocabulary. Additionally, candidates will be introduced to formal and informal assessment options.

Prerequisite: Full Admission to the MAT Program
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology
Prerequisites
Prerequisite: Full Admission to the MAT Program

EDU 540: MANAGING A RESPONSIVE CLASSROOM

This course will provide MAT candidates with the key principles that highlight effective management of a responsive elementary education classroom. Candidates will investigate how to combine differentiated instruction and meaningful, challenging academic tasks with a caring environment where the spirit of each learner is nurtured, where a sense of community is promoted, and where students accept the challenge of academic rigor, work together, take responsibility for their learning, and feel comfortable in taking the risks that allow them to learn.

Prerequisite: Stage 1 Admission (Candidacy)
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology
Prerequisites
Prerequisite: Stage 1 Admission (Candidacy)

EDU 544: INTRODUCTION TO READING

Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 545: CHARACTERISTICS OF GIFTED STUDENT

This course focuses on the characteristics of gifted learners and their special social, emotional, and academic needs. Course content will include issues and concerns of sub groups within the gifted population such as low socioeconomic learners, underachievers, girls, racial and/or cultural minorities, English language learners, and the twice exceptional.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 546: CURRICULUM FOR THE GIFTED STUDENT

This course will emphasize curriculum and program planning for gifted and talented students at all levels. Candidates will focus on various curriculum models and types of program design for these highly able learners. Programs examined will include those offered within the school day and as extra-curricular activities. Students will design lessons using differentiated curriculum for their content area/grade level.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 547: METHODS & MATERIALS FOR GIFTED STUD

Instruction will be targeted to the needs of teachers who will be expected to plan, design, and implement appropriately differentiated instruction for gifted and talented students. Candidates will be expected to relate the characteristics and learning needs of the diverse population of gifted students to appropriate instructional methods and materials that are needed to implement effective educational programs for all gifted and talented students. Candidates will be expected to assess learners and develop and modify instructional content and methodology to meet the learning needs of gifted students and demonstrate this knowledge by creating and implementing an instructional unit of study and/or lessons in their content area.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 548: IDENTIFICATION & ASSESS GIFTED STUD

The responsibilities of teachers of the gifted include the identification of students for this program. Course content will include helping teachers to identify gifted behaviors and academic performance most often exhibited by gifted students, as well as behaviors and characteristics that might be exhibited by students from diverse backgrounds. Course participants will also learn how to formally identify gifted students through testing. This also involves selection, administration and interpretation of assessment instruments that meet the requirements specified by the Georgia State Board of Education Rule 160-04-02-38.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 550: CURRICULUM, INSTRUCTION, AND ASSESSMENT FOR RESPONSIVE TEACHING

This course will examine differentiated curriculum, instructional strategies, and the planning of instruction to support the diverse learning needs of students and to maximize learning. Emphasis will be on the development of a nurturing environment of care and challenge that supports differentiated instruction. The course will also examine the use of systematic formal and informal assessment as an ongoing diagnostic activity to guide, differentiate, and adjust instruction in the elementary classroom. Emphasis will be placed on adapting essential content, teaching practices, and student products based on assessment data to support students' diverse learning needs and to maximize learning.

Prerequisite: Stage I Admission (Candidacy)
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology
Prerequisites
Prerequisite: Stage I Admission (Candidacy)

EDU 551: STEM PEDAGOGICAL ORIENTATION

Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 552: STEM INTEGRATIVE VALIDATION

Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 553: APPLICATION OF STEM

Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 555: READING DIAGNOSIS

Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 560: LANGUAGE ARTS INTEGRATION IN THE CULTURALLY RESPONSIVE CLASSROOM

This MAT course will address general and specific guidelines for teaching language arts to elementary students of diverse cultural and linguistic backgrounds. Through reading, writing, listening, speaking, and viewing across content areas, teacher candidates will explore content literacy as it relates to the engagement, diversity, and special needs of the academically diverse child, especially the limited English proficient student. This course will examine how to integrate a balanced approach to literacy instruction in the content areas that promotes differentiation of content, instructional practices, and assessment products while encouraging student choice and meeting individual student needs. Topics will include strategies that promote student success in reading and writing across the curriculum. During the course, candidates will have opportunities to plan, implement, and evaluate integrated lesson plans that address differentiation of essential content, instructional practices, and student products. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience.

Prerequisite: Stage II Admission (Clinical Practice)
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology
Prerequisites
Prerequisite: Stage II Admission (Clinical Practice)

EDU 565: SCIENCE & INQUIRY-BASED LEARNING

This course presents MAT candidates with methods, materials, and organizational techniques for providing inquiry-based science in the responsive elementary classroom. Throughout the course, MAT candidates will discuss current curriculum issues in science education and develop an understanding of science as aligned to the national (NSTA) and state curriculum standards for science instruction. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience.

Prerequisite: Stage II Admission (Clinical Practice)
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology
Prerequisites
Prerequisite: Stage II Admission (Clinical Practice)

EDU 566: LITERACY INSTRUCTION & ESOL

Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 570: SOCIAL STUDIES AND THE ARTS

This course presents MAT candidates with curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts content in the differentiated early childhood classroom. Candidates will investigate how to incorporate movement, music, drama, and the visual arts with the essential content, processes, and attitudes of social studies. In addressing the needs of a diverse student population through differentiated instruction, candidates will learn how to target multiple intelligences through social studies and fine arts integration. A major emphasis will be on the incorporation of differentiated instruction and Understanding by Design in the creation of an integrated Social Studies and Fine Arts unit. During Clinical Practice, MAT candidates will have opportunities to plan, implement, and evaluate an integrated social studies and fine arts lesson plan that addresses differentiation of essential social studies content, instructional practices, and student products. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience.

Prerequisite: Stage II Admission (Clinical Practice)
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology
Prerequisites
Prerequisite: Stage II Admission (Clinical Practice)

EDU 575: PROBLEM-BASED MATHEMATICS

This course presents MAT candidates with methods, materials, and organizational techniques for providing problem-based mathematics in responsive, elementary classrooms. MAT candidates will explore ways to best provide the essential content, processes, and attitudes of mathematics; specifically, how problem-based mathematics instruction is foundational to mathematics learning. Throughout the course, MAT candidates will discuss current curriculum issues in mathematics education and develop an understanding of mathematics as aligned to the present national (NCTM) and state curriculum standards and guidelines for mathematics instruction. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience.

Prerequisite: Stage II Admission (Clinical Practice)
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology
Prerequisites
Prerequisite: Stage II Admission (Clinical Practice)

EDU 580 : PROFESSIONAL KNOWLEDGE

The course on professional knowledge emphasizes that graduate candidates will demonstrate an understanding of their ever-deepening content in relation to the evolving nature of both relevant pedagogical and methodological knowledge.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 581: INSTRUCTIONAL PLANNING AND STRATEGIES

The course on instructional planning and strategies emphasizes that graduate candidates will learn research-based planning and instructional strategies that consider learner development and the local curriculum standards being currently taught.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 582: DIFFERENTIATED INSTRUCTION

The course on differentiated instruction emphasizes that graduate candidates will develop skills and practical methods to support the individualistic learning differences of classroom students.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 583: ASSESSMENT STRATEGIES AND USES

The course on assessment strategies and uses emphasizes that graduate candidates will systematically learn, implement, and analyze a variety of diagnostic, formative, and summative evaluation measures and instruments relevant to the student population.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 584 : POSITIVE LEARNING ENVIRONMENTS

The course on positive learning environments emphasizes that graduate students research and develop a multicultural sensitive classroom community that incorporate a safe and organized framework which encourages individualistic and corporate learning.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 585: ACADEMICALLY CHALLENGING ENVIRONMENTS

The course on academically challenging environments emphasizes that graduate candidates are exposed to teaching and learning environments that stress a student-centered and directed high level of academic achievement.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 586: PROFESSIONALISM IN THE EDUCATIONAL SETTING

The course on professionalism in the educational setting emphasizes that graduate candidates complete research on the basic ways teachers become actively involved in their educational communities at the school, county, and state levels while maintaining a high standard of ethical conduct.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 587 : COMMUNICATION IN THE EDUCATIONAL SETTING

The course on communication in the educational setting emphasizes that graduate candidates explore effective communication patterns in relation to students, families, individual schools, and school systems brought on by technological advancement.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 588: CAPSTONE PROJECT 1

This course is designed to take place during the 1st term within the first semester of residency. Graduate candidates will turn in a portfolio featuring the collection of resources and artifacts from EDU 580, 581, 582, and 583. The candidates will write a reflection essay on the change in personal educational philosophy, academic research into specific TKES standards, and the practical implementation of current pedagogical ideas within their individual classrooms as they perform student teaching. EDU 588 also encapsulates the first 8 weeks of student teaching and residency. The student teaching or clinical residency component is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified teacher and a university supervisor. The clinical resident is expected to demonstrate the learning outcomes of the PSOE conceptual framework with increasing expertise throughout the experience. The clinical resident is also expec participate in online seminars as scheduled.
Credits 3

Division
GR
School Division
School of the Arts
Prerequisites
EDU 580, EDU 581, EDU 582, EDU 583, EDU 584, EDU 585, EDU 586, EDU 587

EDU 589: CAPSTONE PROJECT 2

This course is designed to take place during the 2nd term within the first semester of residency. Candidates will turn in a portfolio featuring the collection of resources and artifacts from EDU 584, 585, 586, and 587. The candidates will write a reflection essay on the change in personal educational philosophy, academic research into specific TKES standards, and the practical implementation of current pedagogical ideas within their individual classrooms as they perform student teaching. EDU 589 also encapsulates the second 8 weeks of student teaching and residency. The student teaching or clinical residency component is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified teacher and a university supervisor. The clinical resident is expected to demonstrate the learning outcomes of the PSOE conceptual framework with increasing expertise throughout the experience. The clinical resident is also expected to attend and actively participate in online seminars as scheduled. A showcase presentation of the main ideas learned in the program and applied during residency will take place toward the end of the semester.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology
Prerequisites
EDU 588

EDU 595: MAT CLINICAL RESIDENCY WITH SEMINARS

Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified teacher and a university supervisor. The candidate is expected to demonstrate the proficiencies of the PSOE conceptual framework with increasing expertise throughout the experience. The candidate teacher is also expected to attend and actively participate in on-campus seminars as scheduled.

Prerequisite: Stage III Admission (Clinical Residency)
Credits 12

Division
GR
School Division
School of Humanities, Sciences and Technology
Prerequisites
Prerequisite: Stage III Admission (Clinical Residency)

EDU 601: DATA: MODEL FOR RT, AR & IL

M.Ed. candidates will be introduced to the PSOE DATA Model for Responsive Teaching and Instructional Leadership that reflects the iterative, cyclical process for subsequent action research that will be applied in the local classroom. Through examination and implementation of the Model, candidates investigate how curriculum design, differentiated instruction, and ongoing assessment impact student learning.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 602: SCHOOL IMPROVEMENT RESEARCH

M.Ed. candidates explore school-, teacher-, and student-level factors that influence achievement and how these factors can be aligned with local school improvement goals for significant gains in student achievement. Each candidate examines his/her own local school improvement goals, identifies a school issue or problem that is an area of professional interest, begins a review of the literature, and develops possible action research questions that will address the area in the context of his/her own classroom.
Credits 3

Division
GR
School Division
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EDU 610: CLSSRM ACT RES: INTEGRATED STUDY

M.Ed. candidates examine the topic of integration in ECE content while relating this topic to the design of their action research project proposal. Candidates continue development of the action research project proposal through course requirements.
Credits 3

Division
GR
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EDU 611: ECE CLSSRM RSRCH: INQUIRY

M.Ed. candidates examine the topic of inquiry in ECE content while relating this topic to the design of an action research project proposal. Candidates continue development of the action research project proposal through course requirements.
Credits 3

Division
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EDU 612: ECE CURR CONTENT III: DATA ANALYSIS

M.Ed. candidates examine the topic of data analysis in ECE content while relating this topic to the design of an action research project proposal. Candidates continue development of the action research project proposal through course requirements.
Credits 3

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GR
School Division
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EDU 613: ECE CURR CT IV: COMM IN CONTEXT

M.Ed. candidates examine the topic of communication in ECE content while relating this topic to the design of an action research project proposal. Candidates continue development of the action research project proposal through course requirements.
Credits 3

Division
GR
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EDU 620: PROM DVLPMT/ LRNING DIVERSE STUDENTS

This course provides an extensive examination into young children's characteristics and needs, and multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive, and challenging for all children. M.Ed. candidates explore diverse children's cognitive, social, emotional, physical, and linguistic development through the organization and orchestration of the environment in ways that best facilitate the development and learning of young children in the inclusive classroom.
Credits 3

Division
GR
School Division
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EDU 621: BLDG PRTNERSHIPS FOR STUDENT SUCC

M.Ed. candidates investigate the importance and complex characteristics of children's families and communities to create respectful, reciprocal relationships that support and empower families, and to sustain these partnerships to impact children's development and learning. Candidates examine the research and dominant theories of human development and socio-cultural development within the context of the family, community, and society. Strategies for collaboration between home and school are emphasized, and interagency cooperation within the community is examined in relation to the benefits for young children and their families.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 622: TRANSFORMING TEACHER LEADERS

M.Ed. candidates expand their knowledge and experience of the teaching and learning process by developing and demonstrating a high level of competence in the essentials for grant writing, conducting action research, strategically planning instruction embedded in best practices, and re-conceptualizing teacher leadership roles within and outside the classroom, thus, transforming school culture to elevate student achievement and school innovation.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 623: TEACHERS AS LEADERS

M.Ed. candidates examine how they can work as instructional leaders and collaborators in the professional community to improve programs and practices for young children and their families and advocate for sound professional practices and public policies for the positive development and learning of all young children.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 630: CAPSTONE EXPERIENCE

In this final course of the M.Ed. program, candidates demonstrate their responsive teaching, action research, and instructional leadership skills through a presentation of their E-Portfolio and participate in a cohort M.Ed. conference highlighting the candidates' classroom action research projects
Credits 6

Division
GR
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School of Humanities, Sciences and Technology

EDU 640: EFFECTIVE INCLUSIONARY PRACTICES

In this course, candidates define the roles of regular and special education teachers. Candidates examine inclusion models and the effective practices that emanate from the models, implementing these practices in their classrooms.
Credits 3

Division
GR
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School of Humanities, Sciences and Technology

EDU 641: ASSESSMENT OF SPECIAL EDUCATION

M.Ed. candidates are provided with the foundation for understanding the assessment process as they become instructional leaders in assessment. Candidates focus on the educational assessment methods and procedures used in decision making and program planning for students with special needs and from culturally or linguistically diverse backgrounds.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 642: RESPONSE INTERVENTION STRATEGIES

M.Ed. candidates are provided with the philosophy, best practices, and implementation of the Response to Intervention (RTI) as mandated by the reauthorization of IDEA, 2004. RTI is a three-tiered model with applications to academic and behavioral components to foster student success.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 643: STRATEGIES FOR CHALLENGING BEHAVIOR

M.Ed. candidates study the development of intervention strategies for students with challenging behaviors. These intervention strategies are based on positive behavioral supports, functional behavior assessment, and functional analysis procedures.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 648: SPECIAL EDUCATION LAW

M.Ed. candidates study legislation, litigation, and administrative rulings related to special education. Emphasis is on the development of legally sound policies and procedures to ensure an appropriate education for students with disabilities.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 649: ACTION RESEARCH IN SPECIAL EDU

M.Ed. candidates complete action research plans which are implemented and evaluated for the purpose of school reform and student achievement. Individual student action research papers are written. Students share action research projects with a community of learners.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

EDU 766: LITERACY INSTRUCTION & ESOL

This course will address general and specific guidelines for teaching reading to students of diverse cultural and linguistic backgrounds. Varied instructional strategies and resources will be introduced to assist teachers in enhancing the literacy learning of ESOL students or students with limited English proficiency in a differentiated classroom.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 500: OREINTATION & PROGRAM PLANNING

This course is designed to familiarize first-semester MFA students with the curriculum and processes of the MFA program and to help them begin to map out their course of study and creative goals. Students will discuss several essays on the art and process of creative writing. They will also learn about how the publishing industry for creative writing works and be encouraged to set goals for publication. They will receive instruction in the core characteristics of strong writing across the genres. They will learn about the art of revision and be given instruction in how a creative writing workshop functions. They will be given a writing prompt with which to generate a piece for the practice workshop that will follow this class.
Credits 1

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 501: EXPERIENTIAL LEARNING

Readings, Seminars, One-to-One Consultations.There will be a reading and/or seminar offered by a visiting writer every evening of the Residency, and students are required to attend each night except on the evenings they have a scheduled one-on-one meeting with their Workshop instructor or their mentor for the upcoming semester. At the one-on-one meetings with the mentor, the mentor will make a semester plan with the student, specifying assignments, due dates, and logistical processes for sending writing and comments back and forth. Additionally, experiential learning will take place in formal and informal meetings between visiting writers, instructors, and students.
Credits 1

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 502: EXPERIENTIAL LEARNING READING SEM

There will be a reading and/or seminar offered by a visiting writer every evening of the Residency, and students are required to attend each night except on the evenings they have a scheduled one-on-one meeting with their Workshop instructor or their mentor for the upcoming semester. At the one-on-one meetings with the mentor, the mentor will make a semester plan with the student, specifying assignments, due dates, and logistical processes for sending writing and comments back and forth. Additionally, experiential learning will take place in formal and informal meetings between visiting writers, instructors, and students.
Credits 1

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 503: EXPERIENTIAL LEARNING CONSULTATIONS

There will be a reading and/or seminar offered by a visiting writer every evening of the Residency, and students are required to attend each night except on the evenings they have a scheduled one-on-one meeting with their Workshop instructor or their mentor for the upcoming semester. At the one-on-one meetings with the mentor, the mentor will make a semester plan with the student, specifying assignments, due dates, and logistical processes for sending writing and comments back and forth. Additionally, experiential learning will take place in formal and informal meetings between visiting writers, instructors, and students.
Credits 1

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 505: READING PLACE

This course will consist of a set of readings about place as well as a program of experiential learning based on the "City as Text" model during the Summer Residency. In this course, students will study how other writers have represented place through a set of readings to be completed prior to the Residency. During the Residency, they will discuss the readings and go out themselves on "walkabouts" to explore landscapes and to learn how place itself is a text to be read as well as written.
Credits 3

Division
GR
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School of Humanities, Sciences and Technology

ENG 510: PRACTICE WRITING WORKSHOP

First semester students will participate in the two-day practice workshop to familiarize them with how a creative workshop functions. They will receive instruction in the rules and procedures for a workshop. As the participants discuss one another's work, the instructor will facilitate constructive discussion and comment upon the process. The instructor will model appropriate comments and direct students in regard to the types of questions and suggestions that are most useful. Students will workshop the work they created from the prompt during the orientation class. During the workshop, each writer's work will be critiqued in detail, and the instructor will use each manuscript to illustrate points about craft elements and to show students how they can formulate responses based on observations about craft elements.
Credits 1

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 515: READING STORY

In this eight-week online course, students analyze the use of story in exemplary texts of all genres. Students will learn to develop and structure plot and to master pacing and the interweaving of past and present events. Each week, students will be expected to read (or, in the case of film, watch) an assigned text. Students will post responses to targeted questions, engage in a weekly live-chat session with the instructor and fellow students, and submit a weekly analysis paper on the readings. All activities will focus on observing use of story in the assigned pieces and analyzing how each author uses writing techniques to create effects.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 520: WRITER'S WKSH: POETRY, PROSE, SCRIPT

The Writer's Workshop is a daily three-hour class in which students read and discuss one another's work under the guidance of a well-known writer. There will be three workshops each Residency: Poetry, Prose and Script. Students must choose one. Several weeks prior to the Residency, each student submits a manuscript to be workshopped, and all participants read the manuscripts prior to the Residency and mark them up with comments for the writer. Each writer will bring to the workshop a completed peer critique report for the other students' manuscripts. During the Workshop, each writer's work is critiqued in detail, and the instructor uses each manuscript to illustrate points about craft elements. The instructor may also choose to assign additional readings for the group to read and discuss in order to emphasize a certain craft element. The instructor may also assign writing exercises to be completed and shared during the workshop. The instructor also provides each student with detailed written feedback on his or her work and may choose to meet one-on-one with individual students.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 525: READING IMAGE

In this eight-week online course, students will analyze the use of image in exemplary texts of all genres. Across the genres, writers must learn to convey emotions through detailed images rather than through abstract statements. Each week, students will be expected to read (or, in the case of film, watch) an assigned text. Students will post responses to targeted questions, engage in a weekly live-chat session with the instructor and fellow students, and submit a weekly analysis paper on the readings. All activities will focus on observing use of image in the assigned pieces and analyzing how each author uses writing techniques to create effects.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 530: WRITER'S WKSH: POETRY, PROSE, SCRIPT

The Writer's Workshop is a daily three-hour class in which students read and discuss one another's work under the guidance of a well-known writer. There will be three workshops each Residency: Poetry, Prose and Script. Students must choose one. Several weeks prior to the Residency, each student submits a manuscript to be workshopped, and all participants read the manuscripts prior to the Residency and mark them up with comments for the writer. Each writer will bring to the workshop a completed peer critique report for the other students' manuscripts. During the Workshop, each writer's work is critiqued in detail, and the instructor uses each manuscript to illustrate points about craft elements. The instructor may also choose to assign additional readings for the group to read and discuss in order to emphasize a certain craft element. The instructor may also assign writing exercises to be completed and shared during the workshop. The instructor also provides each student with detailed written feedback on his or her work and may choose to meet one-on-one with individual students.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 535: READING VOICE

In this eight-week online course, students will analyze the use of voice in exemplary texts of all genres. Students will learn to create distinctive voices for each character or speaker in their work and ultimately a signature voice for themselves as a writer. Each week, students will be expected to read (or, in the case of film, watch) an assigned text. Students will post responses to targeted questions, engage in a weekly live-chat session with the instructor and fellow students, and submit a weekly analysis paper on the readings. All activities will focus on observing use of voice in the assigned pieces and analyzing how each author uses writing techniques to create effects.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 540: WRITER'S WKSH: POETRY, PROSE, SCRIPT

The Writer's Workshop is a daily three-hour class in which students read and discuss one another's work under the guidance of a well-known writer. There will be three workshops each Residency: Poetry, Prose and Script. Students must choose one. Several weeks prior to the Residency, each student submits a manuscript to be workshopped, and all participants read the manuscripts prior to the Residency and mark them up with comments for the writer. Each writer will bring to the workshop a completed peer critique report for the other students' manuscripts. During the Workshop, each writer's work is critiqued in detail, and the instructor uses each manuscript to illustrate points about craft elements. The instructor may also choose to assign additional readings for the group to read and discuss in order to emphasize a certain craft element. The instructor may also assign writing exercises to be completed and shared during the workshop. The instructor also provides each student with detailed written feedback on his or her work and may choose to meet one-on-one with individual students.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 545: READING DIALOGUE

In this eight-week online course, students will analyze the use of dialogue in exemplary texts of all genres. Students will learn how to use dialogue to play out the conflicts between characters and to push story to its climax. Each week, students will be expected to read (or, in the case of film, watch) an assigned text. Students will post responses to targeted questions, engage in a weekly live-chat session with the instructor and fellow students, and submit a weekly analysis paper on the readings. All activities will focus on observing use of dialogue in the assigned pieces and analyzing how each author uses writing techniques to create effects.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 555: READING CRITICISM

This class prepares students for the Critical Thesis by teaching them how to conduct literary research and how to write a scholarly essay on literature. Students will master research and writing skills associated with writing about literature, including research methods and resources, the conventions of scholarly writing, and proper quotation and citation style. Students will complete a set of readings before coming to the Residency, and over the course of the Residency will receive instruction in the components of research paper writing and work through the steps to produce a 12-page research paper. Students will also receive instruction in how to use the Reinhardt Hill-Freeman library's online and print resources to conduct literary research.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 560: CREATIVE WRITING I

In this individual study, the student will work one-on-one with a mentor to develop elements of writing craft, including image, structure, syntax, diction, voice, tone, style, figurative language, point of view, characterization and plot. The student will submit monthly portfolios of work to the mentor for comments and will revise in response to the mentor's suggestions. The student and the mentor will draft a timetable of due dates and logistical processes at the beginning of each semester. Additionally, the instructor will familiarize the student with resources for calls for submissions and require the student to compose a query letter and submit at least one piece of work for publication. In addition to monthly portfolio comments, the mentor will write an end-of-semester evaluation detailing the students' strengths, weaknesses, and progress in the program.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 570: CREATIVE WRITING II

In this individual study, the student will work one-on-one with a mentor to continue to develop elements of writing craft. The student will be expected to demonstrate substantial progress in his or her mastery of structure, form, image, style, diction, tone, voice, character and plot. The student will submit monthly portfolios of work to the mentor for comments and will revise in response to the mentor's suggestions. The student and the mentor will draft a timetable of due dates and logistical processes at the beginning of each semester. Additionally, the instructor will introduce the student to resources for calls for submissions and require the student to compose a query letter and submit at least one piece of work for publication. In addition to monthly portfolio comments, the mentor will write an end-of-semester evaluation detailing the students' strengths, weaknesses, and progress in the program.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 580: CREATIVE WRITING III

In this individual study, the student will work one-on-one with a mentor to continue to develop elements of writing craft. The student will be expected to demonstrate mastery of structure, form, image, style, diction, tone, voice, character and plot. The student will submit monthly portfolios of work to the mentor for comments and will revise in response to the mentor's suggestions. The student and the mentor will draft a timetable of due dates and logistical processes at the beginning of each semester. Additionally, the instructor will familiarize the student with resources for calls for submissions and require the student to compose a query letter and submit at least one piece of work for publication. In addition to monthly portfolio comments, the mentor will write an end-of-semester evaluation detailing the students' strengths, weaknesses, and progress in the program.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 581: CREATIVE WRITING IV INDV STUDY

In this individual study, the student will work one-on-one with a mentor to continue to develop elements of writing craft. The student will be expected to demonstrate mastery of structure, form, image, style, diction, tone, voice, character and plot.
Credits 3

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GR
School Division
School of Humanities, Sciences and Technology

ENG 585: CRITICAL THESIS WORKSHOP

In this hands-on class required for students during the Residency prior to their Critical Thesis semester, students will meet five times to workshop their Critical Thesis outlines and to locate a minimum of eight scholarly secondary sources for the thesis. Students will receive instruction and feedback in formulating a workable and persuasive argument about specific craft element in the work of one or more authors. Students will receive instruction in the scholarly databases held by Reinhardt University as well as other potential ways to access sources, including Interlibrary Loan. During the Residency, the instructor will work one-on-one with students to locate and approve their eight (minimum) scholarly sources and to get Interlibrary Loans in motion. After the Residency, students must submit two-page summaries of each of the eight secondary sources prior to beginning the Critical Thesis.
Credits 1

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GR
School Division
School of Humanities, Sciences and Technology

ENG 590: MFA INTERNSHIP

Students will learn practical skills for jobs in the world of writing and publishing through an with one of the following: The James Dickey Review, the poetry-based radio program Melodically Challenged, the Southern Anthology of Poetry or Creative Nonfiction series, Shenandoah, Town Creek Poetry or Hard Liines, The Georgia Review, The Blue Mountain Review, a writing service organization, or any other journal or literary project the student can find.
Credits 3

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GR
School Division
School of Humanities, Sciences and Technology

ENG 599: CAPSTONE CRAFT INTENSIVE

During their final Residency, graduating students will participate in a Capstone Craft Intensive in which they will examine a craft element through intensive study of a particular author's (or authors') work. The topic will vary from year to year depending upon the availability of instructors and the interests of that particular graduating group. Examples of topics would be: image in Plath, Sexton and Boland; the unreliable narrator from "The Yellow Wallpaper" to Fight Club; experimental chronology from "Occurrence at Owl Creek Bridge" to Memento; dialogue in Raymond Carver and Denis Johnson; drafts and revisions of The Great Gatsby and The Wasteland; Southern Gothic in O'Connor and Faulkner; the one-act play. Students will complete a set of readings prior to the Residency and will complete three 5-page reflections on the readings prior to the Residency. Each student will also give a presentation on a designated reading. Additionally, students will respond to writing prompts related to the capstone topic and develop a portfolio of drafts to share with the class and submit to the instructor.
Credits 3

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 600: THESIS PART I

In this class, students work on-on-one with a mentor in writing a 40-page critical essay on a craft element in the work of a selected writer in their genre. The student will produce a research-based paper in which he or she crafts an original argument about the writer's use of a certain craft element and supports his or her argument with quotations from scholarly secondary sources. Students are expected to write using the conventions of formal academic prose, including correct use of quotations and citations. Students will combine a close reading of the primary texts by their chosen writer with relevant points made by other critics. The critical essay will be graded on the originality and complexity of the student's analysis; the quality of the student's research; the use of the conventions of academic writing, including organization, structure, quotations and citations; and the quality of the student's prose, including elements such as syntax, diction and style. The student will submit monthly portfolios of work to the mentor for comments and will revise in response to the mentor's suggestions. The student and the mentor will draft a timetable of due dates and logistical processes at the beginning of each semester. In addition to monthly portfolio comments, the mentor will write an end-of-semester evaluation detailing the students' strengths, weaknesses, and progress in the program.
Credits 6

Division
GR
School Division
School of Humanities, Sciences and Technology

ENG 610: GRADUATION READING

At their final Residency, graduating students will give a public reading of their work in the evening as part of the Residency reading series. Additionally, they will give a one hour lecture on a craft element based on their critical thesis. Thirdly, as a capstone assessment, graduating students will write a five-page essay reflecting on their experiences and progress through their MFA program.
Credits 1

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GR
School Division
School of Humanities, Sciences and Technology

ENG 650: THESIS PART II

The student will work one-on-one with the mentor to produce a book-length manuscript in their genre, with a minimum of fifty pages. The manuscript should be a collection of poems, a collection of short stories, a collection of creative nonfiction essays, a novella, a large portion of a novel, or a complete screenplay. The work should be of publishable quality in its use of all of the craft elements the student has learned throughout the program: structure, form, image, style, diction, tone, voice, character and plot. It should demonstrate a mastery of each of these elements according to the conventions of the student's chosen genre. The manuscript must demonstrate not only attention to the quality of the individual pieces or sections, but also awareness of the larger structure of the book. The student will submit monthly portfolios of work to the mentor for comments and will revise in response to the mentor's suggestions. The student and the mentor will draft a timetable of due dates and logistical processes at the beginning of each semester. In addition to monthly portfolio comments, the mentor will write an end-of-semester evaluation detailing the students' strengths, weaknesses, and progress in the program.
Credits 9

Division
GR
School Division
School of Humanities, Sciences and Technology

MPA 600: PUBLIC ADMINSTRATION & POLICY

The purpose of this course is to develop a deeper understanding of key concepts in the process of public policy formation and adoption. Decision and policy making are examined with respect to decision making and bureaucratic influence and control. The role of public administrators in the policy process and the steps necessary for policy implementation are explored.
Credits 3

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GR
School Division
McCamish School of Business and Professions

MPA 605: LEADERSHIP/ ORGANIZ BEHAVIOR

In this course, students examine and apply theories of leadership and organizational behavior. Attention is given to the importance and influence of communication, motivation, group dynamics, and organizational change as it impacts effective decision-making in public, private and non-profit organizations
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

MPA 610: RESEARCH METHODS

Emphasizing the skills of data analysis and statistical inference, this course explores key issues in understanding and applying modern research to public management and policy making, including the use of theory and models, identifying causes, experiments and quasi experiments, the logic of control variables and the interpretation of multiple regression, measurement concepts and methods, qualitative methods, and sampling. The emphasis is on learning these ideas through practice with many different examples of real-world research and empirical evidence. Ethical, political, and other contextual factors will be integrated.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

MPA 611: APPL STATS PUBLIC DECISION-MAKING

In this course, students develop quantitative analytical skills that can be applied to public management and policy problems, program evaluations, and critical research questions. This course emphasizes the application of statistical techniques, the interpretation of statistical results, the use of statistics in management decision-making, and the implementation of statistical tools using computer software. Students learn both the statistical theory and software skills necessary to perform analysis in the public and nonprofit sectors. The course takes a systemic approach to the exposition of the general linear model for continuous dependent variables, and lays the theoretical foundations for linear econometric approaches. Students are introduced to the use of computerized statistical analysis using the software programs, SPSS and/or R.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

MPA 615: SPECIAL TOPICS IN PUBLIC ADMINISTRATION

This course provides an in-depth examination of selected topics, emerging issues, and specialized areas within public administration and public-serving organizations. Topics may include, but are not limited to, public leadership, organizational management, human capital development, public policy, budgeting and financial management, ethics and accountability, program evaluation, strategic planning, innovation, artificial intelligence, data analytics, technology, nonprofit administration, healthcare administration, emergency management, and other contemporary challenges affecting public and nonprofit organizations. Course content may vary by offering to address evolving professional practices, emerging research, and the changing needs of public-serving organizations. Emphasis is placed on applying relevant theories, research, and practical strategies to complex organizational and societal challenges.

Special Provision: Specific topics, learning outcomes, instructional materials, and assignments will be established for each offering. The course may be repeated for credit when the topic differs, subject to institutional policies and degree requirements.

Credits 3

Division
GR
School Division
McCamish School of Business and Professions

MPA 620: BUDGETING & FINANCE

Budgeting involves the acquisition, allocation, and use of resources to support organizations, programs, and people's needs. The emphasis in this course is on budget formats, processes, and politics rather than other aspects of financial administration such as accounting, debt management, and cash flow. Also, this course focuses on budget preparation and approval, not execution and auditing.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

MPA 625: HUMAN SERVICES ADMINISTRATION

This course introduces and explores the societal complexities and organizational challenges associated with contemporary human services administration. It uses a casebook approach to bridge the theoretical foundation, the ecological orientation, and highlight the practical challenges associated with the administration of human services.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

MPA 630: ADMINISTRATIVE LAW

This course introduces and explores the societal complexities and organizational challenges associated with contemporary human services administration. It uses a casebook approach to bridge the theoretical foundation, the ecological orientation, and highlight the practical challenges associated with the administration of human services.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

MPA 635: ETHICS IN PUBLIC SERVICE

This course provides an opportunity for students to understand and reflect on ethical dimensions and dilemmas facing modern public administration. It seeks to foster the development of sound judgment by allowing students to read, critically examine, discuss, and learn from the lapses and successes in judgment and ethics of government administrators.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

MPA 640: CRIMINAL JUSTICE ADMINISTRATION

This course covers management of criminal justice organizations; development and characteristics of corrections and police agencies; problems of administration of justice; and management trends and innovation.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

MPA 645: POLICE ADMINISTRATION

This course considers the major issues confronting administrators of large, urban police departments, such as professionalism, recruitment, selection, training, deployment, innovation, evaluation, and charges of brutality, inefficiency and corruption.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

MPA 655: CRIMINAL JUSTICE POLICY

This course reviews key court decisions and explores the tension between constitutionally guaranteed individual rights, crime prevention, and public safety efforts. The course also addresses policy analysis and planning in the criminal justice field and offers an understanding of the policy context in which the criminal justice system functions.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

MPA 660: LOCAL GOV ADMINISTRATION & MGMNT

Students analyze current local government administration through local charters, intergovernmental relations, comprehensive planning, economic development, and the operational service functions of local city/county/munici¬pal governments. Also, this course explores the political context and administrative decision-making involved in developing and managing public policies for local communi¬ties
Credits 3

Division
GR
School Division
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MPA 665: PUBLIC ORGANIZATION & MANAGEMENT

This course covers the major topics, issues, and contributions in public administration on organizations and management, with emphasis on applications to government and nonprofit organizations. Students will analyze concepts, methods, and procedures involved in organizing, planning, decision making, performance evaluation, managing personnel, and building organizational culture. This course will examine case studies where organizations at the federal, state, and local level as well as within the nonprofit sector have encountered and successfully overcome management problems and reforms.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

MPA 670: PUBLIC POLICY PROCESS

This course examines public policy development in the executive and legislative branches of government with attention to the role of public affairs professionals in policy processes and the intersection of private and public interests. Students will explore key concepts in the processes of public policy formation and adoption with emphasis placed on how ideas for government action are translated from concepts into reality.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

NUR 504: CHAMPIONING QUALITY & SAFETY IN NURSING PRACTICE

This course prepares master's-level nursing students to lead quality improvement and patient safety initiatives within healthcare systems. Emphasizing evidence-based practices and systems thinking, students will explore methods for identifying gaps in care, implementing effective solutions, and measuring outcomes. Through real-world case studies and collaborative projects, students will develop the leadership and analytical skills needed to foster a culture of safety and continuous improvement. By applying quality improvement frameworks and promoting interdisciplinary collaboration, graduates will be equipped to champion excellence in patient care and drive meaningful change in complex healthcare environments.
Credits 3

Division
GR
School Division
The Cauble School of Nursing

NUR 505: NURSING INFORMATICS: LEVERAGING TECHNOLOGY TO IMPROVE HEALTHCARE

This course equips master's-level nursing students with the knowledge and skills to leverage informatics in transforming healthcare delivery and improving patient outcomes. Students will explore the role of nursing informatics in clinical decision-making, data management, and health information technology (HIT) implementation. Emphasizing the use of data analytics, electronic health records, and emerging technologies, students will learn to optimize healthcare workflows, enhance patient safety, and support evidence-based practice. Students will gain the expertise to lead informatics initiatives and drive innovation in dynamic healthcare environments.
Credits 3

Division
GR
School Division
The Cauble School of Nursing

NUR 506: FROM EVIDENCE TO EXCELLENCE: TRANSLATING RESEARCH INTO PRACTICE

This course equips students with the knowledge and skills to critically evaluate and apply research findings to clinical practice, leadership, and education. Emphasizing evidence-based practice, students will explore strategies for translating research into actionable improvements in healthcare settings. This course empowers students to bridge the gap between evidence and excellence in nursing practice.
Credits 3

Division
GR
School Division
The Cauble School of Nursing

NUR 507: PREVENTION AND POPLUATION HEALTH: ADVANCING COMMUNITY WELL-BEING

This course provides students with a comprehensive understanding of population health principles and evidence-based prevention strategies. Emphasizing the role of nurse leaders and educators in promoting health equity, students will explore social determinants of health, epidemiology, and community assessment methods. Through case studies and collaborative projects, students will develop interventions to address health disparities, improve health outcomes, and support disease prevention efforts. By integrating public health frameworks into practice, students will be prepared to lead initiatives that enhance the well-being of diverse populations.
Credits 3

Division
GR
School Division
The Cauble School of Nursing

NUR 508: LEADERSHIP AND HEALTH SYSTEMS

This course empowers students to develop the leadership competencies necessary to navigate and influence complex healthcare systems. Emphasizing strategic decision-making, organizational management, and systems thinking, students will explore how nurse leaders drive innovation, improve patient outcomes, and foster a culture of continuous improvement. Through real-world case studies, collaborative projects, and applied learning experiences, students will analyze healthcare policies, manage resources, and lead interdisciplinary teams. Designed for aspiring nurse leaders and educators, this course prepares students to transform health systems and champion excellence, equity, and patient-centered care._
Credits 3

Division
GR
School Division
The Cauble School of Nursing

NUR 509: HEALTHCARE ADVOCACY AND POLICY: THE NURSE LEADER'S ROLE

This course prepares students to engage in healthcare policy development and advocacy at local, state, and national levels. Emphasizing the critical role of nurse leaders in shaping healthcare systems, students will explore policy analysis, legislative processes, and strategies for effective advocacy. Through case studies and practical applications, students will learn how to influence policy decisions, promote health equity, and lead initiatives that address pressing healthcare challenges. By building skills in collaboration, communication, and evidence-based advocacy, students will be equipped to drive meaningful policy change and advance the nursing profession.
Credits 3

Division
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School Division
The Cauble School of Nursing

NUR 600: HUMAN RESOURCE STRATEGIES FOR NURSE LEADERS

This graduate-level course prepares nursing leaders to effectively manage human resources within healthcare organizations. Grounded in human resource management theory and nursing leadership practice, students will develop the knowledge and skills necessary to recruit, retain, and develop nursing staff, while fostering a positive and productive work environment. Emphasizing strategies for performance management, conflict resolution, and team dynamics, the course prepares students to lead diverse nursing teams, address staffing challenges, and ensure high-quality patient care in both clinical and organizational settings.
Credits 3

Division
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School Division
The Cauble School of Nursing

NUR 601: BUILDING EXCELLENCE: CURRICULUM DESIGN IN NURSING EDUCATION

This course provides master's-level nursing students in the education track with the knowledge and skills to design, evaluate, and implement effective nursing curricula. Emphasizing evidence-based approaches and alignment with accreditation standards, students will explore the principles of curriculum development, including needs assessment, program objectives, and program evaluation. Through collaborative projects and case studies, students will apply theoretical frameworks to create learner-centered educational experiences that prepare nursing students for diverse healthcare environments. By the end of the course, students will be equipped to lead curriculum innovation and contribute to the advancement of nursing education.
Credits 3

Division
GR
School Division
The Cauble School of Nursing

NUR 602: ADVANCED PROJECT MANAGEMENT FOR NURSING LEADERS

In this graduate level course, nursing leaders will gain an in-depth understanding of project management principles, tools, and techniques applicable to the healthcare environment. Focused on leadership and organizational change, students will explore how to effectively manage projects that address key challenges in nursing practice, quality improvement, and patient outcomes. Emphasis will be placed on managing multidisciplinary teams, navigating project risks and barriers, and ensuring successful project delivery.
Credits 3

Division
GR
School Division
The Cauble School of Nursing

NUR 603: TEACHING STRATEGIES FOR NURSE EDUCATORS

This course equips master's-level nursing students in the nurse educator track with the knowledge and skills to design and implement effective, evidence-based teaching strategies. Emphasizing learner-centered approaches, students will explore diverse instructional methods, including active learning, simulation, technology integration, and clinical teaching. Through interactive experiences and applied projects, students will develop the confidence to engage diverse learners, foster critical thinking, and create inclusive learning environments. By the end of the course, students will be prepared to lead dynamic educational experiences that inspire the next generation of nurses and advance excellence in nursing education.
Credits 3

Division
GR
School Division
The Cauble School of Nursing

NUR 604: FINANCIAL ACUMEN IN NURSING LEADERSHIP

This graduate-level course provides nursing leaders with the financial skills necessary to navigate complex healthcare environments. Students will learn to apply financial principles, including budgeting, financial analysis, and resource allocation/management, to support decision-making in nursing leadership roles. The course emphasizes integrating financial strategies with organizational goals to improve care quality, patient outcomes, and operational efficiency. Through the application of evidence-based practices, ethical frameworks, and interprofessional collaboration, students will be empowered to lead fiscally responsible healthcare organizations while advocating for resources and policies that advance nursing practice.
Credits 3

Division
GR
School Division
The Cauble School of Nursing

NUR 605: MEASURING SUCCESS: ASSESSMENT & EVALUATION IN NURSING EDUCATION

This course equips students in the nurse educator track with the knowledge and skills to assess student learning and evaluate educational outcomes effectively. Students will explore evidence-based assessment methods, including formative and summative evaluations, performance-based assessments, and clinical competency evaluations. Emphasizing the use of valid, reliable, and equitable assessment tools, the course also covers strategies for providing constructive feedback that supports student growth. Students will learn to design, implement, and analyze assessments that measure learning outcomes and inform curriculum improvement. By the end of the course, students will be prepared to promote excellence in nursing education through meaningful assessment and evaluation practices.
Credits 3

Division
GR
School Division
The Cauble School of Nursing

NUR 606: LEADING WITH DATA: ENHANCING NURSING PRACTICE THROUGH ANALYTICS

This graduate-level course provides nursing leaders with the skills to analyze, interpret, and leverage healthcare data to drive decision-making and improve organizational outcomes. Students will explore the tools, methods, and strategies needed to convert complex data into actionable insights that enhance quality care, patient outcomes, and nursing practice. Emphasizing evidence-based approaches, students will learn to utilize data for quality improvement initiatives, patient safety, and resource management. The course also focuses on the integration of informatics and data analysis within nursing leadership to foster interprofessional collaboration and promote organizational change. By the end of the course, students will be equipped to make data-informed decisions that align with ethical standards and nursing leadership values while improving healthcare delivery and outcomes.
Credits 3

Division
GR
School Division
The Cauble School of Nursing

NUR 607: ADVANCED PATHOPHYSIOLOGY, PHARMACOLOGY, & HEALTH ASSESSMENT

This course provides aspiring nurse educators with an in-depth understanding of advanced pathophysiology, pharmacology, and health assessment to enhance their teaching effectiveness. The course integrates scientific concepts with real-world application, preparing educators to translate complex clinical knowledge into meaningful learning experiences. Students will deepen their expertise in disease mechanisms, pharmacologic interventions, and comprehensive health assessments across diverse populations. Emphasizing the role of the nurse educator in fostering clinical reasoning and evidence-based practice, this course equips students to confidently teach and mentor the next generation of nurses in both classroom and clinical settings.
Credits 3

Division
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The Cauble School of Nursing

NUR 608: LEADERSHIP PRACTICUM

In this capstone course, students will apply their knowledge and skills in a real-world healthcare setting under the mentorship of an experienced nurse leader. Over eight weeks, students will complete 144 practicum hours, including 72 hours of hands-on experience with a nurse leader in a healthcare environment. This practicum is complemented by coursework, including readings, discussions, and reflective assignments designed to deepen their understanding of best practices in nursing leadership. By the end of the course, students will demonstrate readiness to excel as nurse leaders, utilizing advanced leadership strategies, critical thinking, and evidence-based practices to address complex healthcare challenges. Students will also develop competency in navigating the dynamic healthcare environment and making meaningful contributions as transformative leaders in nursing.
Credits 6

Division
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NUR 609: TEACHING PRACTICUM

In this capstone course, students will apply their knowledge and skills in a real-world educational setting under the guidance of an experienced nurse educator. Over eight weeks, students will engage in 144 practicum hours, including 72 hours of hands-on experience in an academic environment. Complementing the practicum experience, coursework will include readings, discussions, and reflective assignments designed to deepen understanding of best practices in nursing education. By the end of the course, students will demonstrate readiness to excel as nurse educators, fostering the growth of the next generation of nurses.
Credits 6

Division
GR
School Division
The Cauble School of Nursing

SAL 510: SPORT LEADERSHIP AND ETHICS

The purpose of the course is to help current and aspiring sport leaders gain a better understanding of effective leadership and ethical decision making. This course allows for the practical application of classical leadership and ethical theories to contemporary issues faced by sport leaders. Students will reflect on their own personal beliefs about ethics and leadership while developing a broader perspective on the role of ethical leadership in the sports industry.
Credits 3

Division
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School Division
McCamish School of Business and Professions

SAL 520: CONTEMPORARY ISSUES IN SPORT

The purpose of the course is to help students think critically about sport in contemporary society. Students will gain a better understanding of the socio-cultural, economic, and political issues facing sport leaders. The class will address contemporary issues in sport at the youth, intercollegiate, professional, and international levels, and students will learn how individuals, communities, organizations, and societies address these issues.
Credits 3

Division
GR
School Division
McCamish School of Business and Professions

SAL 600: RESEARCH METHODS IN SPORT

The purpose of the course is to help students explore and understand the nature of sport administrative leadershiip. Students will gain knowledge in the different types of research and the research process including research design, data collection, and evaluation of research results. The class will place an emphasis on identifying problems within a sport organization and asssessing how research can help solve problems in sport organizations.
Credits 3

Division
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SAL 610: SPORT FINANCIAL MANAGEMENT

The purpose of the course is to develop sound financial managers for positions in sport administrative leadership. The course addresses revenue generation strategies for various sport sectors (youth, scholastic, intercollegiate, professional, international), as well as standard financial management processes for administrative leaders.
Credits 3

Division
GR
School Division
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SAL 620: SPORT FACILITIES & EVENT MANAGEMENT

The purpose of the course is to examine the principles and practices needed to plan, promote, operate, and maintain sporting facilities and events. An emphasis is placed on the sport event planning process and management theory related to sport events and facilities. The course will build theoretical knowledge and practical skills needed to function in the dynamic environment of sport facility and event management.
Credits 3

Division
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SAL 630: LEGAL ASPECTS IN SPORT

In this course, students gain an understanding of the dynamic and complex legal issues facing today's sport leaders. The primary focus of the course is to address the three major areas of law (tort liability, contract law, and consititutional law) that have the greatest impact for sport leaders. Students completing the course will have an in-depth understanding of how to apply knowledge gained from legal research to practical dilemmas facing leaders in the sports industry.
Credits 3

Division
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SAL 640: MANAGING SPORT ORGANIZATIONS

Students in this course explore the principles, techniques, and processes related to the successful management of sport organizations. Students will learn to apply theory to the practical work related issues encountered by sport managers. Students will explore the human resource management process in sport wile learning about managing risk within a sports organization. Students will gain a better understanding of the management structures affecting the organizational cultures of sport organizations.
Credits 3

Division
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School Division
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SAL 650: SPORT MARKETING AND MEDIA

This course provides students with an in-depth knowledge of sport marketing. Students will critically examine key sport marketing principals and theories and how they apply to ever changing sports industry. The class will pay special attention to the concepts of market research, market segmentation, branding, social media, sponsorships, and global marketing strategy.
Credits 3

Division
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SAL 660: STRATEGIC SPORT LEADERSHIP

This course examines the key principles of strategic sport leadership, including creative problem-solving, decision-making, strategic planning, and team development. Students will engage in real-world case studies, practical projects, and AI-driven decision-making exercises to develop leadership competencies. The course emphasizes strategic communication, motivation, delegation, and global governance, equipping students with tools to lead effectively in dynamic sport environments.
Credits 3

Division
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SAL 670: DIGITAL SPORT LEADERSHIP

The Digital Sport Leadership and Technology course explores the intersection of leadership, digital transformation, and technology in sport management. Through case studies, hands-on projects, and AI-driven analysis, students will gain practical experience using free and accessible digital tools to enhance decision-making, fan engagement, and organizational efficiency. Students will engage with real-world applications of AI, social media analytics, blockchain, digital marketing, esports management, and cybersecurity, learning how sport organizations leverage technology to remain competitive in an evolving digital world.
Credits 3

Division
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SAL 690: CAPSTONE IN SPORT ADMIN/LEADERSHIP

This course provides a culminating experience within the Sport Administrative Leadership program. Students completing the internship capstone experience will gain knowledge in a practical on the job experience that will allow them to apply newly acquired knowledge and skills to a practical work setting. Students completing the master's project capstone experience will develop and conduct a research study to answer questions developed around a problem facing a sport organization. Students will present their findings in an oral presentation.
Credits 6

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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
Assistant Football Coach
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
Intercollegiate Athletics
Credentials
B.B.A.

Angela Pharr

Title
Senior Executive Assistant, President & Special Project Manager
Department
Presidents Office

Jennifer Prine

Title
AVP Enrollment Management & Marketing
Department
Professional Studies Admissions
Credentials
B.A., M.A.

Roy Reynolds

Title
Head Women's Lacrosse Coach
Department
Intercollegiate Athletics

Dr. Mark Roberts

Title
President
Department
Presidents Office
Credentials
B.S., M.A., Ph.D

Francisco Ruiz

Title
Head Men's Soccer Coach
Department
Intercollegiate Athletics
Credentials
N.C.O.

Mindy Ruiz

Title
Assistant Athletic Trainer
Department
Intercollegiate Athletics
Credentials
B.S., M.A.T.

Solomon "Kip" Ryle

Title
Database Administrator
Department
External Affairs
Credentials
B.A.

Judith Segura-Murkerson

Title
Programs & Education Coordinator
Department
Funk Heritage Center
Credentials
B.S.Ed.

Allison Selway

Title
Assistant Volleyball Coach
Department
Intercollegiate Athletics
Credentials
B.B.A., M.B.A.

Addison Shaw

Title
Campus Police Officer
Department
Public Safety

Kellen Shervington

Title
Asst Athletic Director for Sports Medicine
Department
Intercollegiate Athletics
Credentials
B.S., M.S.

Kaitlyn Sherwood

Title
Director of Admissions
Department
Admissions
Credentials
B.B.A., M.B.A.

Fabia Smith

Title
FT Accompanist
Department
School Of Performing Arts

Sydney Smith

Title
Records Compliance Specialist
Department
Registrar's Office
Credentials
B.A.

Beverly Smith

Title
Controller
Department
Business Office
Credentials
B.S., B.B.A., M.B.A.

Emma Thomas

Title
Library Associate
Department
Library
Credentials
B.A.

Madison Vines

Title
Administrative Assistant
Department
Registrar's Office
Credentials
B.A.

Tabatha Wade

Title
Accounts Payable Specialist
Department
Business Office

Laurie Wagner

Title
Registrar
Department
Registrar's Office
Credentials
Bachelor's in Professional Studies

Olivia Waits

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Administrative Assistant, FHC
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Funk Heritage Center

Javen Wimberly

Title
Admissions-Athletic Liaison
Department
Admissions
Credentials
BS, MBA

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Executive Administrative Assistant to the Dean of Students
Department
Student Development

Lauren Woods

Title
Student Health Center Assistant
Department
Student Development
Credentials
B.S.

Rebecca Worsham

Title
Associate Director of Student Activities
Department
Student Development