

•Directory•

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

Graduate Dean

(770) 423-6738
<http://www.kennesaw.edu/graduate/administration.html>

Graduate Admissions

(770) 420-4377
<http://www.kennesaw.edu/graduate/admissions>

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

<http://www.kennesaw.edu/education/grad/edd/>

Master of Accounting

(770) 423-6087
<http://coles.kennesaw.edu/KSUColes/ProspectiveStudents/GraduateProgram/>

Master of Business Administration

- Coles MBA
(770) 423-6087
 - Georgia WebMBA
(770) 423-6087
 - MBA for Experienced Professionals
(770) 420-4622
- Website for all MBA programs:
<http://coles.kennesaw.edu/KSUColes/ProspectiveStudents/GraduateProgram/>

Master of Science in Conflict Management

(770) 423-6299
<http://www.kennesaw.edu/pols/mscm>

Master of Education

(770) 423-6043
<http://www.kennesaw.edu/education/grad>

Master of Science in Applied Computer Science

(678) 797-2025
<http://msacs.kennesaw.edu>

Master of Science in Information Systems

(678) 797-2025
<http://science.kennesaw.edu/csis/msis>

Master of Science in Nursing

(770) 499-3230
<http://www.kennesaw.edu/chhs/schoolofnursing/MastersPrograms.htm>

Master of Arts in Professional Writing

(770) 423-6297
<http://mapw.kennesaw.edu>

Master of Arts in American Studies

(770) 423-6127
<http://amst.hss.kennesaw.edu/>

Master of Public Administration

(770) 423-6631
<http://www.kennesaw.edu/pols/mpa>

Master of Social Work

(770) 423-6630
<http://www.kennesaw.edu/humanservices>

Master of Science in Applied Statistics

(770) 423-6551
<http://math.kennesaw.edu/appstat/>

Graduate Student Services

Bookstore

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

Student Financial Aid

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

Library

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

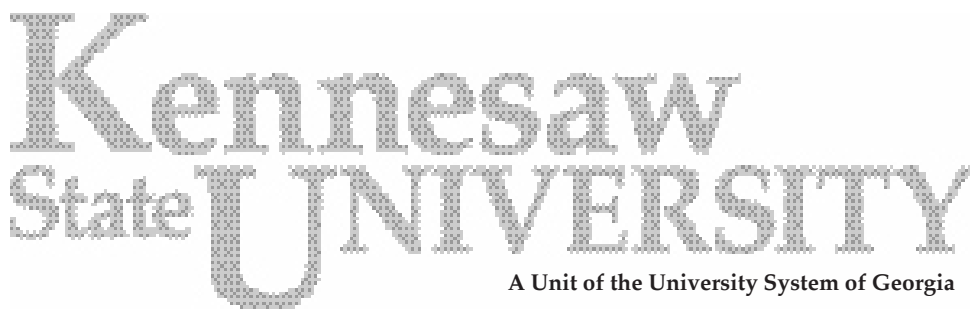
Registrar

(770) 423-6200
<http://www.kennesaw.edu/registrar>

For application and registration deadlines, view the academic calendar at www.kennesaw.edu/registrar

Additional directory information appears on inside back cover or visit www.kennesaw.edu and select directories.

A KSU Campus Map is located in the back of this catalog or visit www.kennesaw.edu/maps



2008-2009 Graduate Catalog

1000 Chastain Road

Kennesaw, Georgia 30144-5591

(770) 423-6000

www.kennesaw.edu

The 2008-2009 University Graduate Catalog

This catalog was prepared in the Spring of 2008. The material presented is for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this catalog will ordinarily be applied as stated, Kennesaw State University reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students.

Every effort will be made to keep students advised of any new information and/or changes in provisions listed in this catalog. The *Schedule of Credit Courses* is considered an extension of this catalog. Both the online catalog and the *Schedule of Credit Courses* (<http://www.kennesaw.edu/registrar>) are always the most current, and printed copies are available in the Office of Admissions and the Registrar, respectively.

It is incumbent on students to keep apprised of the graduation requirements for the degree they are pursuing.

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

In the event that an administrative hearing officer or a court of record determines that "publications" issued by the university create a contractual or quasi-contractual relationship with any person, the amount of damages recoverable by the parties shall be limited to the amount of consideration paid by the person for the privilege of admission, enrollment, continued enrollment or other service rendered by the institution to such person.

As used herein, the term "publications" (without limiting the generality of the normal meaning of the term) shall be deemed to include any and all written forms or other documents issued by the institution concerning applications for admission, enrollment or continued enrollment, waivers of liability, consents to medical treatment and any and all other written forms, documents, letters or other materials issued by the university in furtherance of its educational mission.

Equal Opportunity/ Affirmative Action

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

The Graduate College
Kennesaw State University
1000 Chastain Road
Kennesaw, GA 30144-5591
(770) 423-6738
<http://www.kennesaw.edu/graduate>

Cover Design by Christopher Ward



Welcome from the President

Dear Students:

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

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

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

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

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

Sincerely,

A handwritten signature in dark ink that reads "Daniel S. Papp". The signature is written in a cursive, slightly slanted style.

Daniel S. Papp
President



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The Graduate College

Graduate Degrees

Accounting

Master of Accounting

Business Administration

Coles MBA

Coles Executive MBA

Georgia WebMBA

Computer Science

Master of Science with a major in
Applied Computer Science

Conflict Management

Master of Science in Conflict Management

Education

Doctor of Education in Leadership for Learning

Doctor of Educational Specialist in
Leadership for Learning

Master of Education:

Adolescent Education

Early Childhood Education

Educational Leadership

Inclusive Education

Master of Arts in Teaching

Secondary English

Secondary Mathematics

TESOL

Non-Degree Graduate

Studies in Education

Education Add-On Programs

Information Systems

Master of Science in Information Systems

Graduate Certificate in Information Security
and Assurance

Exercise Health Science

Master of Science with a major in
Applied Exercise and Health Science

Nursing

Master of Science in Nursing:

WellStar Primary Care Nurse
Practitioner Program

Advanced Care Management
and Leadership

Professional Writing

Master of Arts in Professional Writing

Graduate Certificate in Creative Writing

Graduate Certificate in Professional Writing
for International Audiences

American Studies

Master of Arts in American Studies

2 The Graduate College

(Graduate Degrees continued)

Public Administration

Master of Public Administration

Social Work

Master of Social Work

Statistics

Master of Science with a major in
Applied Statistics

Graduate Degree Programs

Off-Campus

Coles MBA at Cobb Galleria

Coles MBA at Dalton State College

AT&T on-site EMBA

Fully Distance Education

Management B.B.A.

Collaborative and Fully Distance Education

Georgia Web M.B.A.

Other Graduate Degree Options

Accelerated Bachelor's-Master's Program

Graduate Certificate in Leadership and Ethics

Gerontology Concentration

Academic Calendar

University Calendar

Summer Term 2008

APRIL 2008

Apr. 25 Application and Document Final
Deadline

MAY 2008

May 12 First Day of Classes, All Term and
May Session

May 23 Last Day of Classes and
Exams— May Session

May 26 Holiday (University Closed)

May 29 First Day of Classes: Four-Week
Session I and Eight-Week Session

JUNE 2008

June 9 First Day of Classes-Six-Week
Session

June 25 Last Day of Classes: Four Week-
Session I

June 26 Final Exams: Four-Week Session I

June 30 First Day of Classes: Four-Week
Session II

JULY 2008

July 4 Holiday (University Closed)

July 18 Last Day of Classes-Six Week Session

July 21-22 Final Exams: Six Week Session

July 23 Last Day of Classes: Four-Week
Session II, Eight-Week Session, and
Studies Abroad

July 24-28 Final Exams: Four-Week Session II,
Eight-Week Session, and Studies
Abroad

Fall Semester 2008

MAY 2008

May 30 Application and Document Deadline
for new and transfer freshmen

JUNE 2008

June 27 Application and Document Final
Deadline for all other classifications

AUGUST 2008

Aug. 15 First Day of Classes

SEPTEMBER 2008

Aug 30-

Sep. 1 Holiday (University Closed)

NOVEMBER 2008

Nov. 26-30 Fall Break (No Classes)

DECEMBER 2008

Dec. 3 Last Day of Classes

Dec. 4-10 Final Exams

Spring Semester 2009

NOVEMBER 2008

Nov. 14 Application and Document Final
Deadline (all classifications)

JANUARY 2009

Jan. 8 First Day of Classes

Jan. 19 Holiday (University Closed)

MARCH 2009

March

7-13 Spring Break (No Classes)

APRIL 2009

April 30 Last Day of Classes

MAY 2009

May 1-7 Final Exams

http://www.kennesaw.edu/registrar/academic_main.shtml

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

All applications received must be accompanied by a nonrefundable \$40.00 application processing fee. Checks should be made payable to Kennesaw State University.

About Kennesaw State

KSU Today

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

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

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

Accreditation

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

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

(Accreditation - cont'd)

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

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

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

The WellStar Primary Care Nurse Practitioner Program is fully accredited by the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN) at One Dupont Circle, NW, Suite 530, Washington, DC 20036-8476. www.aacn.nche.edu

The Master of Public Administration program is fully accredited by National Association of Schools of Public Affairs and Administration (NASPAA).

Institutional Mission

Kennesaw State University Vision

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

Kennesaw State University Mission

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

Kennesaw State University Goals

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

Goal 1

To enhance and expand academic programs and delivery.

Goal 2

To improve retention, progression, and graduation rates while maintaining high quality.

Goal 3

To expand campus resources and enhance campus infrastructure.

Goal 4

To enhance student life activities and prepare students to be leaders.

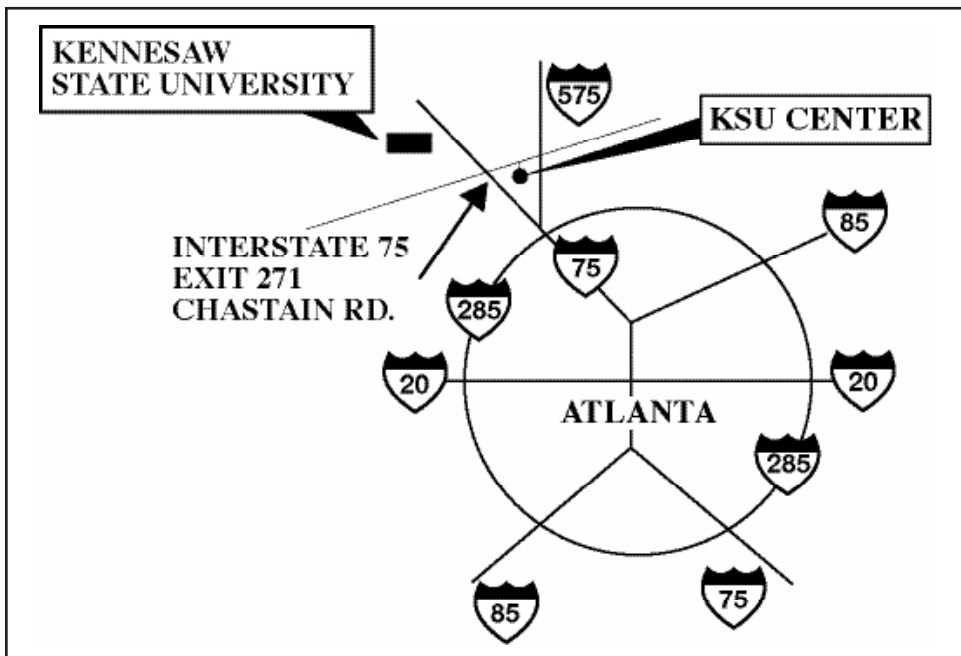
Goal 5

To improve service, strengthen accountability, and establish a stronger sense of community.

The Campus

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

Location Map





Graduate Admission

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

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

How to Apply

Applicants for the MBA for Experienced Professionals should contact the program office for application materials. All other candidates should follow these guidelines:

- Complete the online application for graduate admission: Go to <http://www.kennesaw.edu/graduate/admissions/forms.html> and select Online Graduate Application. There is a non-refundable \$50.00 application fee and you will receive a confirmation message indicating that your application has been submitted. Students who choose to apply using the paper application should include the completed application form in the admission packet along with a check or money order in the amount of \$50, made payable to Kennesaw State University. Choose only one method.
- Schedule the graduate entrance exam required for your program (consult program information). To insure adequate time for processing, the Office of Graduate Admissions recommends you take the exam six weeks prior to the application deadline. The scores are reported directly to the Office of Graduate Admissions when you select Kennesaw State University on the exam registration menu. Official test results must be received before your file

is considered complete; however, a photocopy of your personal test report may be submitted to verify that the exam has been taken. Some departments may use this unofficial report for review purposes and may admit applicants contingent upon receipt of official scores.

- Request that official transcripts from each institution attended be sent to you in a sealed envelope for inclusion in your admission packet. Do not open any envelopes or the transcript will not be considered official.
- Prepare any additional supplemental documents that may be required by the academic department as indicated in the program information (i.e., recommendation letters, résumé, writing samples, etc.)
- International applicants should consult the “International Applicants” section below for additional documents that must be submitted.
- All required documents and official transcripts, should be compiled in one large envelope and mailed directly to:

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

All documents become the property of Kennesaw State University and cannot be forwarded or returned. Incomplete files and files of accepted applicants who never enroll in classes are destroyed after one year. Applicants wishing to apply again must file a new application and resubmit all documents, and meet current admissions criteria for the desired program.

Once an applicant’s file is complete, the respective department will review the file. Then the department will send a letter informing the applicant of the admission decision. Admission to Graduate College does not imply that the student is a candidate for a degree. No commitment is made on this matter until the student is admitted to candi-

dacy. Refer to the Academic Policies section in this catalog for more information about candidacy.

Additional Graduate Admission Policies

Appealing an Admission Decision

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

Transient Student Status

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

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

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

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

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

International Applicants

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

English Proficiency Tests: International students must have earned the following score on the Test of English as a Foreign Language (TOEFL): Paper Based – 550; Computer Based (CBT) – 213; Internet Based (IBT) – 80; or a score of 6.0 on the International English Language Testing System (IELTS) test. The TOEFL or IELTS will be waived for any applicant who has graduated from a college or university in the United States accredited in a manner accepted by Kennesaw State University or is from one of the following countries: Australia, Bahamas, Barbados, Belize, Canada, Dominica, Ghana, Guyana, Ireland, Jamaica, Liberia, New Zealand, Sierre Leone, South Africa, Tobago, Trinidad, United Kingdom, United States or Zimbabwe.

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

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

have their foreign credentials evaluated by an independent evaluation service that is a member of the National Association of Credential Evaluation Services, Inc (<http://www.naces.org/members.htm>). Each evaluation must include the following: course-by-course description, equivalence to an accredited four-year U.S. undergraduate degree (or number of years toward completion), and grade point average. (See <http://www.kennesaw.edu/graduate/admissions/intllinks.html> for a list of accredited evaluation services.)

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

Readmission to Graduate Study

Any graduate student who has a break in attendance of two calendar years or more, must apply for readmission to the graduate program by completing the Online Graduate Application and submitting it to the Office of Graduate Admissions. The application and a \$50.00 nonrefundable application processing fee must be received by the established deadline for the semester of re-enrollment. Complete the online application at <http://www.kennesaw.edu/graduate/admissions/forms.html> or in the Office of Graduate Admissions. If the student has taken course work at another institution during the period of non-enrollment at KSU, the course work may be considered as transfer credit and, upon receipt of an official transcript, reviewed accordingly. All students requesting readmission to the MBA or MAcc programs must meet the admissions criteria (GMAT scores and GPA) in place at the time of readmission. The six-year time limit for degree completion applies.

Six-Year Time Limit

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

the basis of its applicability to the new program of study. Individual degree programs or departments may add additional requirements regarding readmission.

Immunization Requirement

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

KSU Health Clinic

1000 Chastain Road House #52

Kennesaw, GA 30144-5591

Mailstop #5200

http://www.kennesaw.edu/col_lths/lc

Tuition, Expenses, & Financial Aid

Tuition and Fees

2008-2009 Expenses/Fees

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

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

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

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

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

In-State Tuition

Graduate students enrolled for less than twelve semester hours are considered part-time students for fee schedule purposes and are charged an in-state tuition of \$178.00 for each credit hour of course work. The total in-state tuition for full-time students (those registered for 12 credit hours or more) is \$2,128.00.

Out-of-State Tuition

Graduate students who are not residents of Georgia and who register for 12 or more credit hours are required to pay an out-of-state tuition fee of \$8,509.00 per semester in addition to all other regular fees. Nonresident students registered for fewer than 12 credit hours are required to pay an out-of-state tuition fee of \$710.00 per credit hour in addition to all other regular fees.

14 Tuition, Expenses, & Financial Aid

Mandatory Student Fees

Technology Fee: \$50
 Transportation Fee: \$110
 Health Clinic: \$47
 Student Activity Fee: \$71
 Intercollegiate Athletic Fee: \$142
 International Fee: \$14
 Student Recreation and Wellness Center: \$40

Motor Vehicle Parking Fee

A \$110.00 transportation fee covers parking fees and construction and maintenance of parking decks on campus. All vehicles used on campus must display a valid KSU parking decal. Vehicles without a valid decal will be ticketed and/or booted.

Each student is issued one parking decal that is transferable from car to car.

New decals are issued annually to campus residential students. All other parking decals are valid for the duration of your official status with KSU. The Card Center will notify campus via the KSU furnished e-mail when decals are available to new students and employees for in-person pickup. The parking decal is registered to a student who is responsible for any use of this decal until it has been reported lost and/or stolen.

Replacement parking decals are available and are usually subject to fees. One day passes are available as appropriate at the Card Services Center in the Carmichael Student Center, Suite 219.

It is the responsibility of all KSU students to review and abide by Kennesaw State University Parking Policies and Procedures available online at <http://www.kennesaw.edu/police/frames.html>. Questions concerning parking regulations should be directed to the Parking and Security Division of Public Safety, located in the Office Annex, Building #14, Room #111 or phone (770) 423-6206. Questions related to your parking decal can be answered by the Card Services Center. Students may report lost/stolen decal information to either office.

Student Health Fees

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

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

Students will be billed at the time of registration. The fee for the 2008-2009 academic year is \$386 for fall semester and \$509 for spring and summer semesters.

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

Summary of Expenses 2008-2009

Students taking 12 hours or more		
Per semester	Resident	Non-Resident
In-state Tuition	\$2,128	N.A.
Out-of State Tuition	N.A.	\$8,509
Technology Fee	\$50.00	\$50.00
Transportation Fee	\$110.00	\$110.00
Student Health Clinic Fee	\$47.00	\$47.00
Student Activity Fee	\$71.00	\$71.00
Intercollegiate Athletic Fee	\$142.00	\$142.00
International Fee	\$14.00	\$14.00
Student Recreation & Wellness Center	\$40.00	\$40.00

Students taking fewer than 12 hours		
Per semester	Resident	Non-Resident
In-state Tuition	\$178.00	N.A.
Out-of State Tuition	N.A.	\$710.00
Technology Fee	\$50.00	\$50.00
Transportation Fee	\$110.00	\$110.00
Student Health Clinic Fee	\$47.00	\$47.00
Student Activity Fee	\$71.00	\$71.00
Intercollegiate Athletic Fee	\$142.00	\$142.00
International Fee	\$14.00	\$14.00
Student Recreation & Wellness Center	\$40.00	\$40.00

Housing Fees

Housing at Kennesaw State University is privately owned and managed, and all leasing and financial matters are handled by the KSU Foundation Housing Management, LLC. Housing fees for 2008-2009 range from \$395-\$610 per month depending on the community and housing unit selected, paid in twelve monthly installments. For more specific information, please go to <http://www.ksuhousing.com> or call (770) 426-0668.

Coles MBA Fees

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

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

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

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

Master of Accounting Fees

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

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

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

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

Coles Executive MBA Program Fees

The cost for the 18-month program is \$46,500. This fee includes a nonrefundable deposit of \$500 which is due upon acceptance to the program. The remaining \$46,000 is prorated over the entire program. Meals, textbooks, notebook computer, retreat and the International Residency for Experienced Professional Program are included.

Georgia WebMBA

The cost of the Georgia WebMBA is \$17,250, which includes tuition for ten courses and a one-credit hour mandatory two-day orientation. This does not include books or travel and lodging for the orientation. All costs are subject to change without notice.

The Master of Science in Conflict Management Program Fees

The cost of the program is \$23,500, which includes tuition, fees, books and class materials, meals on class weekends, travel to an international conference, membership in a professional organization and a subscription to an ADR journal. The cost includes a non-refundable reservation fee of \$500 which is due upon official notification of acceptance in order to reserve a place in the program.

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

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

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

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

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

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

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

Special Fees and Expenses

Diploma Fee: A diploma fee of \$35 is required of all degree candidates and is payable at the time a petition to graduate is presented to the registrar. The fee is nontransferable and nonrefundable. It entitles the student to one diploma.

Diploma Replacement Fee: When a request is received to reorder a diploma (lost in fire, move, etc., a fee of \$25.00 will be assessed.

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

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

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

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

Registration Fee Waiver for Senior Citizens

Pursuant to the provisions of an amendment to the Georgia Constitution, legal residents of Georgia who are 62 years of age or older at the time of registration for courses may have their standard tuition and fees waived (with the exception of supplies, laboratory fees, and special course fees). A driver's license or birth certificate must be presented to the Office of Graduate Admissions at the time of application for admission or to the Registrar's Office once the individual turns 62 to qualify for this waiver of registration fees.

Individuals 62 and over wishing to enroll in one of Kennesaw State's Executive Programs (the Coles Executive MBA, the Master of Science in Conflict Management, the Master of Science in Applied Computer Science or the Georgia WebMBA) will be required to pay all costs of these programs in excess of standard graduate program tuition and fees.

Withdrawal/Refund of Student Fees

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

KSU Institutional Refund Policy:

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

Students that withdraw from the institution when the calculated percentage of completion is greater than 60% are not entitled to a refund of any portion of institutional charges.

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

Students should refer to the *Schedule of Credit Courses* for specific dates of each refund period.

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

A refund of all tuition and other mandatory fees shall be made in the event of the death of a student at any time during any academic semester.

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

Military Service Refunds and Re-enrollment

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

- military reservists (including members of the National Guard) and who receive emergency orders to active duty after having
- enrolled in a University System institution and paid tuition and fees;
- active duty military personnel and who receive an emergency reassignment after having enrolled in a University System institution and paid tuition and fees;
- those persons unusually and detrimentally affected by the emergency activation of members of the reserve components or the emergency deployment of active duty personnel of the Armed Forces of the United States and who demonstrate a need for exceptional equitable relief.
- students who are members of the Georgia National Guard or other reserve components of the U.S. Armed Forces who are reenrolling after having been summoned to active duty in an emergency situation are to be accorded special consideration regarding class registration, financial aid processing, payment of fees, etc., so as to expedite their re-enrollment.
- military personnel on active duty in the U.S. Armed Forces who, before the end of their present station assignment, receive emergency orders for a temporary or permanent change of duty location who later wish to resume their education are to be accorded special consideration regarding class registration, financial aid processing, payment of fees, etc., so as to expedite their re-enrollment.

Definition of Legal Residents

Individuals who enter the institution as out-of-state students but who wish to later qualify as legal residents must fill out a Petition for Georgia Residence Classification form, which can be obtained in the Office of the Registrar, on-line at http://www.kennesaw.edu/businessservices/international_ga_residency.shtml, or by contacting the Residency Officer for Kennesaw State University at 770-499-3536. A student's resident status is not changed automatically, and the burden of proof that the student qualifies as a legal resident under the regulations of the Board of Regents of the University System of Georgia rests with the student. A student is responsible for registering under the proper residency classification. A student classified as out-of-state who believes that he or she is entitled to be reclass-

sified as a legal resident may petition the Residence Committee for a change in status. The petition must be filed no later than 60 days after the semester begins in order for the student to be considered for reclassification for that semester. If the petition is granted, reclassification will not be retroactive to prior semesters.

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

Applications should be addressed to Kennesaw State University Attn: Residency Committee, 1000 Chastain Road, Mailbox # 0102, Kennesaw, Georgia 30144.

Regents' Policies Governing the Classification of Students for Tuition Purposes

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

403.02 CLASSIFICATION OF STUDENTS FOR TUITION PURPOSES

A. United States Citizens

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

the term and the student has graduated from a Georgia high school or ii) the dependent student's parent has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term and the parent claimed the student as a dependent on the parent's most recent federal income tax return.

- c. A dependent student shall be classified as "in-state" for tuition purposes if a U.S. court-appointed legal guardian has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term, provided that appointment was not made to avoid payment of out-of-state tuition and the U.S. court-appointed legal guardian can provide clear evidence of having established and maintained domicile in the State of Georgia for a period of at least 12 consecutive months immediately preceding the first day of classes for the term.
 - (2) a. If an independent student classified as "in-state" relocates temporarily but returns to the State of Georgia within 12 months, the student shall be entitled to retain in-state tuition classification.
 - b. If the parent or U.S. court-appointed legal guardian of a dependent student currently classified as "in-state" for tuition purposes establishes domicile outside of Georgia after having established and maintained domicile in the State of Georgia, the student may retain in-state tuition classification as long as the student remains continuously enrolled in a public postsecondary educational institution in the state, regardless of the domicile of the parent or U.S. court-appointed legal guardian.
- ##### **B. Noncitizens**
- Noncitizens initially shall not be classified as "in-state" for tuition purposes unless there is evidence to warrant consideration of in-state classification. Lawful permanent residents, refugees, asylees, or other eligible noncitizens as defined by federal Title IV regulations may be extended the same consideration as citizens of the United

States in determining whether they qualify for in-state classification. International students who reside in the United States under non-immigrant status conditioned at least in part upon intent not to abandon a foreign domicile are not eligible for in-state classification.

704.041 OUT-OF-STATE TUITION WAIVERS

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

- a. Academic Common Market. Students selected to participate in a program offered through the Academic Common Market.
- b. International and Superior Out-of-State Students. International students and superior out-of-state students selected by the institutional president or an authorized representative, provided that the number of such waivers in effect does not exceed two percent of the equivalent full-time students enrolled at the institution in the fall term immediately preceding the term for which the out-of-state tuition is to be waived.
- c. University System Employees and Dependents. Full-time employees of the University System, their spouses, and their dependent children.
- d. Medical/Dental Students and Interns. Medical and dental residents and medical and dental interns at the Medical College of Georgia. (BR, 1986-87, p. 340).
- e. Full-Time School Employees. Full-time employees in the public schools of Georgia or of the Department of Technical and Adult Education, their spouses, and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver. (BR Minutes, 1988-89, p. 43).
- f. Career Consular Officials. Career consular officers, their spouses, and their dependent children who are citizens of the foreign nation that their consular office represents and who are stationed and living in Georgia under orders of

- their respective governments.
- g. Military Personnel. Military personnel, their spouses, and their dependent children stationed in Georgia and on active duty, unless such military personnel are assigned as students to System institutions for educational purposes. The waiver can be retained by the military personnel, their spouses, and their dependent children if the military sponsor is reassigned outside of Georgia, as long as the student(s) remain(s) continuously enrolled and the military sponsor remains on active military status (BR Minutes, February 2004).
- h. Research University Graduate Students. Students attending the University of Georgia, the Georgia Institute of Technology, Georgia State University, and the Medical College of Georgia, which shall be authorized to waive the out-of-state tuition differential for a limited number of graduate students each year, with the understanding that the number of students at each of these institutions to whom such waivers are granted shall not exceed the number assigned below at any one point in time:

University of Georgia	80
Georgia Institute of Technology	60
Georgia State University	80
Medical College of Georgia	20
- i. Border County Residents. Residents of an out-of-state county bordering a Georgia county in which the reporting institution or a Board-approved external center of the University System is located.
- j. National Guard Members. Full-time members of the Georgia National Guard, their spouses, and their dependent children. (BR Minutes, April, 1998, pp. 16-17).
- k. Students enrolled in University System institutions as part of Competitive Economic Development Projects. Students who are certified by the Commissioner of the Georgia Department of Industry, Tourism and Trade as being part of a competitive economic development

- project.
- l. Students in Georgia-Based Corporations. Students who are employees of Georgia-based corporations or organizations that have contracted with the Board of Regents through University System institutions to provide out-of-state tuition differential waivers.
 - m. Students in Pilot Programs. Students enrolled in special pilot programs approved by the Chancellor. The Chancellor shall evaluate institutional requests for such programs in light of good public policy and the best interests of students. If a pilot program is successful, the tuition program shall be presented to the Board for consideration.
 - n. Students in ICAPP Advantage programs. Any student participating in an ICAAP Advantage program.
 - o. Direct Exchange Program Students. Any international student who enrolls in a University System institution as a participant in a direct exchange program that provides reciprocal benefits to University System students.
 - p. Economic Advantage. As of the first day of classes for the term, an economic advantage waiver may be granted to a dependent or independent student who can provide clear evidence that the student or the student's parent, spouse, or U.S. court-appointed guardian has relocated to the State of Georgia to accept full-time, self-sustaining employment and has established domicile in the State of Georgia. Relocation to the state must be for reasons other than enrolling in an institution of higher education. This waiver will expire 12 months from the date the waiver was granted. As of the first day of classes for the term, an economic advantage waiver may be granted to a student possessing a valid employment-related visa status who can provide clear evidence of having relocated to the State of Georgia to accept full-time, self-sustaining employment. Relocation to the state must be for reasons other than enrolling in an institution of higher education. These individuals would be required to show clear evidence of having taken all legally permissible steps toward establishing legal permanent residence in the United States and the establishment of legal domicile in the State of Georgia. Students currently receiving a waiver who are dependents of a parent or spouse possessing a valid employment-sponsored visa may continue to receive the waiver as long as they can demonstrate continued efforts to pursue an adjustment of status to U.S. legal permanent resident (BR Minutes, June 2006).
 - q. Recently Separated Military Service Personnel. Members of a uniformed military service of the United States who, within 12 months of separation from such service, enroll in an academic program and demonstrate an intent to become a permanent resident of Georgia. This waiver may be granted for not more than one year (BR Minutes, June 2004).
 - r. Nonresident Student. As of the first day of classes for the term, a nonresident student whose parent, spouse, or U.S. court-appointed legal guardian has maintained domicile in Georgia for at least 12 consecutive months so long as the student can provide clear evidence showing the relationship to the parent, spouse, or U.S. court-appointed legal guardian has existed for at least 12 consecutive day of classes for the term. If the parent, spouse, or U.S. court-appointed legal guardian of a continuously enrolled nonresident student establishes domicile in another state after having maintained domicile in the State of Georgia for the required period, the nonresident student may continue to receive this waiver as long as the student remains continuously enrolled in a public postsecondary educational institution in the state, regardless of the domicile of the parent or U.S. court-appointed legal guardian (BR Minutes, June 2006).

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

Financial Aid

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

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

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

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

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

Scholarship Programs

Scholarships and Fellowships

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

Regents' Opportunity Scholarship

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

HOPE Teacher Scholarship

The HOPE Teacher Scholarship for Graduate Study in Critical Shortage Fields—a component of the lottery-funded HOPE Program—provides forgivable loans to individuals seeking advanced education degrees in critical shortage fields of study. Repayment is accomplished by teaching in a Georgia public school in a critical shortage field. The approved critical shortage fields may change each spring based on an annual survey of teaching vacancies in Georgia. The following Critical Shortage fields are approved for the 2008-2009 academic year.

- Interrelated Special Education (P-12) ~ (KSU's Individualized General Curriculum)
- Mental Retardation (P-12)
- Learning Disabilities (P-12)
- Behavior Disorders (P-12)
- Middle Grades Math (4-8)
- Middle Grades Science (4-8)
- Middle Grades Science & Math (4-8)
- Early Childhood Education (P-5)
- Secondary English (6-12)
- Mathematics (6-12)
- Science (6-12) (Includes Broad Field, Biology, Chemistry, Earth/Space & Physics)
- History (6-12)
- Economics (6-12)
- Political Science (6-12)
- Geography (6-12)

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- Spanish (P-12)
- French (P-12)
- Art Education (P-12)
- Music (P-12)
- Art (P-12)
- Hearing Impaired (P-12)
- Orthopedically Impaired (P-12)

The 2008-2009 Promise Teacher and Hope Teacher applications become available June 1. After this date, please go to the Georgia Student Finance Commission website http://www.gacollege411.org/FinAid/LoanPrograms/careers_in_teaching.asp for printing the new application. Other programs may be added, check with the College of Education for a current list.

Scholarships are available for the 2008-2009 academic year and will be awarded on a first-come, first-serve basis. The awards are based on the number of credit hours necessary for students to complete their program of study. Scholarship funds can be used toward tuition, fees, and other student expenses. Students should apply in early June of 2008. Applications may be obtained from the Georgia Student Finance Commission or the College of Education at KSU. For applications and additional information, access http://www.gacollege411.org/FinAid/LoanPrograms/careers_in_teaching.asp.

Need-Based Award

Application Procedures

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

After the FAFSA is analyzed by the U. S. Department of Education, the result is called the Expected Family Contribution (EFC). The EFC is the amount that the family should be able to contribute to the student's cost of

attendance (COA). COA is the amount of direct cost (e.g., tuition, fees, room, board, and books) and indirect cost (e.g., transportation and personal expenses). Need-based financial aid is awarded to help the student with need (i.e., COA minus EFC).

Loan Programs

Federal Stafford Loan-Subsidized

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

Subsidized indicates that the federal government will pay the loan interest while the student is enrolled in school, six months after enrollment (grace), or during deferment periods. The rate of interest is fixed at 6.8%. The rate of interest may not exceed 8.25%. Students may be assessed an origination fee up to 3% and a federal default fee of 1% which is deducted from each loan amount. Funds are disbursed to the student through the University. Repayment begins six months after the student ceases to be enrolled at least half-time. Students are allowed 10 years to repay the loan.

Federal Stafford Loan - Unsubsidized

This loan is available to graduate students who choose to borrow above their Subsidized Stafford eligibility. Students borrowing through the Unsubsidized Stafford Loan Program are responsible for the interest on the loan. The amount of eligibility is based on the dependent or independent status of the student and the student's need. The application procedures and interest rates are the same as the Subsidized Stafford Loan Program. The maximum amount of additional unsubsidized loans available is \$12,000.

Federal Graduate PLUS Loan

Graduate students are eligible to borrow under the PLUS Loan Program up to the cost of attendance minus other financial assistance. Students must not have an adverse credit history. Students are allowed to select their lender and loan amount. The interest rate is 8.5% fixed. Repayment begins on the date of the last disbursement of the loan for the academic year. Students are required to complete the FAFSA application.

Service Cancelable Student Loans

The Georgia Student Finance Authority offers loans to qualified students who plan to work in the field of nursing in the State of Georgia based on funds available each year. At KSU, both graduate and undergraduate students accepted in the nursing program may apply. The amount is determined by the student's need. The loan may be canceled through one year of service in nursing in the state of Georgia for each year that assistance is provided. If assistance is received and the student does not enter nursing, repayment of the loan will be required. Early completion of the FAFSA is recommended in applying for this loan, as funds are limited. These loans are processed through the Nursing Department once it is determined funds are available.

Emergency Loan Program

Tuition and Fees and Personal Loans

The Emergency Loan Program is designed to provide temporary assistance to students during their matriculation at KSU. An emergency loan for in-state tuition and fees or an emergency personal loan for mitigating circumstances that produces a hardship may be available to currently enrolled students. The student must be currently enrolled and be in good academic standing (3.0 GPA). A maximum of three tuition and fees and personal loans are allowed while a student is enrolled at KSU. A KSU student is allowed only one such loan per academic year. (An academic year is defined as the first day of class in August through the last day of finals in July.) A student is ineligible to receive an additional

emergency loan if the student received such a loan the last semester attended. Students may not request both a tuition and fees and a personal loan in the same term. Students who need emergency funds for in-state tuition and fees or for personal circumstances should complete an application available in the Office of Student Financial Aid. Applications are available in the office only and must be applied for in person. Funds for emergency loans are limited. Loans are made on a first-come, first-serve basis.

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

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

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

Alternate Loan Program

A number of lender partners provide private loans directly from the lender that are

not associated with federal student loans. Loan approval, interest rates, and repayment requirements are prescribed by the lender. Additional information and application procedures are available from the Office of Student Financial Aid or the lender. Students must maintain satisfactory academic progress.

Graduate Student Work Opportunities

Graduate Research Assistantships

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

Federal Work Study Program (FWS)

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

Institutional Employment

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

Career Services

KSU's Career Services Center maintains a listing of full-time and part-time off-campus jobs for students who need assistance in locating off-campus employment. Regular job listings

are posted online at <http://careerctr.kennesaw.edu>. For more information, contact the director of career services.

Satisfactory Academic Progress Standards

Federal regulations require that students maintain satisfactory academic progress in their course of study to continue receiving Federal Title IV financial aid. Federal Title IV financial aid for graduate students includes Federal Work Study (FWS), Federal Perkins Loan, Federal Stafford Loan (Subsidized and Unsubsidized), and Federal Graduate PLUS Loan. All scholarships follow the same requirements. Alternative loans, available from private lenders, also follow these requirements.

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

Qualitative

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

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

Quantitative

Regulations allow a student to maintain eligibility for attempting credit hours that are 150% of the credit hours required to receive a degree. In order to meet this quantitative standard, students must complete and pass (earn)

67% of courses attempted each academic year. Courses earned include grades of "A," "B," "C," "D," or "S." Courses attempted include any course in which grades of "A," "B," "C," "D," "F," "W," "WF," "I," "S," "U," or "IP" are given. Students who are seeking a second undergraduate degree different from their first degree may be granted additional hours to complete the second degree requirements. The 67% criteria will be checked at the end of the spring semester.

If a student has not completed 67% of the cumulative attempted hours at the end of the spring semester, the student is placed on Satisfactory Academic Progress Warning for one year. During the SAP warning period, the student may continue to receive financial aid. If the student has not completed 67% of the cumulative attempted hours after one year on SAP warning, the student will be placed on Satisfactory Academic Progress Failure. While on SAP failure, the student will not be eligible to receive financial aid. Financial aid eligibility may be regained when 67% of the cumulative attempted hours have been completed.

The policy regarding probation, loss of eligibility, and academic dismissal is the same as the academic policies with the following exceptions:

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

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

Audit Courses

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

Summer Term Courses

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

Incomplete Courses

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

Withdrawals

Any course with a "W" or "WF" is considered as hours attempted. Students should be aware that excessive withdrawals from classes could result in the loss of financial aid at some point in future semesters due to the 67% quantitative standard for SAP.

Transfer Credit

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

Academic Fresh Start

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

Dismissal and Return

Students who are dismissed academically for one or two semesters will not be automatically eligible for financial aid upon their return. Such students must either appeal, as explained below, or use means other than financial aid for educational expenses. Eligibility will be regained when the AGPA is 3.0.

Appeals

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

Veteran's Benefits

The university is on the approved list of the Georgia State Approving Agency for the training of veterans, disabled veterans and the children and widows of deceased veterans who are eligible for benefits under the G.I. Bill. Students in training under the G.I. Bill are required to pay all fees, as regular students, since they are paid benefits directly through the Veterans Administration. Each V.A. beneficiary should make financial preparation for at least one semester because benefit checks are sometimes delayed.

Students in training under the G.I. Vocational Rehabilitation Program should check with the University Business Office regarding the handling of their account for fees, supplies, etc.

Eligible veterans, children and widows of veterans must make application to their regional Veterans Administration Office. Application forms are available at Kennesaw State University in the Registrar's Office. Certain requirements must be met before students may be certified for noncredit remedial courses for V.A. payment purposes.

Students attending on the G.I. Bill are certified for V.A. benefits only for those courses required in their particular programs of study. Such students must maintain Kennesaw State University standards for academic performance. Those students who are academically dismissed from school will have their benefits interrupted. Upon readmission and recertification of benefits at Kennesaw State University, the V.A. will decide if further benefits may be paid for continuation of the program in which the academic deficiency occurred.

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

Academic Policies

Policies and Procedures

Registration

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

All registration at Kennesaw State University is conducted over the web at : www.kennesaw.edu/registrar

The registration process consists of three different phases:

- **Priority Registration:** open to currently enrolled students who are not on probation.
- **Final Registration:** open to new students, students who are on academic probation but eligible to return and readmitted students.
- **Late Registration and drop/add:** open to all students eligible to enroll for the given semester.

NOTE: See the academic calendar, which lists specific registration dates, at www.kennesaw.edu/registrar, the *Schedule of Courses*, or page 3 of this catalog.

Graduate Course Auditing Policy

Auditing of courses will be permitted for regularly enrolled graduate students, as well as on a space-available basis for those who hold a graduate degree from Kennesaw State. Auditing of courses is not allowed in Coles Executive MBA, Master of Science in

Conflict Management (MSCM), the Master of Science in Information Systems (MSIS), the Master of Science in Applied Computer Science (MSACS) programs, or any of KSU's Master of Education (M.Ed.) programs. Students must have completed all prerequisites necessary for the course to be audited and are expected to complete all course requirements as noted on the course syllabus. A student may audit no more than 6 credit hours of graduate course work in a given term.

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

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

Full-Time Load

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

Candidacy

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

Residency Requirement

To receive a graduate degree from Kennesaw State University, a student must complete at least 27 semester hours of program requirements at KSU. All of these 27 hours must be completed after the student has been admitted to the degree program. Students in the MAcc or WebMBA must complete 24 hours.

Time Limit

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

Transfer Credit

Graduate work taken at other Commission of Colleges (COC) regionally accredited institutions must be evaluated and approved by the program director and/or graduate committee of the respective program in order to satisfy degree requirements at KSU. Such transfer credit cannot be for courses over five years old and must satisfy the six-year rule above to count towards degree credit; cannot exceed 9 semester hours (6 semester hours for the MAcc and the WebMBA), and cannot reduce residency requirements. No grade below B may be accepted. Transfer grades are not used in calculating semester, summer term, or cumulative grade-point averages. Individual degree programs may have additional specific requirements or limitations for transfer credit.

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

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

Cross Registration—Atlanta Regional Consortium for Higher Education (ARCHE)

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

The cross registration program is available to students officially enrolled in Atlanta Regional Consortium Institutions. This program is distinct from transient status in that it is possible for a student to register for an approved course at any of the 21 consortium schools and receive credit, while paying tuition costs to the home institution. The intent is to allow qualified students to take course work in their area of study that is not available on their own campus.

To be eligible to participate, the student must be in good standing and must have the recommendation of the faculty adviser or department chair at the home institution. Cross registration may be pursued only for courses not offered at the home institution for the given term and is not recommended for students in their last semester before graduation.

Students who wish to enroll in courses at member institutions of the Atlanta Regional Consortium should obtain a Cross-Registration form from the cross registration coordinator in the Office of the Registrar. Check with the coordinator for individual member college cross registration deadlines.

Member Colleges

Agnes Scott College
Atlanta College of Art
Brenau University
Clark Atlanta University
Clayton College & State University
Columbia Theological Seminary
Emory University
Georgia Institute of Technology
Georgia State University
Institute of Paper Science and Technology

Interdenominational Theological Center
Kennesaw State University
Mercer University of Atlanta
Morehouse College
Morehouse School of Medicine
Morris Brown College
Oglethorpe University
Southern Polytechnic State University
Spelman College
State University of West Georgia
University of Georgia

Course Load

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

Course Repetitions

Graduate students may repeat for credit no more than two graduate courses, one time each. Only courses in which students previously earned a grade below “B” may be retaken for credit. Students who have received 9 credit hours of grades below “B” are not eligible to retake a class and will be dismissed from further graduate study at Kennesaw State University.

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

Withdrawal from Courses

Students may withdraw from one or more courses any time before the last three weeks of the semester. To completely or partially withdraw from classes at KSU, a student must withdraw online at www.kennesaw.edu, under Owl Express, Registration and Student Records. Students who officially withdraw from courses before mid-semester will receive

a “W” in those courses and receive no credit. They will not, however, suffer any academic penalty. Students who officially withdraw after mid-semester (and before the last three weeks of the semester) will receive a “WF,” which will be counted as an “F” in the calculation of their grade point average. Exact withdrawal dates will be published in the official academic calendar and are subject to approval by the Board of Regents. Students who simply stop attending classes without officially withdrawing usually are assigned failing grades.

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

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

IP (In Progress) Grade

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

Grading System

All graduate students are required to maintain a 3.0 grade-point average. The university is organized on the semester system, with two semesters extending 15 weeks (plus exams) and a summer term extending approximately

eight weeks. The semester hour is the unit of credit in any course. The following grading system is used:

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

“I”: incomplete grade. The grade of “I” will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond the student’s control, is unable to meet the full requirements of the course.

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

“W”: indicates that the student was permitted to withdraw from the course without penalty with the approval of the program director and registrar within the first 28 working days (including registration days) of the semester. Withdrawals without penalty may be permitted after the official withdrawal period in hardship cases only with approval of the registrar. A course in which the grade of “W” has been assigned will not be included in calculating the student’s scholastic average.

“WF”: indicates that the student was permitted to withdraw from a course after the first 28 working days of the semester. The dropping of a course under these circumstances is equiva-

lent to failure and will be included in the calculation of the student's scholastic average.

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

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

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

Grade-Point Average

The grade-point average (GPA) is the average grade made by the student on all graduate course work for which he/she has enrolled. It is calculated by dividing the total number of quality points earned by the total number of semester hours attempted. Courses carrying "S," "U," "W," or "I" grades are not included.

Grade Appeal Procedure

Please check the on-line versions of the undergraduate and graduate catalogs for updated grade appeals procedures that were not available at the time of the printing of these books.

Any student has the right in any course of instruction to appeal a final grade in a course for either or both of the following reasons. (1) The student believes that the instructor has violated his/her stated grading policy. (2) The student believes that his/her final grade in a course is unfair because of retaliation or the instructor's discriminatory practice(s) based on race, religion, color, sex, sexual orientation, handicap, or national origin. In such cases the following procedures will be applied. Each faculty member must specify his/her grading policy at the first of the semester. He/she may change his/her grading policy for cause after that time, but he/she must do so uniformly, and with ample notification to students if at all possible.

- I. Grade Appeal Procedure When There is an Allegation of a Violation of Stated Grading Policy, But No Allegation of Discriminatory or Retaliatory Action
 - A. If a student believes that his/her final grade in a course is unfair in terms of the instructor's stated grading policy, he/she should first discuss the matter with the instructor. If the student remains dissatisfied with his/her final course grade, he/she may immediately appeal to the department chairperson for discussion and possible resolution.
 - B. If a student remains unsatisfied with his/her final course grade, he/she may file a written appeal with the dean of the appropriate college within sixty days from the end of the semester in which the final course grade was assigned. If the instructor involved is a department chair, the written appeal should be filed with the dean of the college. If the instructor involved is a college dean, the written appeal should be filed with the associate vice president of academic affairs (if the appeal is from an undergraduate student) or dean of graduate college (if the appeal is from a graduate student).
 - C. If the dean of the college or his/her designee (or the associate vice president of academic affairs or dean of graduate college or his/her designee) believes that the student has not shown that the professor violated his/her stated grading policies he/she must so inform the student in writing within one month (thirty days) of his/her receipt of the student's written appeal.
 - D. Alternatively, if the dean of the college or his/her designee (or the associate vice president of academic affairs or dean of graduate college or his/her designee) believes that the student may have reasonable cause for an appeal based on the issue of a violation of stated grading policies, then he/she must appoint a school hearing committee consisting of three faculty/administrative faculty members and

two students. The committee selection process must begin within one month (thirty days) of his/her receipt of the student's written appeal. The members of the committee should be selected in a manner determined by the dean of the college or his/her designee (or the associate vice president of academic affairs or the dean of graduate college or his/her designee).

- E. The committee shall meet and elect a chair from among the five members. The chair will conduct the committee meeting(s). The chair may participate in all deliberations, but will not vote except in the case of a tie.
- F. The committee may draw up its own rules of procedure, and the committee is not bound by any formal rules of legal proceedings and may hear any information that may be of value in determining the issues involved.
- G. Each party has the right to obtain a non-attorney adviser to assist him/her in the preparation and presentation of his/her case to the committee. The committee shall determine whether it meets with the parties, their respective advisers, and any witnesses in one meeting or in a series of meetings. The members of the committee shall decide who shall be present at any meeting of the committee with the understanding that whenever the student or faculty member is present his/her adviser has the right to be present also.
- H. A hearing committee has the right to decline to make a decision in a case that a student presents to the committee, when it regards the complaint as frivolous and irresponsible on the basis of evidence that the student presents to the committee. Such a decision must be communicated in writing to both parties in the case, the dean of the applicable college (or the associate vice president of academic affairs or dean of graduate college) and the department chairperson within five business days from the committee's decision. The chair of the hearing committee

shall act to make certain the written report is delivered to the proper persons. In such circumstances, the committee may want to recommend that the student talk to one of the university counselors.

- I. All decisions will be based only on the issue of whether the professor violated his/her grading policies (see section A above), be based on a majority vote, and be rendered according to the principle of the preponderance of evidence.
- J. The hearing committee will be expected to produce a written report summarizing the testimony, indicating and explaining its decision, and making recommendations, if desirable, to either or both parties. Copies of the written report will be submitted to both parties in the case, the dean of the applicable college (or the associate vice president of academic affairs or dean of graduate college) and the department chairperson within five business days from the completion of the meeting(s). The chair of the hearing committee shall act to make certain the written report is delivered to the proper persons.
- K. If, after the receipt of the committee's report, or, when no school hearing committee is appointed, after a student receives the written decision of the dean of the college, the student remains unsatisfied with his/her final course grade, a student may file a final written appeal to the associate vice president of academic affairs (if the appeal is from an undergraduate students) or the dean of graduate college (if the appeal is from a graduate student or his/her designee. If the instructor involved is also a dean of a college, then either the associate vice president for academic affairs, the dean of graduate college, or a committee appointed by him/her will render the written decision. In that case, and only in that case, a student may file a final written appeal to the vice president for academic affairs or his/her designee. The appeal must be made in writing within ten business days of

the student's receipt of the decision of the dean of the college or the associate vice president of academic affairs or the dean of graduate college or the decision of the school hearing committee. The associate vice president for academic affairs or dean of graduate college or the VP for academic affairs will issue a written decision to both parties in the case, the dean of the applicable college (or the associate vice president for academic affairs or the dean of graduate college) and the department chairperson within one month (thirty days). His/her decision is final. No further appeals are available.

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

II. Grade Appeal Procedure When there is an Allegation of Discriminatory Action or Retaliation

- A. If the student believes that his/her final grade in a course is unfair because of (1) retaliation by an instructor because of the student's prior report of discrimination or harassment, or because of the student's cooperation in any investigation, or (2) discriminatory practice(s) based on race, religion, color, sex, sexual orientation, handicap, or national origin, the student should first discuss the matter with the instructor. The student should contact the Office of the University Ombud (770-423-6112) to arrange a facilitated discussion (a neutral third party would be present) with the instructor if the student is not comfortable discussing the allegation with the instructor by himself/herself.
- B. If a student remains unsatisfied with

his/her final course grade, he/she must contact the appropriate EEO officer (currently the vice president for student success and enrollment services) and submit his/her allegation in writing to that office within thirty days of when the student met with the instructor to discuss the alleged retaliation and/or discrimination. The EEO officer (or his/her designee) must notify the instructor in writing of the allegation of discrimination and/or retaliation and of the pending investigation within one week of receiving the complaint in writing from the student.

- C. If the EEO officer (or his/her designee), after investigation, finds that the student does not have reasonable grounds for complaint he/she shall so notify the student and the instructor in writing within sixty days. The student may then pursue grade appeal procedures based on a violation of stated grading policies, if appropriate, by meeting and discussing the issue with his/her instructor and subsequently, if necessary, with others as specified in section I (above) if the student began this grade appeal process within sixty days from the end of the semester in which the final grade was assigned. In that case, all deadlines for the new grade appeal will begin as of the date of the EEO officer's (or his/her designee)'s written communication notifying the student that he/she does not have reasonable grounds for a discrimination and/or retaliation complaint.
- D. If the EEO officer (or his/her designee), after investigation, finds the student may have reasonable cause for complaint he/she shall so notify the student and the instructor in writing within sixty days. The EEO officer (or his/her designee) will then contact the chair of the university senate. The chair of the senate will be responsible for establishing an ad hoc committee of three faculty/administrative faculty members and two students to hear the

discrimination complaint and make recommendations. The names and contact information of the five members of the ad hoc committee shall be communicated by the chair of the senate to the EEO officer (or his/her designee). If, as part of his/her complaint, the student also alleges that the faculty member has violated his/her stated grading policy, the ad hoc committee must hear and make recommendations on that issue concurrently.

- E. Prior to the hearing the EEO officer (or his/her designee) will arrange that the ad hoc committee shall meet and elect a chair from among the five members. The chair will conduct the hearing. The chair may participate in all deliberations, but will not vote except in the case of a tie.
- F. The hearing committee may draw up its own rules of procedure, and the committee is not bound by any formal rules of legal proceedings and may hear any information that may be of value in determining the issues involved, but minimum due process shall include the right of both parties to be notified in writing at least ten business days in advance of the date, time, and place of the hearing; the right of the faculty member to be informed in writing of the specific nature of the complaint against him/her and of the evidence and/or witnesses on which it is based; and the right of both parties to present evidence and witnesses on their behalf and to question witnesses. The EEO officer (or his/her designee) shall act to make certain these due process rights are met. The EEO officer (or his/her designee) will attend the hearing as an observer. The EEO officer (or his/her designee) is not a party to the case, nor is he/she an advocate for either party. The EEO office shall retain all records associated with the complaint, his/her investigation, the hearing, the committee's written report, and the president's written decision for such length of time as required by Georgia law.
- G. Both the faculty member and the student have the right to a non-attorney adviser to assist in preparing and presenting his/her case before the committee. Those present during the hearing will be the members of the ad hoc committee, the EEO officer (or his/her designee), the parties to the complaint, one non-attorney adviser for each party, and such witnesses as are necessary. Each witness shall be present only when his/her presence is necessary to present information and/or answer questions. No other persons shall be present unless agreed upon in writing by the chair of the committee, both parties, and the EEO officer (or his/her designee).
- H. All decisions and recommendations will be based on a majority vote, and be rendered according to the principle of the preponderance of evidence. Only the five members of the ad hoc committee should be present during deliberation except that the EEO officer (or his/her designee) may be present to answer policy questions.
- I. The hearing committee will be expected to produce a written report summarizing the information presented, indicating and explaining its decision, and making recommendations, if desirable, to either or both parties. Copies of the written report will be submitted to both parties in the case, the EEO officer (or his/her designee), the chief legal officer for the university, and the president of the university within five business days from the completion of the hearing. The chair of the hearing committee shall act to make certain the written report is delivered to the proper persons. The opinions and recommendations of the ad hoc committee are advisory and in no way bind the president to the recommended actions.
- J. After consideration of the ad hoc committee's written report, the president shall make a decision and communicate it in writing within five business days to the student, the instructor, the EEO officer (or his/her designee), the

chief legal officer of the university, and the head of the department in which the instructor teaches. If the instructor is the head of a department it shall be communicated to the dean of the appropriate college. If the instructor is a dean it shall be communicated to the vice president for academic affairs.

- K. Should the aggrieved student remain dissatisfied with the president's decision, further redress may be sought through internal channels by applying to the Board of Regents for a review of the decision, pursuant to the Bylaws of the Board of Regents, Article IX, p. xxvii.

Expectations for Satisfactory Graduate Level Student Performance

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

Earning grades below "B" in graduate courses will result in the following consequences:

I. Academic Warning

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

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

II. Academic Probation

Whenever a graduate student's cumulative graduate grade-point average drops below 3.0, that student will be placed on academic probation and be advised of the significance and potential consequences of this action. While on probation, the student will not be permitted to apply for admission to candidacy, take comprehensive exams, or obtain a graduate degree. Graduate students can have their probationary status removed by raising their cumulative grade-point average to at least 3.0.

III. Academic Exclusion

If a graduate student earns nine credit hours of grades below "B" in graduate course work, or if a graduate student on probation earns a semester or summer grade-point average below 3.0, that student will be dismissed from further graduate study at KSU and will not be eligible for readmission as a graduate student. Individual graduate programs may have additional grading policies. Please see specific graduate program section of the catalog for additional information on grade expectations.

A student who wishes to appeal after the first exclusion must submit a letter describing the situation and stating the reasons for requesting the appeal to the appropriate graduate program director who will forward his/her recommendation to the dean of graduate college. The dean of graduate college will then notify the appropriate graduate program director, the office of the registrar and the student of his/her decision. The decision of the dean of graduate college is final and students may not appeal a second exclusion.

Graduation Requirements

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

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

1. A Petition to Graduate will be accepted and may be filed during the semester preceding the final semester or summer term of enrollment but must be filed before the end of the first week of his/her final semester. This form may be obtained from the program director's office.
2. A student must complete a minimum of 27 hours of degree requirements at Kennesaw State University. Candidates for a second master's degree at Kennesaw State must earn a minimum of 18 additional hours in excess of any hours used toward the first master's degree (the exact number of hours will depend on specific degree requirements).
3. Degree candidates must have earned a cumulative grade-point average of 3.0 calculated on all graduate courses attempted at KSU and a grade of "C" or better in each course presented to meet degree requirements. With the approval of the Graduate Policy and Curriculum Committee, individual degree programs may establish additional graduation requirements (e.g., comprehensive exams, thesis).

Double Majors and Concentrations in a Single Degree Program

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

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

Multiple Graduate Degrees

A student may earn a particular master's degree at Kennesaw State only once. If a student wishes to complete a second master's degree program, he or she must meet all admission requirements in effect for the second degree and thereafter fulfill all requirements for the second master's degree. Along with other requirements as specified by the degree program, the student must complete a minimum of 18 hours of appropriate course work beyond that required for the original masters degree (the exact number of hours will depend on specific degree requirements). Expectations for Satisfactory Graduate Level Student Performance, as outlined above, apply to all second master's degree students. Students who have completed a master's degree elsewhere must meet all admission requirements in effect for the second master's degree at Kennesaw State and thereafter fulfill all requirements for the second master's degree. The student must also meet the 27-hour minimum residence requirement at Kennesaw State with appropriate grades and course work. MAcc and WebMBA students must complete 24 hours to meet the residence requirement.

Each candidate for a second master's degree must apply for graduation. A student may request in absentia status by writing to the registrar prior to graduation exercises. An application for graduation will be accepted and may be filed during the semester preceding the final semester or summer term of enrollment but must be filed before the end of the first week of his/her final semester. This form may be obtained from the program director's office.

Academic Fresh Start for Readmission

A currently enrolled student who has been previously enrolled in a graduate program at KSU, who discontinued graduate college for at least six years, may petition in the Office of the Registrar for a onetime "academic fresh start" upon admission or readmission to a graduate program. The student's adjusted grade point average will be readjusted after the end of the semester in which the petition was approved retroactive to the readmission term. Although the student's transcript will retain all previous graduate course attempts and grades, only courses completed and grades received after readmission will be considered in the final degree audit. In addition, only grades received after readmission will be considered in decisions regarding academic warning, probation, and dismissal.

Academic Fresh Start for Second Degree

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

KSU Telecommunication Policies

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

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

Additional Academic Regulations

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



Accounting

Master of Accounting (MAcc)

Contact: Dr. W. Ken Harmon
Director, School of Accountancy
and MAcc Program Director

Office: Burruss Building

Phone: (770) 423-6084

Email: wharmon3@kennesaw.edu

Web address: <http://colesMAcc.com>

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

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

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

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

– Revised March 2008

Coles MBA Students

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

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

General Requirements for Admission to the MAcc Program

Admission to the MAcc program is granted to those persons showing high promise of success in graduate business (accounting) study. Applicants' portfolios are reviewed as a part of a competitive process based on the following components:

- Professional Experience
- Academic Background
- Graduate Management Admissions Test (GMAT)
- Applicants may also provide up to 3 references if they choose

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

Transfer Credit

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

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

Grades

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

Grades and hours earned in the business foundation courses are included in computing graduate grade point average. "A"s and "B"s are expected.

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

Petition to Graduate

Each MAcc student must petition to graduate the semester prior to completion of program requirements. To request a petition, go to <http://coles.kennesaw.edu/mba-options/MBA/Petition.html>. The Graduate Business Office will prepare a petition and email it to the student's preferred email account. Directions on filing the petition with the Office of the Registrar will be included.

Admission Criteria for Non-Degree Students

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

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

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

Changing from Non-Degree to Degree Status

Students who wish to work toward a MAcc degree should not enter as non-degree/post-baccalaureate students. Only in special circumstances will a student admitted as a non-degree/post-baccalaureate student be allowed to enter the MAcc program. In those rare cases

where a student is subsequently accepted to the MAcc program, no more than nine semester hours completed as a non-degree/post-baccalaureate student may be applied toward the MAcc degree, and the decision of whether to allow those hours to be applied will be made on an individual basis by the MAcc program director. A student must submit a satisfactory GMAT score upon completion of nine semester hours in order to continue study in the MAcc program regardless of grades achieved in courses completed as non-degree.

Readmission to the Master of Accounting

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

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

Master of Accounting

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

Business Foundation Requirements

Foundation requirements are the knowledge and skills of a broad set of business disciplines including accounting, business law, economics, finance, management, marketing, and statistics and math. Academic preparation in these disciplines is necessary prior to advanced study in business and accounting. A bachelor’s degree in business or accounting typically satisfies

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all foundation requirements. As an alternative, the Coles College of Business offers ten three-credit-hour undergraduate courses that collectively satisfy these requirements. The course(s) required are determined for each student based on a thorough analysis of college transcripts showing prior academic course work. This table summarizes the foundation requirements and options for satisfying them.

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

Notes:

1. Undergraduate courses used to satisfy the foundation courses must be from an institution accredited in a manner acceptable to the Coles College of Business.
2. Foundation requirements must be satisfied at the beginning of the MAcc program, typically within the first semesters of study.
3. Enrollment in 8000-level graduate courses is restricted until foundation requirements are met.
4. None of the prerequisite foundation hours may be used to satisfy any portion of the core or elective requirements or to meet the 30-credit-hour minimum degree requirement.

Credit Hours

Accounting Prerequisites Courses

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

• ACCT 3100	Intermediate Financial Accounting & Auditing*	3
• ACCT 3300	Accounting Information Systems*	3
• ACCT 4050	Intermediate Financial Accounting II*	3
• ACCT 4150	Auditing and Assurance*	3

Notes:

1. KSU students must earn an average grade of "B" or better in these courses. Courses may be repeated to achieve the "B" average. Students may not take any 8000-level accounting courses until they have satisfied this requirement.
2. ACCT 3100 must be taken before ACCT 3300, 4050, and 4150. (All three may be taken together.) Students may choose a maximum of two graduate courses (MBA; MSIS) to take along with ACCT 3100.

3. Students who plan to concentrate in taxation must also complete ACCT 3200 Concepts in Taxation or its equivalent. ACCT 3200 may be taken in conjunction with ACCT 3100.
4. ACCT 3100, 3300, and 4050 are offered each semester while ACCT 4150 is offered in fall and spring semesters only.
5. Acceptable courses for students from other institutions include four courses (12 semester hours) above the introductory accounting sequence (generally 3000- and 4000-level courses) that are similar in content to the accounting prerequisites listed above. Students must earn an average grade of "B" or better in these. Courses may be repeated at KSU to achieve the "B" average.
6. Undergraduate course numbers relate to KSU; equivalent courses may be completed at other accredited institutions.

Core Requirements (six courses) 18

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

	Credit Hours
• ACCT 8100 Theory of Business Reporting	3
• ACCT 8220 Issues in Managerial Accounting	3
• ACCT 8230 Studies in Accounting Information Systems	3
• ACCT 8400 Seminar in Auditing	3
• BLAW 8340 Business Negotiation	3
• ACCT 8990 Forensic Accounting (The Capstone Course)	3

Notes:

1. ACCT 8990 is offered in spring and fall semesters only.
2. Before taking ACCT 8990, students must complete 12 hours (four graduate, 8000-level courses) including ACCT 8100 and ACCT 8400.
3. Students must submit a request for permission to register for this course before priority registration begins. To request permission contact Barbara Callaway (770) 420-4471 or email at bcallawa@kennesaw.edu.

Elective Requirements (four courses) 12

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

Option A: General Electives (four courses)

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

	Credit hours
• ACCT 8110 Advanced Business Reporting	3
• ACCT 8270 Accounting and Legal Issues in International Business	3
• ACCT 8300 Seminar in Valuation of Closely Held Businesses	3
• ACCT 8400 Seminar in Auditing	3

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- ACCT 8900 Special Topics in Accounting 3
- ACCT 8940 Directed Studies in Accounting and Taxation 3
- ACCT 8950 Special Projects in Accounting 3

Option B: Tax Concentration (four tax courses)

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

- ACCT 8510 Tax Research and Procedure 3
- ACCT 8520 Corporate Tax and Shareholders 3
- ACCT 8530 Taxation of Flow-Through Entities 3
- ACCT 8550 Estate and Gift Taxation 3
- ACCT 8570 Selected Topics in Taxation 3

Program Totals (10 graduate courses) - **30**

Program Totals (10 graduate courses, 4 accounting prerequisites) - **42**

Program Totals (10 graduate courses, 4 accounting prerequisites, 10 business foundations) - **54**

Core Offerings, ACCT 8990, and Electives

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

- * Fall and Spring Semesters – ACCT 8100, ACCT 8220, ACCT 8400, and ACCT 8990
- * Spring and Summer Semesters – ACCT 8230, and BLAW 8340
- * Electives are typically offered once a year.

Course Descriptions

The figures shown after the course number and title of the course signify the number of class hours per week, the number of laboratory hours per week, and the semester hours of credit for the completed course. Thus, the entry 3-0-3 denotes three hours of class, zero hours of laboratory, and three hours of credit.

Business Foundation

Course Descriptions

(These six courses do not count toward the 30-credit hour degree requirements.)

Accounting Prerequisites

Course Descriptions

(These courses do not count toward the 30-credit hour degree requirements. The prerequisites for each course are for graduate business students only.)

ACCT 3100. Intermediate Financial Accounting & Auditing. 3-0-3.

Prerequisite: ACCT 2100 and ACCT 2200.

Focuses on problems and issues related to the collection, analysis, and reporting of external and internal information. Includes theory and applications in financial accounting and auditing within the framework of accounting as an information system.

ACCT 3200. Concepts in Federal Taxation. 3-0-3.

Prerequisite: ACCT 3100 or equivalent.

Focuses on the fundamental principles and concepts applicable to tax liability determination and tax planning, including an introduction to tax research methodology.

ACCT 3300. Accounting Information Systems. 3-0-3.

Prerequisite: ACCT 3100 or equivalent.

A continuation of accounting transaction processing concepts; internal controls and systems analysis and design.

ACCT 4050. Intermediate Financial Accounting II. 3-0-3.

Prerequisite: ACCT 3100 or equivalent.

A continuation of intermediate financial accounting theory and applications, with a focus on detailed technical topics and specialized problems.

ACCT 4150. Auditing and Assurance. 3-0-3.

Prerequisite: ACCT 3300 or equivalent.

A continuation of audit theory with a focus on specific applications to financial reporting. Also covers other types of attestation and assurance services with a focus on the concepts of risk, control, evidence, and ethics.

**Master of Accounting
Course Descriptions****ACCT 8100. Theory of Business Reporting. 3-0-3.**

Prerequisite: Admission to the MAcc program and ACCT 4050 or ACCT 8000 and ACCT 4050 or their equivalents.

A study of financial accounting theory, including current and future business reporting models.

ACCT 8110. Advanced Business Reporting. 3-0-3.

Prerequisite: ACCT 8100.

A study of complex business reporting topics, e.g., accounting for post employment benefits, stock compensation, and an examination of financial statement analysis techniques.

ACCT 8220. Issues in Managerial Accounting. 3-0-3.

Prerequisite: Admission to the MAcc and ACCT 3100 program or ACCT 8000 or its equivalent.

A study of current issues and approaches to solving comprehensive problems in the area of managerial accounting.

ACCT 8230. Studies in Accounting Information Systems. 3-0-3.

Prerequisite: Admission to the MAcc program and ACCT 3300 or ACCT 8000 and ACCT 3300 or their equivalents.

Current issues in the area of accounting information systems including an overview of contemporary information systems technology management.

ACCT 8270. Accounting and Legal Issues in International Business. 3-0-3.

Prerequisite: Admission to the MAcc program and ACCT 3300 or ACCT 8000 and ACCT 3300 or their equivalents.

An introduction to accounting, control and legal issues unique to the planning, execution, control and evaluation of international business activities.

ACCT 8300. Seminar in Valuation of Closely Held Businesses. 3-0-3.

Prerequisite: Admission to the MAcc program and ACCT 3300 or ACCT 8000 and ACCT 3300 or their equivalents.

An examination of the principles of business valuation, with an emphasis on the valuation of non-publicly traded, closely-held entities, including both corporate and non-corporate businesses.

ACCT 8400. Seminar in Auditing. 3-0-3.

Prerequisite: Admission to the MAcc program and ACCT 4150 or ACCT 8000 and ACCT 4150 or their equivalents.

A study of financial audits, assurance services, and internal audits. Emphasis is on current developments.

ACCT 8510. Tax Research and Procedure. 3-0-3.

Prerequisite: Admission to the MAcc program and ACCT 3200 or ACCT 8000 and ACCT 3200 or their equivalents.

An introduction to the U.S. federal tax system, including research processes, tax practice, and procedural issues. This course is intended to strengthen students' problem solving and communication skills in a tax research setting. Electronic tax research services are used in the search for applicable tax authority.

ACCT 8520. Corporate Tax and Shareholders. 3-0-3.

Prerequisite: Admission to the MAcc program and ACCT 3200 or ACCT 8000 and ACCT 3200 or their equivalents.

A study of the federal income taxation of corporations and shareholders. Topics covered include corporate contributions, distributions of shareholders, stock redemptions, and corporate liquidations.

ACCT 8530. Taxation of Flow-Through Entities. 3-0-3.

Prerequisite: Admission to the MAcc program and ACCT 3200 or ACCT 8000 and ACCT 3200 or their equivalents.

An advanced study of the federal income taxation of flow-through entities, including partnerships, S Corporations and Limited Liability Companies. Topics include contributions and distributions from a flow-through entity; reporting of profits, gains and losses; complete and partial liquidations; and the partnership special allocation rules.

ACCT 8550. Estate and Gift Taxation. 3-0-3.

Prerequisite: Admission to the MAcc program and ACCT 3200 or ACCT 8000 and ACCT 3200 or their equivalents.

A study of federal estate and gift tax laws involved in inter vivos and testamentary transfers of property. Tax-planning techniques designed to minimize transfer taxes and ensure the orderly transfer of assets to succeeding generations are explored, as are the use of outright and charitable gifts, trusts, and generation skipping transfers.

ACCT 8570. Selected Topics in Taxation. 3-0-3.

Prerequisite: Admission to the MAcc program and ACCT 3200 or ACCT 8000 and ACCT 3200 or their equivalents.

An intensive study of selected topics of current interest, which might include, among others, advanced corporate taxation, state and local taxation, deferred compensation, and accounting periods and methods.

ACCT 8900. Special Topics in Accounting. 1-3. (Repeatable).

Prerequisite: Admission to the MAcc program and ACCT 3100 or ACCT 8000 or its equivalent and approval of instructor and department chair prior to registration.

Selected contemporary topics in accounting of interest to faculty and students.

ACCT 8940. Directed Studies in Accounting and Taxation. 1-3. (Repeatable not to exceed 6 semester hours).

Prerequisite: Admission to the MAcc program and ACCT 3100 or ACCT 8000 and approval of instructor and department chair prior to registration.

Special topics of an advanced or specialized nature not in the regular course offerings.

ACCT 8950. Special Projects in Accounting. 1-3. (Repeatable).

Prerequisite: Admission to the MAcc program and ACCT 3100 or ACCT 8000 and approval of instructor and department chair prior to registration.

Special projects for students who wish to pursue advanced work on a particular subject in a specialized area of accounting.

ACCT 8990. Forensic Accounting. 3-0-3.

Prerequisite: Admission to the MAcc program and completion of 12 hours of 8000-level graduate courses including ACCT 8100 and ACCT 8400 or ACCT 8000 and completion of 12 hours of 8000-level graduate courses including ACCT 8100 and ACCT 8400. Before registration, students must submit this online form: <https://coles.kennesaw.edu/mba->

options/MACC/advising/gradpetition.pl

This course examines current issues in forensic accounting and fraud investigation, including the nature of fraud, who commits fraud, types of fraud (fraudulent financial reporting, asset misappropriation, etc.), fraud prevention, fraud detection, fraud investigation / prosecution, and non-fraud forensic accounting services.

The course is designed for graduate accounting students with strong backgrounds in financial accounting and auditing. The course will be taught in a seminar format with a great deal of interaction in class.

BISM 8900. Special Topics in Business Information Systems. 3-0-3. (Repeatable).

Prerequisite: Admission to the Coles MBA or MAcc program, permission of instructor, and approval of program director.

Selected contemporary topics in business information systems management of interest to faculty and students.

BLAW 8340. Business Negotiation. 3-0-3.

Prerequisite: Admission to the MAcc program or ACCT 8000 or its equivalent.

This course immerses participants in negotiation and legal theories applicable to commercial and financial transactions, enterprises, and global business relationships. The focus is on negotiating business deals and ventures.

BLAW 8900. Special Topics in Business Law. 3-0-3 (Repeatable).

Prerequisite: Admission to the Coles MBA or MAcc program, permission of instructor, and approval of program director.

Selected contemporary topics in business law of interest to faculty and students.

ECON 8900. Special Topics in Economics. 3-0-3 (Repeatable).

Prerequisite: Admission to the Coles MBA or MAcc program, permission of instructor, and approval of program director.

Selected contemporary topics in economics of interest to faculty and students.

FIN 8900. Special Topics in Finance. 3-0-3 (Repeatable).

Prerequisite: Admission to the Coles MBA or MAcc program, permission of instructor, and approval of program director.

Selected contemporary topics in finance of interest to faculty and students.

Business Administration

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

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

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

Mission: The Coles College of Business provide high quality, applied business education and knowledge creation in a collegial, stimulating, and supportive learning-centered environment. Predominantly serving residents and the business community of the metropolitan Atlanta and the Northwest Georgia region, we strive to develop our students

into highly effective and ethical business leaders who are prepared for an increasingly complex, technologically sophisticated and interdependent world. We offer innovative and flexible programs through a diverse and talented pool of faculty and staff who contribute to the professional and ethical standards of their respective disciplines. In all our activities, we treat individuals with integrity and respect and are focused on the continuing development of our students, faculty and staff, and communities.

— Revised March 2008

Coles MBA

Coles MBA

Contact: Dr. Timothy Blumentritt, Director
 Office: Executive Development Center,
 KSU Center
 Phone: (770) 423-6087
 Email: tblument@kennesaw.edu
 Web address: www.colesMBA.com

Program Description

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

General Requirements for Admission to the Coles MBA

Admission to the MBA program is granted to those persons showing high promise of success in graduate business study. Applicants' portfolios are reviewed as a part of a competitive process based on the following components:

- Professional Experience
- Academic Background
- Graduate Management Admissions Test (GMAT)
- Applicants may also provide up to 3 references if they choose

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

Transfer Credit

A student may transfer a maximum of nine

semester hours of graduate courses provided the transfer hours are made prior to the last 27 hours of course work. Special hardship cases, such as job transfers, will be decided on an individual basis by the program director.

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

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

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

Grades in Graduate Courses

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

Petition to Graduate

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

Admission Criteria for Non-Degree Student

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

Readmission to the Coles MBA

Any graduate student who has a break in attendance of 5 semesters or more must apply for readmission to the MBA program. Students applying for readmission must meet all admissions criteria in place at the

time of readmission including minimum GPA and GMAT scores. The six-year time limit for degree completion applies. For details on readmitting, see Readmission to Graduate Study in the Graduate Admission section of this catalog. Complete the application at <http://www.kennesaw.edu/graduate/admissions/forms.html>.

MBA Programs

The Coles MBA program is made up of three course groupings – business foundation courses, core courses, and elective courses – for a total of 36 to 39 semester credit hours of graduate course work. All students complete 18 credit hours of prescribed core courses and 18 credit hours of elective courses. Some students, typically those without a bachelor’s degree in business, will have to complete up to three additional credit hours of foundation courses. Applicants admitted to the MBA program are advised in their acceptance letters which foundation requirements, if any, must be satisfied.

Foundation Requirements

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

Foundation requirements are satisfied by successfully completing or by completing undergraduate course(s) with a grade of “C” or higher in which is the KSU equivalent of ...
GBA 6101-Accounting Foundations, 1 credit hour	Financial accounting and managerial accounting	ACCT 2100 and ACCT 2200
GBA 6102-Finance Foundations, 1 credit hour	Finance principles	FIN 3100
GBA 6103-Statistics and Math Foundations, 1 credit hour	Inferential statistics and algebra	ECON 2300 and MATH 1101

NOTES:

1. Undergraduate courses used to satisfy the foundation courses must be from an institution accredited in a manner acceptable to the Coles College of Business;
2. Foundation requirements must be satisfied at the beginning of the MBA program, typically within the first semester of study;
3. GBA 6101, 6102, and 6103 are offered in a self-directed online format, facilitated by full-time faculty.
4. Enrollment in 8000-level graduate courses is restricted, based on foundations required, until foundation requirements are met;
5. GBA 6101, 6102, and 6103 cannot be used to satisfy any portion of the core or elective requirements or to meet the 36-credit-hour minimum degree requirement;

50 Master of Business Administration Programs

6. Admission to the MBA, MAcc, or WebMBA program is required to enroll in these courses;
7. Students who are preparing to sit for the CPA exam and who do not have an undergraduate or advanced degree in business may choose to take the equivalent undergraduate business courses in order to meet the 24-hour minimum requirement of courses in business required by the CPA. (For undergraduate course numbers, see column three in the table above.)

Core requirements

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

(a) Completing the following six courses: (See notes 2 and 3 below)

ACCT 8000	Accounting Insights for Managers	3
ECON 8010	Resource Allocation and Decision Analysis	3
FIN 8020	Business Finance	3
MGT 8040	Managing the Value Chain	3
MGT 8050	Managing and Leading Work Behavior	3
MKTG 8030	Strategic Marketing	3

AND

(b) Completing the following course:

MGT 8999	Strategic Management: An Integrative, Capstone Experience	3
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NOTES:

1. The course not taken to satisfy the core may be taken to satisfy an elective requirement.
2. MBA students planning to take 8000-level accounting courses as electives must first take ACCT 8000.
3. Based upon feedback from key executives and recruiters, it is recommended that both ACCT 8000 and FIN 8020 be taken by all MBA students.

NOTE: MGT 8999 is to be taken near or in the final semester of study. Fifteen credit hours of core courses and at least nine credit hours of elective courses must be completed prior to taking this capstone course. All students must request permission to register for MGT 8999. For permission to enroll, visit the Graduate Business Office web site at <http://coles.kennesaw.edu/mba-options/career-growth-mba/advising/>. Complete and submit the Request for MGT 8999 form before priority registration begins for the semester in which enrollment is planned.

Elective Requirements

15

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

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

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

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

Four of the electives (12 credit hours) may be any 8000-level course included in KSU's MBA Program.

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

ACCT 8270	Accounting and Legal Issues in International Business	3
ECON 8610	International Business Perspectives	3
FIN 8370	Multinational Financial Management	3
GBA 8095	International Internship	3
MGT 8910	International Management	3
MKTG 8730	International Marketing Management	3
MKTG 8790	Applied Global Business Strategies	3

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

A maximum of one business-relevant three-credit-hour course may be taken in a Kennesaw State University graduate program outside of the Coles College of Business with written permission from the director of the program and from the academic coordinator of the Coles College graduate programs.

Program Total: (12 graduate courses) - **36**

Program Total: (12 graduate courses, three business foundation courses) - **39**

Graduate Business Administration Course Descriptions

The figures shown after the course number and title of the course signify the number of class hours per week, the number of laboratory hours per week, and the semester hours of credit for the completed course. Thus, the entry 3-0-3 denotes three hours of class, zero hours of laboratory, and three hours of credit.

ACCT 8000. Accounting Insights for Managers. 3-0-3.

Prerequisite: Admission to the Coles MBA.

This course provides managers with an overview of key accounting issues, with an emphasis on concepts, tools, and international perspectives that will provide direct benefits in the workplace. Areas covered include reporting performance to stakeholders outside the entity, using accounting information inside the entity to make decisions and control behavior, and ensuring the reliability of accounting information. Note: This course may not be used in the MAcc program.

ACCT 8100. Theory of Business Reporting. 3-0-3.

Prerequisite: Admission to MAcc program and ACCT 4050 or ACCT 8000 and ACCT 4050 or their equivalents.

A study of financial accounting theory, including current and future business reporting models.

ACCT 8110. Advanced Business Reporting. 3-0-3.

Prerequisite: ACCT 8100.

A study of complex business reporting topics, e.g., accounting for post employment benefits, stock compensation, and an examination of financial statement analysis techniques.

ACCT 8220. Issues in Managerial Accounting. 3-0-3.

Prerequisite: Admission to MAcc program and ACCT 3100 or ACCT 8000 or its equivalent.

A study of current issues and approaches to solving comprehensive problems in the area of managerial accounting.

ACCT 8230. Studies in Accounting Information Systems. 3-0-3.

Prerequisite: Admission to the MAcc program and ACCT 3300 or ACCT 8000 and ACCT 3300 or their equivalents.

Current issues in the area of accounting information systems including an overview of contemporary information systems technology management.

ACCT 8270. Accounting and Legal Issues in International Business. 3-0-3.

Prerequisite: Admission to MAcc and ACCT 3300 program or ACCT 8000 and ACCT 3300 or their equivalents.

An introduction to accounting and legal issues unique to the planning, execution, control and evaluation of international business activities.

ACCT 8300. Seminar in Valuation of Closely Held Businesses. 3-0-3.

Prerequisite: Admission to the MAcc and ACCT 3300 or ACCT 8000 and ACCT 3300 or their equivalents.

An examination of the principles of business valuation, with an emphasis on the valuation of non-publicly traded, closely-held entities, including both corporate and non-corporate businesses.

ACCT 8400. Seminar in Auditing. 3-0-3.

Prerequisite: Admission to MAcc program and ACCT 4150 or ACCT 8000 and ACCT 4150 or their equivalents.

A study of financial audits, assurance services, and internal audits. Emphasis is on current developments.

ACCT 8510. Tax Research and Procedure. 3-0-3.

Prerequisite: Admission to MAcc program and ACCT 3200 or ACCT 8000 and ACCT 3200 or their equivalents.

An introduction to the U.S. federal tax system, including research processes, tax practice, and procedural issues. This course is intended to strengthen students' problem solving and communication skills in a tax research setting. Electronic tax research services are used in the search for applicable tax authority.

ACCT 8520. Corporate Tax and Shareholders. 3-0-3.

Prerequisite: Admission to MAcc program and ACCT 3200 or ACCT 8000 and ACCT 3200 or their equivalents.

A study of the federal income taxation of corporations and shareholders. Topics covered include corporate contributions, distributions of shareholders, stock redemptions, and corporate liquidations.

ACCT 8530. Taxation of Flow-Through Entities. 3-0-3.

Prerequisite: Admission to MAcc program and ACCT 3200 or ACCT 8000 and ACCT 3200 or their equivalents.

An advanced study of the federal income taxation of flow-through entities, including partnerships, S Corporations and Limited Liability Companies. Topics include contributions and

distributions from a flow-through entity; reporting of profits, gains and losses; complete and partial liquidations; and the partnership special allocation rules.

ACCT 8550. Estate and Gift Taxation. 3-0-3.

Prerequisite: Admission to MAcc program and ACCT 3200 or ACCT 8000 and ACCT 3200 or their equivalents.

A study of federal estate and gift tax laws involved in inter vivos and testamentary transfers of property. Tax-planning techniques designed to minimize transfer taxes and ensure the orderly transfer of assets to succeeding generations are explored, as are the use of outright and charitable gifts, trusts, and generation skipping transfers.

ACCT 8570. Selected Topics in Taxation. 3-0-3.

Prerequisite: Admission to MAcc program and ACCT 3200 or ACCT 8000 and ACCT 3200 or their equivalents.

An intensive study of selected topics of current interest, which might include, among others, advanced corporate taxation, state and local taxation, international taxation, deferred compensation, and accounting periods and methods.

ACCT 8900. Special Topics in Accounting. 1-3. (Repeatable).

Prerequisite: Admission to MAcc program and ACCT 3100 or ACCT 8000 or its equivalent and approval of instructor and department chair prior to registration.

Selected contemporary topics in accounting of interest to faculty and students.

ACCT 8940. Directed Studies in Accounting and Taxation. 1-3. (Repeatable not to exceed 6 semester hours).

Prerequisite: Admission to MAcc program and ACCT 3100 or ACCT 8000 or its equivalent and approval of instructor and academic coordinator prior to registration.

Special topics of an advanced or specialized nature not in the regular course offerings.

ACCT 8950. Special Projects in Accounting. 1-3. (Repeatable).

Prerequisite: Admission to MAcc program and ACCT 3100 or ACCT 8000 or its equivalent and approval of instructor and department chair prior to registration.

Special projects for students who wish to pursue advanced work on a particular subject in a specialized area of accounting.

ACCT 8990. Forensic Accounting. 3-0-3.

Prerequisite: Admission to MAcc program and completion of 12 hours of 8000-level graduate courses including ACCT 8100 and ACCT 8400 or ACCT 8000 and completion of 12 hours of 8000-level graduate courses including ACCT 8100 and ACCT 8400. Before registration, students must submit the online form at <http://coles.kennesaw.edu/mba-options/MACC/advicing/macc-intranet.html>.

This course examines current issues in forensic accounting and fraud investigation, including the nature of fraud, who commits fraud, types of fraud (fraudulent financial reporting, asset misappropriation, etc.), fraud prevention, fraud detection, fraud investigation/prosecution, and non-fraud forensic accounting services. The course is designed for graduate accounting students with strong backgrounds in financial accounting and auditing. The course will be taught in a seminar format with a great deal of interaction in class.

Note: MBA students may not substitute this course for MGT 8999.

BISM 8450. Information and Organizations: A Managerial Approach. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program, and BISM 2100 or equivalent, or microcomputer proficiency.

The course is designed for managers from all functional areas who need to (1) understand the role and potential contribution of information technology for their organizations; (2) understand the opportunities and threats posed by IT in contemporary competitive environments; and (3) understand the development, implementation and management of information technology in organizations and the resulting issues that arise. The course will emphasize the strategic role that computer-based information systems now play in modern organizations and will explore how rapid advances in hardware and software technology are impacting business models, structures and processes within organization. The focus is on educating the manager/user on how information systems impact organizations and how organizations impact information systems. Students are equipped to understand the interplay between information technology strategy and organizational strategy.

BISM 8460. Management Support Systems. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program, and BISM 2100 or equivalent, or microcomputer proficiency.

This course is designed to explore the business use of decision support systems (DSS) by managers and other knowledge workers and the intersection of these increasingly popular systems with the Internet and digital knowledge resources. Topics include managerial support and decision-making, knowledge management, executive decision support, artificial intelligence and group decision-making. The course will compare and contrast the role of technological and human management support systems and the potential synergy between the two. Among the practical questions taken up in the course are: How can managers become more deliberate about their own decision making and problem solving capacity? How do effective managers build knowledge-creating organizations that leverage and retain their innovative organizational members? How are effective decision support systems developed and implemented for management support. Instructional methods include lecture, group discussion, case analyses, and small group presentations. ■

BISM 8470. Contemporary Issues in Information Resource Management. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program, and BISM 2100 or equivalent, or microcomputer proficiency.

This course will focus on contemporary issues in the management of information resources related to emerging technologies, evolving organizational structures, and innovations in management and business processes. Course coverage will vary by term. The primary topic during a given term may be, for example, information systems and the supply chain, global differences in information technology infrastructures, or outsourcing information system functions.

BISM 8900. Special Topics in Business Information Systems. 3-0-3 (repeatable).

Prerequisite: Admission to the Coles MBA or MAcc program, permission of instructor, and approval of program director.

Selected contemporary topics in business information systems management of interest to faculty and students.

BLAW 8320. Cyberlaw. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program.

This course will introduce the student to the trends in the emerging field of cyberlaw as it relates to e-business and cyberspace. Relevant legal topics such as jurisdiction, intellectual property, privacy, defamation, cybercrimes, taxation, online contracting, and online securities offerings will be examined.

BLAW 8330. Intellectual Property Law. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program.

This course will allow managers and executives to understand the fundamental legal issues pertinent to technology management so they can competently create strategic plans to maintain or improve their company's competitiveness and leadership in their industry.

BLAW 8340. Business Negotiation. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program.

This course immerses participants in negotiation and legal theories applicable to commercial and financial transactions, enterprises, and global business relationships. The focus is on negotiating business deals and ventures.

BLAW 8900. Special Topics in Business Law. 3-0-3 (Repeatable).

Prerequisite: Admission to the Coles MBA or MAcc program, permission of instructor, and approval of program director.

Selected contemporary topics in business law of interest to faculty and students.

ECON 8010. Resource Allocation and Decision Analysis. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program.

An overview of models and techniques that guide a manager's decisions regarding resource allocation. Topics include economic profit and value creation, optimization techniques, analysis of costs, transfer pricing, choice under uncertainty, foundations of risk management, real options, revenue management, statistical estimation of demand, and models of strategic decisions.

ECON 8610. International Business Perspectives. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program.

A study of economic, financial, political, social, and cultural environments in which the American business operates abroad. Topical problems in developing empathy toward foreign behavior, understanding of international environments,

and analyzing practices of business firms operating in foreign environments will be explored.

ECON 8640. Business Conditions Analysis. 3-0-3.

Prerequisite: ECON 8010 or equivalent.

Provides an introduction to the analysis of macroeconomic fluctuations and business conditions in both the domestic and international arenas. Topics include monetary and fiscal policy as causal factors of economic activity, the complexity of monetary policy in the global economy, and the design and utilization of large-scale macroeconomic models. This course also provides a critical historical review of domestic and international fluctuations in the post 1944 era.

ECON 8650. Strategic Decision Making and Competitive Pricing. 3-0-3.

Prerequisite: ECON 8010 or equivalent.

This course provides an economic analysis of the fundamental issues which underpin the firm's pricing and production decisions. Topics include product differentiation, employee compensation, optimal advertising, cartel behavior, devices which facilitate collusion, and the effects of economics of scale and scope on pricing and market behavior. In addition to traditional micro economic analysis, this course also adopts a variety of models from noncooperative game theory. The goal of these models is to enhance the manager's understanding of the impact of competition, regulation, and asymmetric information on the firm's allocation of resources.

ECON 8660. Economics and Strategy for the Information Economy. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program, ECON 8010 or equivalent, and FIN 8020 or equivalent.

This course provides an overview of the information economy. Topics include an overview of recent technological advances and their implications for the economy; structure, performance and pricing in the market for information goods and design of auction markets; issues in the valuation and financing of new information economy businesses; and the effect of internet technology on financial markets, product distribution, and business strategy.

ECON 8700. Econometrics and Forecasting Methods. 3-0-3.

Prerequisite: ECON 8010 or equivalent.

This course considers the statistical estimation and forecasting of demand, cost, and price, as well as other characteristics of importance to the business manager. Topics include the estimation of regression models, hypothesis testing, detection of and correction of violations of the

classical model, the analysis of qualitative information, time series analysis, and the construction and evaluation of forecasts.

ECON 8720. Multivariate Data Analysis. 3-0-3.

Prerequisite: ECON 8010 or equivalent.

Theory and application of quantitative methods of data analysis with an emphasis on empirical modeling in business and economics. Topics include regression analysis, experimental design, discriminant analysis, principal components analysis, factor analysis, and cluster analysis. An applied project will be incorporated.

ECON 8740. Quantitative Decision Models in Economics and Finance. 3-0-3.

Prerequisite: ECON 8010 or equivalent.

This course considers a variety of quantitative methods that have numerous applications in economics, finance, and other business areas. Among the techniques considered are linear and nonlinear programming, inventory models, and the analysis of sequential decisions. Emphasis is placed on the utilization of computer packages to and the integration of results into the decision-making process.

ECON 8760. Simulation and Risk Analysis. 3-0-3.

Prerequisite: ECON 8010 or equivalent.

The theory and application of stochastic decision models. Emphasis is on the application of probability and simulation techniques to structure decision problems in business and economics. Topics include decision processes, decision analysis, measurement of risk, and static and dynamic simulation models. An applied project will be incorporated.

ECON 8900. Special Topics in Economics. 3-0-3 (Repeatable).

Prerequisite: Admission to the Coles MBA or MAcc program, permission of instructor, and approval of program director.

Selected contemporary topics in economics of interest to faculty and students.

FIN 8020. Business Finance. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program.

The study of financial management as it affects the value of the firm in a competitive business environment. The course focuses on capital investment strategies, cost of capital, rate of return, capital replacement, valuation, and risk taking. The emphasis is on how finance theory translates into practice.

FIN 8320. Advanced Corporate Finance. 3-0-3.

Prerequisite: FIN 8020 or equivalent.

An advanced treatment covering both theory and practice of the major financial issues facing non-financial corporations.

FIN 8330. Investment Analysis. 3-0-3.

Prerequisite: FIN 8020 or equivalent.

An introduction to the investment characteristics of individual stocks, bonds, and other financial assets. Techniques for analyzing their expected returns and risk, and strategies and techniques for combining them efficiently into portfolios are also studied.

FIN 8340. Fixed Income Securities. 3-0-3.

Prerequisite: FIN 8020 or equivalent.

This course provides students with knowledge of fixed-income markets. The course covers the pricing and risk management of fixed-income securities, and an introduction to fixed-income derivatives. It also covers interest rate management, product fundamentals, and portfolio strategies. This course is a valuable preparation for students interested in taking the Chartered Financial Analysts (CFA) examination.

FIN 8350. Financial Markets. 3-0-3.

Prerequisite: FIN 8020 or equivalent.

An analysis of the role of financial intermediaries and financial markets in facilitating the efficient financing of economic activity.

FIN 8360. Financial Management of Financial Institutions. 3-0-3.

Prerequisite: FIN 8020 or equivalent.

This course considers the financial decision-making framework related to issues of capital acquisition and allocation faced by major types of financial institutions.

FIN 8370. Multinational Financial Management. 3-0-3.

Prerequisite: FIN 8020 or equivalent.

An introduction to the concepts, institutions, and financial structure facing multinational firms and the consequent implications for financial decision making in a multi-currency environment.

FIN 8380. Real Property: Analysis and Investment. 3-0-3.

Prerequisite: FIN 8020 or equivalent.

An analysis of the risk-return configuration, tax implications, and investment characteristics and uses of real property.

FIN 8390. Futures and Options. 3-0-3.

Prerequisite: FIN 8020 or equivalent.

This course is an introduction to and exploration of futures and options markets. The development and operation of these markets, the description of relevant financial instruments and their pricing and applications are investigated.

FIN 8410. Valuation and Strategic Financial Management. 3-0-3.

Prerequisite: FIN 8020 or equivalent.

This course focuses on designing and implementing systems that promote and reward decisions that add market value to investor-supplied funds. Conceptual frameworks for valuation are developed and their usefulness in practice is examined and evaluated. Valuation frameworks are used to measure and analyze the historical performance of actual companies. Operating, investing, and financing strategies are developed for actual companies, targets are established for value drivers, and future performance is forecasted. Measurement, evaluation, and compensation systems are designed to align the interests of managers and owners to produce business decisions that increase the market value added to investor-supplied funds.

FIN 8900. Special Topics in Finance. 3-0-3 (Repeatable).

Prerequisite: Admission to the Coles MBA or MAcc program, permission of instructor, and approval of program director.

Selected contemporary topics in finance of interest to faculty and students.

GBA 6101. Accounting Foundations. 1-0-1.

Prerequisite: Admission to the Coles MBA or MAcc program.

This course will cover the fundamental concepts of managerial and financial accounting. Topical coverage will include financial statement analysis, financial decision making, the use of accounting information in managing a business, and managerial problem solving. Note: This course satisfies business foundation requirements only.

GBA 6102. Finance Foundations. 1-0-1.

Prerequisite: Admission to the Coles MBA or MAcc program.

This course will cover the fundamental concepts of corporate and managerial finance. Topical coverage will include the time value of money, valuation of bonds and stocks, financial analysis, working capital management, capital budgeting, and capital structure. Note: This course satisfies business foundation requirements only.

GBA 6103. Statistics and Math Foundations. 1-0-1.

Prerequisite: Admission to the Coles MBA or MAcc program.

This course will cover the basics of inferential statistics, math (principally algebra), and selected computer analysis software. Topical coverage will include the descriptive statistics, inferential statistics including business-related hypothesis testing, college algebra fundamen-

tals, and statistical tools for managerial problem solving and decision making. Note: This course satisfies business foundation requirements only.

GBA 8095. International Internship. 3-0-3.

Prerequisite: Completion of at least 18 hours of 8000-level MBA courses; must be approved by the MBA program academic coordinator; no internship work can be completed in the student's country of legal residence or country of origin.

A supervised three-credit hour work experience of one academic semester with a previously approved business firm or governmental agency substitutes for one elective. A research paper is required to receive credit. The course will be graded on a satisfactory or unsatisfactory (S/U) basis.

GBA 8900. Special Topics in Business and Accounting (Repeatable). 1 to 3.

Prerequisite: Admission to the Coles MBA and approval by advisor and department chairperson.

Selected contemporary topics in a discipline of interest to faculty, students, and employers.

GBA 8950. Special Projects in Business and Accounting (Repeatable). 1 to 3 (not to exceed 6 semester hours).

Prerequisite: Must be approved by academic coordinator and selected instructor.

Special projects for students who wish to pursue advanced work on a particular subject in a specialized area.

MGT 8040. Managing the Value Chain. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program.

The objective of this course is to learn how to maximize the overall value to the customer for the least cost possible. The value is the difference between what the final product (or service) is worth to the customer and the effort the system expends in filling the customer's request. Successful value chain management requires several decisions relating to the flow of information and products or services. Decisions fall into these three categories: (1) value chain strategy, (2) value chain planning, and (3) value chain operations. The topics include competitive scope and the value chain, the value chain and organizational structure, product/process design, capacity/inventory management, location/distribution management, quality, forecasting, shop control, cost evaluation, and their interrelationships.

MGT 8050. Managing and Leading Work Behavior. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program.

This course explores some of the many ways in

which human behavior affects how one manages and leads and ultimately how it affects individual, group, and organizational performance. The course will examine behavioral issues from both the macro and micro level with three principal areas of focus:

- Individual and organizational effectiveness
- Organizational behavior—what people think, feel, and do in organizations
- Leading organizational change

A conceptual understanding and knowledge of the applied consequences of these issues are requisite to understanding business matters as diverse as employee discipline policies, career development, marketing and promotion strategies, and the economics of the firm. The principal areas will be examined with a thorough grounding in theory yet with a focus on how the associated knowledge and skills may be applied to develop better managers, leaders, and global citizens.

MGT 8120. Employment Law. 3-0-3.

Prerequisite: MGT 8800.

Provides a basic understanding of the legal implications surrounding managerial decisions regarding employees and work. The focus is on managerial decision making within the law in areas such as EEO, Americans with Disabilities Act, Age Discrimination in Employment, Family Leave Act, Employee Retirement Income Security Act, Fair Labor Standards Act, Taft Hartley Act, and Occupational Safety and Health Act.

MGT 8200. Supply Chain Management. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program.

This course focuses upon the strategic importance of supply chain management. The purpose of the course is to design and manage business-to-business to retail supply chain purchasing and distribution systems, and to formulate an integrated supply chain strategy that is supportive of various corporate strategies. New purchasing and distribution opportunities for businesses and inter/intra company communications systems designed for creating a more efficient marketplace are explored.

MGT 8410. Organizational Communication. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program and BISM 2100 and MGT 3100, or their equivalents.

The study of interpersonal, organizational, and public communication processes as they relate to meshing individual and organizational goals, influence of communication processes on decision making, implementation of change, and adaptation of organizations to their environments.

MGT 8490. Management Process Improvement. 3-0-3.

Prerequisite: Admission to the Coles MBA or the MAcc program.

This course introduces process improvement methodology to turn a business into a world class operation. The course begins with the process view for both service and manufacturing operations, and is broken into three phases. In the first phase, management of innovation and creativity problem solving (CPS) concepts are introduced. A thorough examination of CPS steps which consists of finding problem or opportunity, gathering information, generating solutions, and implementing solutions is performed. In the second phase, waste elimination techniques such as process mapping, kaizen event, manufacturing/office cells, mistake proofing, and quick changeover are introduced. In the third phase, in order to focus process improvement efforts, synchronous operations techniques such as bottleneck identification (weakest link) and management of bottleneck is presented.

MGT 8520. Entrepreneurship, Innovation, and Creativity. 3-0-3.

Prerequisite: Admission to the Coles MBA or the MAcc program.

This course addresses the needs of the would-be entrepreneur as well as the manager of creative and entrepreneurial activity within established organizations. This class is designed around three primary themes: dreams, skills, and action. This class will help you to experience the world in terms of the creative possibilities—to dream big DREAMS and to identify and differentiate between ideas and opportunities. It will also help you develop the SKILLS you need to make these opportunities real. In addition, the course serves as a framework and catalyst to stimulate entrepreneurial motivation and ACTION.

MGT 8530. New Venture Creation and Growth. 3-0-3.

Prerequisite: Admission to the Coles MBA or the MAcc program.

This course is designed for students seeking entrepreneurial careers in new or established businesses. It describes the new venture startup process and strategies for increasing the likelihood of successful venture launch. Topics covered include models of new venture formation, strategic resource acquisition and deployment, marketing, operations, and financial strategies for successful ventures, and the leadership skills and behaviors required for venture success.

MGT 8535. Developing Effective Business Plans. 3-0-3.

This course provides students an opportunity to develop “world class” business plans for venture opportunities that they would like to exploit.

MGT 8540. Entrepreneurial & VC Financing. 3-0-3.

Prerequisite: MGT 8530 and FIN 8020 or equivalent, or permission of instructor.

This course focuses on the financing and financial management of new ventures and other non-publicly traded business enterprises. Topics covered include sources of startup and growth equity capital, including Initial Public Offerings (IPOs), loans and grants available to startups and small businesses, financial strategies for new ventures and small businesses, the valuation of non-publicly traded firms over time, and strategies for avoiding and recovering from financial distress.

MGT 8545. Launching New Ventures. 3-0-3.

Prerequisite: MGT 8520 and/or MGT 8530 + MGT 8535 or permission of the instructor.

This course provides student teams the opportunity to start-up proposed business ventures while still in school. Each team will identify the key tasks necessary to start their venture. The members of the startup team will then be assigned and responsible for the completion of these tasks during the course with the help of one or more mentors.

MGT 8550. Consulting Services. 3-0-3.

Prerequisite: Admission to the Coles MBA or the MAcc program.

This course suggests a framework for delivering consulting services within the business community. Basic consulting functions addressed include skill/market identification; opportunity recognition and establishment of client base; interview problem/needs assessments; observation; data collection, analysis and documentation diagnosis; recommendation, implementation, follow-up, and control; legal, ethical, and confidentiality issues; managing change; expectations; and collaborative teams and projects.

MGT 8555. International Entrepreneurship. 3-0-3.

Prerequisite: MGT 8520 or MGT 8530 or permission of the instructor.

This course is designed for students interested in international entrepreneurship. It provides students an opportunity to assess the economic feasibility of and to develop business plans for international venture opportunities.

MGT 8560. Family Business. 3-0-3.

Prerequisite: Admission to the Coles MBA or the MAcc program.

Explore the unique challenges and opportunities involved in managing a family business. Topics include the decision to join the family firm, establishing credibility as a son or a daughter, the stages of family business growth and strategic planning and succession.

MGT 8800. Human Resource Management and Development. 3-0-3.

Prerequisite: MGT 8050 or equivalent.

Provides a general understanding of the human resource management function in contemporary organizations. Intended for students who have not taken a basic human resource management course at the undergraduate level.

MGT 8810. Managing Innovation and Technology Development. 3-0-3.

Prerequisite: Admission to Coles MBA or MAcc.

This course examines the process of managing innovation and technology development, its commercialization, and its diffusion in the marketplace. It involves managing the innovation process through research and development activities, including managing the introduction and use of technology in products and services, in manufacturing processes, and in other corporate or support functions. It also involves the development of science into technology and its further integration into new products, services, and process designs that can be effectively and efficiently produced and/or delivered.

MGT 8820. Advanced Topics in Human Resource Management. 3-0-3.

Prerequisite: MGT 8800.

This course covers significant new developments in three human resource functional areas: staffing, compensation systems, and performance management systems. The focus is on pragmatic, innovative, and cost effective strategies enabling the creation of sustainable competitive advantages through human resource management. Best practices in these areas will be addressed as well as implementation issues in order to enable students to transfer their knowledge to the work place.

MGT 8830. Organizational Effectiveness and Change. 3-0-3.

Prerequisite: MGT 8800.

This course focuses on the development of organizational capabilities in human resource management. The changing conditions facing organizations as they relate to human resources and the ability of human resource professionals to assist the organization in responding to change are the underlying themes. Areas covered in this course include creating learning organizations, fostering teamwork, employee

involvement and commitment, creating trust, re-engineering, building flexible and cooperative work forces, and cross functional involvement.

MGT 8840. Reinventing Business Leadership. 3-0-3.

Prerequisite: Admission to the Coles MBA or the MAcc program.

This course addresses essential knowledge and skills of business leadership for professional and personal development. Using dimensions of leadership applicable to business—information, integration, inspiration, integrity, innovation, and individuality—students assess their individual leadership skills and competencies, learn best practices of current business leaders, and formulate strategies for lifelong leadership development. Application of leadership in both traditional organizations and evolving organizational structures, networks, technologies, alliances, and diverse populations is covered.

MGT 8850. Women’s Leadership Lab. 3-0-3.

Prerequisite: none.

This course is designed for both men and women to explore the special issues and challenges facing women aspiring to leadership positions in organizations. Experts from the academic and the business world will discuss critical issues facing women at this time. Self-assessments, simulations, and discussion of relevant literature will provide students with an opportunity to learn about the impact of their leadership styles and to practice effective behaviors.

MGT 8860. Managing Project Activities, Teams, and Resources. 3-0-3.

Prerequisite: Admission to Coles MBA or MAcc.

This course addresses concepts and techniques for the management of business and technology projects and their associated activities, personnel, and resources. The content deals with planning, scheduling, organizing, and managing projects such as new product development, construction, system implementation, and special events. Primary class emphasis is on the project management process and tools. The course covers the project planning process in detail, addressing project scope and objectives, deliverables, milestones, tasks, work breakdown structure, responsibility and authority, project network, critical path analysis, costs, and resource allocation. The course also addresses the formation and organization of the project team, including the selection of successful project managers, key staffing and group process issues, and the various organizational approaches used to structure projects. Topics covered include the project life cycle, project planning, project scheduling, project cost estimating, project risk analysis, project control techniques, project organizations and functions,

project manager responsibilities, and teambuilding.

MGT 8900. Special Topics in Management and Entrepreneurship. 3-0-3. (repeatable).

Prerequisite: Admission to Coles MBA or MAcc, permission of instructor and approval of program director.

Selected contemporary topics in management and entrepreneurship of interest to faculty and students.

MGT 8910. International Management. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program.

This course deals with theoretical and practical aspects of managing international business operations in the global market. It offers a cross-cultural perspective on the challenge of managing business organizations in multiple national markets, and it focuses on issues of cultural diversity in socio-political and economic systems. This course offers an in-depth examination of the conditions that confront domestic enterprises when they undertake international expansion and the common business practices employed under such conditions.

MGT 8970. Ethics in Managerial Decision Making. 3-0-3.

Managers must make decisions every day. This course examines a variety of ethical foundations which underlie managerial decision making, and asks participants to relate the material to their own experiences in the business world.

MGT 8980. Service and Quality Management. 3-0-3.

Prerequisite: MGT 8040 or equivalent.

This course has two major components. The first component is providing an in-depth study of the key concepts and practices of modern quality philosophies and techniques. The opportunities to add value through quality in all phases of business and product life cycles will be identified. Concepts and methods of statistical quality control will be presented. The second component is focusing on the development of a clear understanding of service management from multiple perspectives. Students will learn to define, diagnose, design, measure, control, and change service with the objective of improving quality and productivity.

MGT 8999. Strategic Management: An Integrative, Capstone Experience. 3-0-3.

Prerequisite: Completion of five graduate core and at least nine hours of electives and permission from the Graduate Business Office. This course is designed to be the final experience in the MBA programs.

An integrative capstone course designed to provide an executive viewpoint of strategy formation and management of an enterprise. Teaches how to audit and analyze complex situations to determine the

firm's strategies for long-run survival and growth in competitive markets. Examines techniques for analysis of environmental conditions and trends, opportunities and threats, resource strengths and limitations. Suggests how to plan, implement, and control organizational efficiency and effectiveness at both the strategic and operational level.

MKTG 8030. Strategic Marketing. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program.

Development of marketing strategies and programs and their application in firm's decision-making. Examination of the impact of marketing strategies on firm's financial performance.

Cases, competitive marketing simulations, and marketing plan developments will be used to provide for application experience.

MKTG 8440. Marketing for e-Business. 3-0-3.

Prerequisite: MKTG 8030 or equivalent.

This course develops a framework for understanding the forces driving the internet revolution in marketing and business. The course will cover such topics as online behavior, customer support, new product development, branding, pricing, and internet marketing plans.

MKTG 8670. Promotion Strategy and Tactics. 3-0-3.

Prerequisite: MKTG 8030 or equivalent.

A course examining the use of promotion in profit and nonprofit organizations is studied. Methods of promotion including public relations, advertising, professional selling, and sales promotion will be analyzed, including how and when to use each, how to measure effectiveness, and how to select promotion service suppliers.

MKTG 8710. Consumer and Buyer Behavior. 3-0-3.

Prerequisite: MKTG 8030 or equivalent.

Utilizes the behavioral sciences and research methods to analyze, forecast, and meet consumer needs. The roles of advertising and ethical issues are analyzed.

MKTG 8720. Strategic Product Management. 3-0-3.

Prerequisite: MKTG 8030 or equivalent.

A study of the strategic product portfolio from the perspective of the marketing manager. In-depth analysis of the total product, development of products, and strategies related to product introduction, change, and deletion.

MKTG 8730. International Marketing Management. 3-0-3.

Prerequisite: BISM 2100 and MKTG 8030 or their equivalents.

The course focuses on the application of marketing management strategies and tactics in a global

economy. Using case studies, the course analyzes how varying environmental forces influence adaptation of the marketing mix and how homogenizing forces influence global standardization of marketing strategy.

MKTG 8740. Sports Marketing. 3-0-3.

Prerequisite: MKTG 8030.

The course introduces students to the application of basic principles of marketing to the unique industry of sports (i.e. sponsorships, licensing). Furthermore, the advanced use of marketing strategies is applied to the sports industry for the preparation of student placement in management roles.

MKTG 8750. Applied Marketing Research. 3-0-3.

Prerequisite: BISM 2100 and MKTG 8030 or equivalents.

Examination and evaluation of marketing information sources and systems for opportunity identification and analysis, planning, decision making, and control.

MKTG 8770. Sales Management Decisions. 3-0-3.

Prerequisite: MKTG 8030 or equivalent.

Advanced study of conceptual and methodological tools used to support decisions required for the management of sales personnel and the planning and control of sales operations.

MKTG 8780. Business to Business Marketing. 3-0-3.

Prerequisite: MKTG 8030 or equivalent.

An examination of the areas of strategic and tactical planning and implementation when dealing with products sold to other business firms.

MKTG 8790. Applied Global Business Strategies. 3-0-3.

Prerequisite: Admission to the Coles MBA or MAcc program or permission of instructor.

This course focuses on an applied multi-disciplinary approach to understanding and implementing global business strategy. It examines the phases of global strategy evolution, emphasizing the key strategic thrusts as well as how to leverage the firm's position and competencies to take advantage of potential synergies. A special learning opportunity is provided by a required overseas business study tour. Students will be exposed to foreign culture and perspectives on global strategy formulation and implementation.

MKTG 8900. Special Topics in Marketing. 3-0-3. (repeatable).

Prerequisite: Admission to Coles MBA or MAcc, permission of instructor and approval of program director.

Selected contemporary topics in marketing and professional sales of interest to faculty and students.

Georgia WebMBA

Georgia WebMBA

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

Program Description

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

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

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

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

General Requirements for Admission to the Georgia WebMBA

Admission to the Georgia WebMBA program is granted to those persons showing high promise of success in graduate business study. Applicants' portfolios are reviewed as a part of a competitive process based on the following components:

- Professional Experience
- Academic Background
- Graduate Management Admissions Test (GMAT)
- Applicants may also provide up to 3 references if they choose

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

Transfer Credit

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

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

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

KSU Course Substitutions

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

Mandatory Orientation

Students are required to attend a two-day orientation held on the Kennesaw State University campus. Any admitted student who does not attend is disqualified from continuing in the program. The orientation focuses on team building, program expectations, interaction with faculty and administrators, and hands-on learning with WebCT, the distance learning technology platform used in the program.

New students also have the chance to interact with students from other program cohorts. A second non-credit residential meeting, held concurrently with the orientation, is required for each student team. It consists of one day on which seasoned student teams or team representatives present special topics and demonstrate learned knowledge and skills and best practices.

Grades

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

Petition to Graduate

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

Admission Criteria for Non-Degree Students

The program does not admit non-degree seeking students.

Readmission to the Georgia WebMBA

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

Business Foundation Requirements

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

This table summarizes the business foundation requirements and options for satisfying them.

Foundation requirements are satisfied by successfully completing or by completing undergraduate course(s) with a grade of “C” or higher in which is the KSU equivalent of ...
GBA 6101-Accounting Foundations	Financial accounting and managerial accounting	ACCT 2100 and ACCT 2200
GBA 6102-Finance Foundations	Finance principles	FIN 3100
GBA 6103-Statistics and Math Foundations	Inferential statistics and algebra	ECON 2300 and MATH 1101

Notes:

1. Undergraduate courses used to satisfy the foundation courses must be from an institution accredited in a manner acceptable to the Coles College of Business.
2. Foundation requirements must be satisfied before beginning the Georgia WebMBA program.

Course Requirements

		Credit hours
WMBA 1000	Orientation	0
WMBA 6000	Human Behavior in Organizations	3
WMBA 6010	Managerial Accounting	3
WMBA 6020	Managerial Communications	3
WMBA 6030	Global and International Business	3
WMBA 6040	Managerial Decision Analysis	3
WMBA 6050	Strategic Marketing	3
WMBA 6060	Managerial Finance	3
WMBA 6080	Management Information Systems	3
WMBA 6100	Productions and Operations Management	3
WMBA 6110	Business Strategy	3

PROGRAM TOTAL: 30

Georgia WebMBA Course Descriptions

The figures shown after the course number and title of the course signify the number of class hours per week, the number of laboratory hours per week, and the semester hours of credit for the completed course. Thus, the entry 3-0-3 denotes three hours of class, zero hours of laboratory, and three hours of credit.

WMBA 1000. Georgia WebMBA Orientation. 1-0-1.

The purpose of the Georgia WebMBA Orientation is to create a learning community to support student success throughout the WebMBA learning experience. Teams are formed and students obtain skills related to areas such as behavioral preferences, learning styles, interpersonal exchanges and managing differences, and developing operating agreements within team settings. Students and faculty share expectations and explore technology necessary to engage in on-line learning.

WMBA 6000. Human Behavior in Organizations. 3-0-3.

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

WMBA 6010. Managerial Accounting. 3-0-3.

This course will cover a wide range of topics that will emphasize the use of both internal and external data to enhance the decision-making skills of managers. Concepts covered will include an overview of the management accounting function within the organization, cost management and cost accumulation systems, planning and control systems, use of historical data in forecasting costs, and the use of accounting information in management decision-making. Case readings will be used to enhance students' critical thinking, problem solving, and communication skills.

WMBA 6020. Managerial Communications. 3-0-3.

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

WMBA 6030. Global and International Business. 3-0-3.

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

WMBA 6040. Managerial Decision Analysis. 3-0-3.

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

WMBA 6050. Strategic Marketing. 3-0-3.

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

WMBA 6060. Managerial Finance. 3-0-3.

A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management, and current topics in financial management. This course is designed to develop a student's knowledge, analytical skills, and communication skills in the area of financial management. The student will be exposed to the reasons financial management is critical to the success of a business as well as to the tools that will enhance their managerial skills. Specifically, this course will give the student tools to analyze a company's financial position relative to the industry, apply time value of money concepts to business cash flows, evaluate the acceptability of short-term and long-term financial decisions, understand the relationship between capital structure, risk, and the cost of capital, and improve communication skills.

WMBA 6080. Management Information Systems. 3-0-3.

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

WMBA 6100. Production and Operations Management. 3-0-3.

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

WMBA 6110. Business Strategy. 3-0-3.

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

Coles Executive MBA

Coles Executive MBA

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The Coles Executive Master of Business Administration (MBA) degree is an innovative, interactive, integrated program incorporating real-life experiences into every component. The program is process-oriented rather than functionally-oriented and taught in a team environment that simulates the workplace. Individuals completing the program become complete managers and leaders with new ideas, broad perspectives, technology awareness and an expanded business network.

General Requirements for Admission to Coles Executive MBA

The Coles Executive MBA program is limited to talented men and women who have earned baccalaureate degrees in any field of study from institutions accredited in a manner accepted by Kennesaw State University. Applicants are expected to have the intellectual curiosity and motivation necessary to sustain an intensive graduate program and a professional career. Admission will be granted only to applicants showing high probability of success in postgraduate business study.

The College of Business Graduate Admissions Committee determines the eligibility of each person who applies for admission to the Coles Executive MBA program. Consideration is given to the applicant's academic record, scores on the Graduate Management Admission Test (GMAT) and work experience. Other factors reviewed include the applicant's educational background, performance in outside activities,

evidence of successful teaming, leadership experience and record of accomplishments in business and professional activities.

Only course work from institutions with accreditation equivalent to that granted by the Commission on Colleges of the Southern Association of Colleges and Schools or similar recognized institutional accrediting agencies is considered in evaluating an applicant for admission.

- Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University.
- Minimum cumulative adjusted grade-point average of 2.80 on a 4.0 scale.
- Minimum total score of 500 on the Graduate Management Admissions Test (GMAT) or approval of GMAT Waiver by the dean of the graduate college based on completion of advance degree from an accredited university, professional experience or undergraduate degree holders in quantitatively rigorous disciplines with exceptional communication skills. Contact the Coles EMBA department for official instructions and form: 770-420-4622.
- Minimum of 5 years of management or professional experience as evidenced by submission and review of current resume.
- Two letters of recommendation.
- Interview with Coles EMBA admissions professional.
- Consideration is given to the applicant's academic record, scores on the GMAT, and work experience. Other factors reviewed during the admissions interview include the applicant's educational background, performance in outside activities, evidence of creativity and leadership, record of accomplishments in business and professional activities, evidence of successful teaming.
- When there is a conflict in the predictions of success for the GPA and GMAT, exceptions may be made if the applicant's educational background, excellence in performance in outside activities, creativity and leadership, accomplishments in business and professional activities and evidence of successful teaming are sufficient to indicate success

in the program. International applicants have additional requirements; see graduate admission section of this catalog.

In reviewing the academic work of applicants, the Admissions Committee evaluates the junior/senior adjusted grade point average for all applicants. In cases where the applicant has done additional accredited undergraduate work beyond the bachelor's degree or has done accredited graduate work, the most recent two-year adjusted GPA will be used in the admissions consideration.

An applicant will not be admitted until a completed application, current resume, an official GMAT score or GMAT Waiver, two letters of recommendation and official transcripts for all undergraduate and graduate courses have been received and evaluated and a satisfactory admissions interview has been completed. Admissions decisions are determined by the College of Business Graduate Admissions Committee and are communicated in writing by the College of Business Graduate Admissions Committee to the applicants as soon as is practical after materials have been received and evaluated.

Program Fees

The cost for the 18-month program is \$46,500. This fee includes a nonrefundable deposit of \$500 which is due upon acceptance to the program. The remaining \$46,000 is prorated over the entire program. Meals, textbooks, notebook computer, lodging and meals at Opening Residency and International Residency are included in this fee, exclusive of international airfare.

Transfer Credit

Student associates enrolled in the Coles Executive MBA program will not be given credit for courses taken at other institutions.

Candidacy

Student associates will be admitted to candidacy upon successful completion of 9 semester hours of course work with a minimum cumulative grade point average (GPA) of 3.0 and a grade of "C" or better in each course

presented for candidacy. Student associates not achieving a minimum cumulative GPA of 3.0 after the completion of 9 credit hours will be admitted to candidacy at such time as they achieve a 3.0 minimum GPA.

Grades in Graduate Courses

Student associates must earn a grade of “C” or better in every graduate-level course. They must also achieve a GPA of at least 3.0 in:

1. all 7000 and 8000-level GBA courses, and
2. in all graduate-level courses.

Petition to Graduate

Each MBA student associate must petition to graduate at least one semester prior to completion of program requirements. The student must contact the Executive MBA Office and request a petition. A petition will then be prepared and mailed to the student associate’s home address.

Admission Criteria for Non-Degree Student

Students classified as non-degree students are not permitted to enroll in Coles Executive MBA courses.

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

Unlike other MBA Program formats, the Coles College Executive MBA curriculum is truly customized for mid-career executives seeking a value-based educational experience to augment their career accomplishments to date and achieve personal future career goals. In addition to a traditional business acumen foundation, the integrated curriculum differentiates itself in three important areas: 1) a strong focus on teaming as a part of the overall learning experience; 2) program-long

personal coaching, including training of each student’s personal coach; and 3) a unique global business learning component involving a seven-month joint project with students from the largest Executive MBA Program in Eastern Europe. All graduate-level course prerequisites are incorporated into the Program curriculum.

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

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

EMBA Course Descriptions

GBA 7005. Team Development and Orientation Residency. (Families in Business EMBA program only). 6-0-6.

Prerequisite: Admission to the Executive MBA for Families in Business program; completion of assigned computer tutorials; completion of self-assessment instruments.

Our innovative Team Retreat is designed to introduce students to basic teamwork skills as well as computer and analysis tools necessary for successful performance. Both during and after the residency, communication and collaboration between and among faculty and associates is facilitated by use of a distance learning platform. Significant attention is dedicated to this collaboration application as it represents one-third of the total number of contact hours between faculty and associates each semester.

GBA 7010. Institutional Excellence. (Families in Business EMBA program only). 9-0-9.

Prerequisite: GBA 7005.

This course examines topics that form the basis for determining institutional excellence. The Lotus Notes/Learning Space distance learning platform continues to be incorporated this semester. The use of this technology serves as an extension of in-class time by providing associates the ability to discuss, with fellow associates and faculty, readings and issues pertaining to each on-campus weekend.

GBA 7020. Business Excellence. (Families in Business EMBA program only). 11-0-11.

Prerequisite: GBA 7010.

This course examines topics that form the basis for determining business excellence. The Lotus Notes/Learning Space distance learning platform continues to be incorporated this semester. The use of this technology serves as an extension of in-class time by providing associates the ability to discuss, with fellow associates and faculty, readings and issues pertaining to each on-campus weekend.

GBA 7030. Product/Service Excellence. (Families in Business EMBA program only). 9-0-9.

Prerequisite: GBA 7020.

This course examines topics that form the

basis for determining product/service excellence. The Lotus Notes/Learning Space distance learning platform continues to be incorporated this semester. The use of this technology serves as an extension of in-class time by providing associates the ability to discuss, with fellow associates and faculty, readings and issues pertaining to each on-campus weekend.

GBA 7036. Best Practices Residency. (Families in Business EMBA program only). 4-0-4.

Prerequisite: None.

This residential course is designed to provide associates a field study experience in industry specific business processes and best practices, focusing on organizations whose practices are recognized as "best in class." Associates prepare a field study portfolio to demonstrate an understanding of the role of the "best practice" in each organization. The Lotus Notes/Learning Space distance learning platform continues to be incorporated during this residency allowing faculty and associates the ability to share/exchange ideas and viewpoints garnered from the week's activities.

GBA 7040. Decision Making and Professional Development. (Families in Business EMBA program only). 9-0-9.

Prerequisite: GBA 7030.

This course examines topics that form the basis for demonstrating excellence through decision making and individual professional development. The Lotus Notes/Learning Space distance learning platform continues to be incorporated this semester. The use of this technology serves as an extension of in-class time by providing associates the ability to discuss, with fellow associates and faculty, readings and issues pertaining to each on-campus weekend.

GBA 7211. Business Acumen Foundations. Credit hours: 3/6-0-3/6.

As the inaugural course for the Executive MBA program, this course covers certain business acumen foundations needed to support learning throughout the program, with a focus on developing basic knowledge and skills associated with identifying and using information that serves as the basis for managerial planning and control. Students are introduced to the fundamentals of economics, finance, accounting, and statistics, as well

as selected common techniques for financial analysis, planning, forecasting, and managing. The course is centered on critical skills and knowledge required of managers at all levels to effectively understand and employ basic analytical tools, while also learning how they support business strategy and leadership principles.

GBA 7212. Principles of Leadership. Credit hours: 2/4-0-2/4.

Today, most experts agree that the degree to which organizations effectively compete—and, in many cases, succeed or fail—is determined by how effectively they apply both business acumen and teamwork. A manager’s ability to work “smart” and interact effectively within a team setting will significantly determine her personal success in any career. In addition to its focus on leadership principles, it also introduces the student to the foundations of lifelong learning, the role and impact of personality on team dynamics, the principles of coaching, and the basic building blocks of high performance teams.

GBA 7221. Business Strategy & Analysis for Executive Decision Making. Credit hours: 6/9-0-6/9.

The fundamental challenge self-imposed on any business is the development and implementation of a sound business model and strategy. Those that succeed are also characterized by in-depth competencies in financial and operational analysis to support other competencies inherent in their human capital assets. This course provides the foundational techniques and models for sound business strategy development and management, and introduces the student to several of the traditional tools, methodologies, and techniques employed in the areas of accounting, finance, marketing/sales, and operations for decision-making.

GBA 7222. The Business of Teaming and Coaching. Credit hours: 3/6-0-3/6.

This course sets the stage for understanding the unique dynamics of working collaboratively with people by understanding the differences in how people think, learn, and behave. It also covers teaming in a business environment, the effective use of oral and written communications, and interpersonal transactional analysis. Students are given several opportunities to apply the principles covered in the course in a simulated, interactive teaming environment, equipping them with the critical knowledge and

skills required of any successful manager, at any level, to work effectively with others to assure that business results are achieved.

GBA 7231. The Enterprise Value Chain. Credit hours: 2/4-0-3/6.

All organizations operate as a complex system of integrated business processes, specific activities dependent on the availability of sufficient financial and human capital. The degree to which an organization’s performance incrementally improves is generally directly related to the degree to which its processes change in response to opportunities for improvement. This course provides an in-depth examination of the business processes commonly associated with an enterprise’s value chain, as well as with general project management, and introduces the student to traditional business process improvement methodologies.

GBA 7232. Managing Human Capital. Credit hours: 2/4-0-3/6.

Human capital is the fuel that runs the engine of the business enterprise; without it, a business is nothing more than an idle collection of products and/or services. Attracting and retaining the best employees, and effectively managing employee performance and reward and recognition programs, are crucial to optimizing an enterprise’s human capital business model. This course covers several of the critical skills, knowledge, and abilities required of managers at all levels to be able to effectively manage human capital assets, and explores in depth the strategic partnership role of the Human Resources function in an organization. A special section covers post-merger workforce integration.

GBA 7233. Personal and Professional Development Planning. Credit hours: 2/4-0-2/4.

In today’s business environment, self-reflection and continuous personal planning are important leadership skills. Naturally, managers who master these skills are more likely to achieve personal career goals, but they are also more likely to produce superior business outcomes for the organizations which employ them. This course includes the creation of a Personal Plan of Action and introduces the student to the practice of journaling as a method of critical reflection around career-

related topics. The latter is integrated into personal coaching sessions to help the student deepen reflection and understanding of the unique and individual aspects of his/her personal and professional life. Most of the instructional activity for this course is delivered in a combination of a “virtual classroom” environment (using a technology unique to the Executive MBA program) and private in-person meetings with a member of the faculty who specializes in career coaching.

GBA 7241. Experiencing Business in a Global Environment. Credit hours: 6/9-0-6/9.

Rapid and persistent advances in technology, along with constantly improving efficiencies in transportation and logistics, have created unprecedented opportunity for global market access amidst an ever-changing landscape of country-specific cultural, political, legal, and economic infrastructures. This course discusses the global-scale issues faced by today’s multi-national corporations, with a special focus on developing the personal knowledge and skills needed to compete effectively in this environment. Topics include the international aspects of accounting, finance, marketing, economics, and law.

A focal point of the course is an integrated co-learning experience with students from one of the largest Executive MBA-only educational institutions in Eastern Europe, known as ASEBUSS, which is located in Bucharest, Romania. Students and faculty travel to Romania to join students from ASEBUSS in the initiation of a team project focused on a wide range of international business practices. The project is ultimately concluded in the U.S. when the same ASEBUSS students travel to Atlanta seven months later. In the interim, the joint student teams work virtually using remote collaboration technologies.

GBA 7242. International Leadership and Collaboration. Credit hours: 6/9-0-6/9.

Working effectively in multi-national business enterprises and, specifically, multi-cultural teams, requires an understanding of some unique dynamics associated with this environment. This course is designed to allow students to learn and practice the skills needed to work

collaboratively with people from multiple countries by understanding the differences in national and regional cultures and business practices norms. By integrating with the special joint activities in GBA7251 with students from ASEBUSS in Bucharest, Romania, U.S. students experience international virtual teaming, the role of emotional intelligence and interpersonal transactional analysis in inter-cultural collaboration, and the nuances of international leadership models.

GBA 7251. Application of Business Acumen and Leadership. Credit hours: 6/9-0-6/9.

This course is the capstone course of the Executive MBA program, integrating the principles, methodologies, techniques, and skills covered in the overall program. As a comprehensive practicum, the course covers application of the business acumen, leadership, teaming, and coaching topics developed extensively in prior program courses. In addition, several closing topics in specialized areas such as executive compensation, business taxation, corporate governance, and other ever-changing contemporary issues facing managers today are included in the course curriculum.

A focal point of the course is a hands-on opportunity for student teams organized early in the program, and maintained throughout its duration, to simulate the launch of a new venture, with emphasis on the analysis and preparation of a business plan which is presented to a group of angel investors and venture capitalists.

GBA 7253. Managing Your Career. Credit hours: 2/4-0-2/4.

Career management involves identifying, pursuing, and maintaining one’s personal ideal work environment – the type of business in which one is engaged, the places where one performs their work, the work colleagues with whom one interacts, and one’s specific work responsibilities and activities. Virtually nothing in the world of work is perfectly stable, so continuous monitoring of these factors is critical to personal career satisfaction. In conjunction with GBA7233, this course enables implementation of a student’s Personal Plan of Action via a combination of a “virtual classroom” environment

(using a technology platform unique to the Executive MBA program) and private in-person meetings with a member of the faculty who specializes in career coaching.

GBA 7314. Telecommunications Public Policy. (AT&T Inc. EMBA Program only). 4-0-4.

The telecommunications industry works in a very political arena, both at federal and state level. This course gives the historical background to present telecommunication regulation, present day regulatory issues, the methods to affect political decisions (including lobbying), and future trends and forecasts.

GBA 7341. Business in a Global Environment (AT&T Inc. EMBA Program only). 3-0-3.

Rapid and persistent advances in technology, along with constantly improving efficiencies in transportation and logistics, have created unprecedented opportunity for global market access amidst an ever-changing landscape of country-specific cultural, political, legal, and economic infrastructures. This course discusses the global-scale issues faced by today's multi-national corporations, with a special focus on developing the personal knowledge and skills needed to compete effectively in this environment. Topics include the international aspects of accounting, finance, marketing, economics, and law.

GBA 7344. Quality Management (AT&T Inc. EMBA Program only). 5-0-5.

Excellent execution is what separates great organizations from good organizations. This course teaches the basic principles of quality management, so that participants can ensure that processes at their organizations can achieve their organization's goals effectively and efficiently. After successful completion of the course, participants are awarded a Six Sigma Green Belt certificate.

GBA 7900. Credit hours: 1/9 Repeatable Special Topics in Executive Management.

Selected topics in executive management education.



Applied Computer Science

Master of Science with a Major
in Applied Computer Science
Contact: Ken Hoganson, Program Director
Office: CL 3033
Phone: (770) 499-3402
Fax: (770) 423-6731
Email: khoganso@kennesaw.edu
Web address: <http://msacs.kennesaw.edu>

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

- Software Architecture
- Embedded Systems
- Bio-Informatics
- Software Engineering
- Digital Game Design
- Computing Systems
- Robotics and A.I.
- Bio-Med Devices
- Database Administration
- Parallel & Distributed Systems
- Distributed Object Technology

Through choice of electives, students may concentrate in one of five areas:

- Software Engineering and Architecture
- Embedded Systems and Robotics
- Distributed Computing
- Bio-Med Computing
- Digital Game Design

Additionally, students may choose electives from multiple areas.

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

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

Web-Based Instruction Delivery

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

Individual Lab Equipment

The non-traditional technology-based instruction delivery component of the MSACS program requires that students have off-campus access to laboratory components. Courses with hardware-specific lab experiments (embedded systems) will be conducted using hardware and equipment issued to each student for home and off-campus use.

Master of Science in Applied Computer Science

The MSACS admits students into two cohorts: The Classic Cohort is available to students with undergraduate majors other than computer science. The Applied Research Cohort requires an undergraduate degree in computer science. Admission is based on an overall evaluation of all of the candidate’s qualifications.

MSACS Admission Requirements

1. An undergraduate degree from an accredited institution is required.
2. Minimum cumulative undergraduate adjusted GPA of 2.85 on a 4.0 scale.
3. Official GRE test scores.
4. Other criteria will be considered by the MSACS Admissions Committee including:
 - Undergraduate major and coursework;
 - Professional certifications in computing areas;
 - Other professional activities;
 - Experience in the computing industry. This can include part-time and full-time experience.
5. College-level coursework in the following foundation areas is required:
 - mathematics and statistics;
 - physical science;
 - two course computer programming

sequence (Java or C++ preferred);

- computer architecture;
 - simple data structures.
6. International applicants must submit a TOEFL score. International transcripts must be formally evaluated as per KSU requirements.

Additional Applied Research

Cohort Admission Requirements

The Applied Research Cohort requires an undergraduate degree in a computing field from an accredited institution. In general, an undergraduate degree in computer science or computer engineering is sufficient for admission into the Applied Research Cohort. Majors in related disciplines will be evaluated on a case-by-case basis.

Grades in Graduate Courses

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

Petition to Graduate

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

Financial Information for MSACS Program

A. Premium Pricing

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

B. Financial Aid

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

C. Fee Schedule and Deadlines

Tuition is prorated over the length of the program, with a payment of \$5500 due on or before the first day of class for each of the five semesters.

D. Payment of FeesMethods of Payment

Payment of this fee and the \$5500 semester tuition fee can be made by check or cash.

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

If Tuition is Paid by Company(Third Party Payment)

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

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

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

student indicating a specific date before the end of the current semester when the balance will be paid in full.

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

E. Refund Policy for Withdrawing from Classes

The following refund policy is in effect:

- Students withdrawing within the first two weeks during which classes are held each semester, will receive a 70% refund less expenses already incurred.
- Students withdrawing from classes after the first two weeks but prior to or on the "last day to withdraw from classes" of a semester of classes will receive a 40% refund less expenses already incurred.
- Students withdrawing from classes after the "official last day to withdraw from classes" will receive no refund.

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

Foundation Courses

Students lacking formal preparation in selected areas may be required to complete one or more of the following computing foundation courses, based on admissions evaluation. These courses are designed to provide an individually tailored program of study in computer science foundations, and will be delivered in an online self-study format. The prerequisites for these courses are program admission.

CS 6000 Concepts in Computer Science 1 Hour

An overview of the discipline of computer science, and exposition of our MSACS program's "Applied" computer science orientation. Will also include a discussion of the expectations of the graduate student in the sciences. Lectures will also cover key and fundamental "great ideas" and innovations in the science of computing.

CS 6001 Computer Hardware 1 Hour

A study of basic computer hardware components and devices including floppy and hard disk drives, monitor technologies, printers, digital scanners and cameras, optical storage devices, backup devices, raid technology, Intel and AMD processor generations. The course will also discuss the differences (and similarities) between workstations, PCs, mainframes, servers, and supercomputers.

CS 6002 Computer Networking 1 Hour

A study of basic networking methods, topologies, devices and technologies.

CS 6003 Elementary Data Structures 1 Hour

A study of elementary data structures including arrays, lists, and trees, along with simple methods for sorting and searching.

Master of Science in Applied Computer Science

Students may choose from one of two models to complete the requirements for the MSACS degree: the *Classic Cohort* for students with undergraduate majors other than computer science, and the *Applied Research Cohort* for students with undergraduate degrees in computer science. The *Classic Cohort* admits students only in the fall semester, while the *Applied Research Cohort* admits students both fall and spring and includes a formal thesis option.

Classic Cohort Model (fall admission only)

	Credit Hours
Required Cohort Core Foundations	12
CS 8421 Computing Systems	3
CS 8422 Advanced Computing Systems	3
CS 8430 Object-Oriented Software Design	3
Additional Cohort Foundation Requirements	3
<i>These hours do not count toward degree total of 36</i>	
CS 6000 Concepts in Computing	1
CS 6002 Computer Networking	1
CS 6003 Elementary Data Structures	1
Required Coursework	12
CS 8411 Embedded Systems and Micro-controllers	3
CS 8431 Software Engineering	3
CS 8625 High-Performance Computing	3
CS 8650 Introduction to A.I. and Robotics	3

Electives (2-3 courses)		6-9
<i>Directed Elective: at least one of the student's elective choices must emphasize the Unix/Linux operating systems.</i>		
CS 8512	Advanced Embedded Systems and Micro-controllers	3
CS 8532	Advanced Software Engineering	3
CS 8628	Software Architecture	3
CS 8630	Database Administration	3
CS 8635	Distributed Object Technology	3
CS 8650	Introduction to A.I. and Robotics	3
CS 8670	BIO-Informatics	3
CS 8680	Digital Game Design	3

Applied Project 3-6
 Students will complete six hours of applied studies, which may include research, applied research, projects, professional certification, additional elective coursework, and professional conferences.

CS 6940	Applied Project Planning	1
CS 8940	Directed Study	4
CS 8945	Project Presentation	1

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

Program Total: 36

Applied Research Cohort Model (with Thesis option)

Required Coursework		Credit Hours
		9-12
CS 8411	Embedded Systems and Micro-controllers	3
CS 8431	Software Engineering (<i>may be exempted based on undergraduate "A"</i>)	3
CS 8625	High-Performance Computing	3
CS 8650	Introduction to A.I. and Robotics	3

Elective Coursework (5-6 courses) 15-18
Directed Elective: at least one of the student's elective choices must emphasize the Unix/Linux operating systems.

CS 8512	Advanced Embedded Systems and Micro-controllers	3
CS 8532	Advanced Software Engineering	3
CS 8628	Software Architecture	3
CS 8630	Database Administration	3
CS 8635	Distributed Object Technology	3
CS 8640	TCP/IP and Wireless Networking	3
CS 8670	BIO-Informatics	3
CS 8680	Digital Game Design	3
CS 8990	Special Topics	3

Project or Thesis 9

Students will complete nine hours of applied studies, which may include research, applied research, projects, professional certification, additional elective coursework, thesis, and internship.

Credit Hours

Applied or Theoretical Research Project		
CS 6940	Research and Project Planning	1
CS 8940	Directed Study	4
CS 8945	Project Presentation	1
<i>Additional graduate Computer Science elective, directed study, or internship</i>		3

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

Thesis Option		
CS 6940	Research and Project Planning	1
CS 8998	Thesis I	4
CS 8999	Thesis II	3
CS 8945	Project Presentation	1

A formal detailed thesis proposal and plan must be presented and approved by a faculty committee and by the program director prior to beginning work on the thesis project.

Program Total: 36

MSACS Course Descriptions

CS 6000. Concepts in Computer Science. 1-0-1.

Prerequisite: Admission to the MSACS program.

An overview of the discipline of computer science, and exposition of the MSACS program's "Applied" computer science orientation. This course includes a discussion of the expectations of graduate students in the sciences. Lectures will also cover key and fundamental "great ideas" or innovations of the science of computers.

CS 6001. Computer Hardware. 1-0-1.

Prerequisite: Admission to the MSACS program.

A study of basic computer hardware components and devices. Topics include storage, monitor technologies, printers, digital scanners and cameras, optical storage devices, backup devices, raid technology, processor generations, workstations, PCs, mainframes, servers, and supercomputers.

CS 6002. Computer Networking. 1-0-1.

Prerequisite: Admission to the MSACS program.

A study of basic networking methods, topologies, devices and technologies.

CS 6003. Elementary Data Structures. 1-0-1.

Prerequisite: Admission to the MSACS program.

A study of elementary data structures including arrays, lists, and trees, along with simple methods for sorting and searching.

CS 6810. Strategic Computing. 1-0-1.

Prerequisite: Admission to the MSACS program.

Reading, lectures, and discussion on the changing nature of computing and technology in the information age. Strategic computing views computing technology as an infrastructure component, but also as a competitive advantage for business firms and nations. As a result of globalization and the internet, barriers to international competition have been reduced, resulting in the globalization of computing design and engineering processes. May be taken more than once.

CS 6820. Computing in the

Global Economy. 1-0-1.

Prerequisite: Admission to the MSACS program.

Reading, lectures, and discussion on the effect of globalization and the internet on computing and computing careers. Global competition forces projects toward outsourcing and global-sourcing to manage costs and remain competitive in the international economy. This course explores the management of technology projects in a global economy. May be taken more than once.

CS 6940. Research and Project Planning. 1-0-1.

Prerequisite: Admission to the MSACS program.

Students in this course will develop a plan-of-study for completing the requirements for the Master of Science in Applied Computer Science to include a detailed plan for completing the five hours of applied studies required to graduate.

Applied studies hours may be dedicated to research, applied projects, professional certifications and conference presentation and travel.

CS 8411. Embedded Systems and Microcontrollers. 3-0-3.

Prerequisite: Admission to the MSACS program.

An introduction to embedded systems, embedded systems programming, microcontrollers and embedded system analysis and design. Discussion of real-time systems, operating systems, timing constraints and execution size limitations. Laboratory experience will realize theoretical concepts.

CS 8421. Computing Systems. 3-0-3.

Prerequisite: Admission to the MSACS program.

This course is the first in a sequence of two required core courses building a high level of competency in computing systems. The sequence builds content in the following knowledge areas: architecture performance enhancements, advanced computer architectures, data communications, networking protocols. Topics include caching, pipelines, super-scalar architectures, multiprocessors, multi-computers, networking, network protocols, and Internet protocols. Includes a review of basic computer architecture.

CS 8422. Advanced Computing Systems. 3-0-3.

Prerequisite: CS 8421.

This second course in the sequence continues the study of computing systems concentrating on networking and operating systems and covers distributed and networked systems. Topics include CPU time management, memory management, storage management, process control, synchronization and deadlock, distributed operating systems, data communications, networking protocols, distributed systems, distributed cache coherence.

CS 8430. Object-Oriented Software Analysis and Design. 3-0-3.

Prerequisite: Admission to the MSACS program.

This course covers topics in Object-Oriented Software analysis, design, and development along with an introduction to the study of algorithms and data structures. Topics include basic analysis and design concepts; problem solving and programming with Java; and data structures.

CS 8431. Software Engineering. 3-0-3.

Prerequisite: Admission to the MSACS program.

Techniques and formal methods in modern software design and engineering. Coverage of UML, design patterns and frameworks.

CS 8512. Advanced Embedded Systems and Microcontrollers. 3-0-3.

Prerequisite: CS 8411 and completion of CS 6001, 6002, 6003.

A continuation of Embedded Systems, with emphasis on interfacing, networking, and real-time systems analysis and design.

CS 8532. Advanced Software Engineering. 3-0-3.

Prerequisite: CS 8431 and completion of CS 6001, 6002, 6003.

A study of the use of simulation in the design and verification of complex software systems, specifically including real-time systems with hard timing constraints.

CS 8570. BioMed Devices. 3-0-3.

Prerequisite: Admission to MSACS program.

This is a survey and project/lab course that overviews current computing technologies embedded in biological and medical devices. Students work with a handful of technology implementations currently in use in the industry and complete a small prototype design.

CS 8625. High Performance Computing. 3-0-3.

Prerequisite: CS 8628, CS 8422, CS 8512.

A study of high-performance computing systems and architectures, programming techniques, theoretical and practical parallel speedup alternative mechanisms and limitations. Include a brief introduction to Quantum Computing principles and projected application.

CS 8628. Software Architecture. 3-0-3.

Prerequisite: CS 8630.

A study of modern N-Tier Client Server systems that form the foundation for distributed computing systems. This course dovetails with the software-oriented orientation of CS 8635 Distributed Object Technology. Integrated topic spanning computer architecture, networking, middleware, operating systems, client-server system design.

CS 8630. Database Administration. 3-0-3.

Prerequisite: CS 8422.

An introductory course in database administration. Students will learn database theory, with hands-on applications.

CS 8635. Distributed Object Technology. 3-0-3.

Prerequisite: CS 8628 and CS 8532.

A presentation of Networks, UNIX and programming including inter-process communication, communication protocols, OSI mode, security,

file transfer protocols, printer spoolers, remote command execution, remote login/access, performance and procedure calls.

CS 8650. Introduction to A.I. and Robotics. 3-0-3.

Prerequisite: CS 8512.

This survey course covers topics in Artificial Intelligence and Robotics. A survey of AI methods and approaches from search methods to neural networks will include hands-on with expert systems. A robotics kit will be included to allow students to analyze, design, build, and test simple robotic systems.

CS 8670. Introduction to Bio-Informatics. 3-0-3.

Prerequisite: Admission to MSACS program.

Students will understand the theoretical data manipulation strategies fundamental to bioinformatics, and will examine the successful application domains and techniques. Students will apply their knowledge through programming and database exercises.

CS 8680. Digital Game Design. 3-0-3.

Prerequisite: Admission to MSACS program.

Introduction to computer game design and artificial intelligence for computer game playing, with practical projects in game design for computers. The game design component will include graphics, human-computer interface design, real-time response programming and game strategy "intelligence." Students explore game design and programming using a software system and language compiler targeted for the standard personal computer.

CS 8910. Professional Seminar. 1-0-1.

Students will complete three hours of CS 8910 Professional Seminar.

CS 8916. Coop. 3-0-3.

Prerequisite: Permission of Program Director.

Students may receive credit for coop and internship work through this course.

CS 8918. Internship. 3-0-3.

Prerequisite: Permission of Program Director.

Students may receive credit for coop and internship work through this course.

CS 8940. Directed Study. 1 to 3.

Requires permission of the Program Director and a faculty sponsor/mentor.

CS 8945. Project Presentation. 1-0-1.

This is the final component of the MSACS student's six hours of applied studies and projects. Students will present on their activities and accomplishments for faculty and fellow students..

CS 8990. Special Topics. 1 to 3.

Prerequisite: Permission of Program Director.

Current topics in applied computer science, offered on an as needed basis.

CS 8997. Thesis Research. 1-3.

Prerequisite: Permission of Program Director.

Variable number of graduate credit hours per semester for students needing additional time to complete their thesis. Student works under the direction of a thesis director and committee chair.

CS 8998. Thesis I. 1 to 3.

Prerequisite: Permission of Program Director.

Variable number of graduate credit hours per semester for work under the direction of a thesis director and committee chair.

CS 8999. Thesis II. 3-0-3 (variable).

Prerequisite: Permission of Program Director.

Variable number of graduate credit hours per semester for work under the direction of a thesis director and committee chair.

Conflict Management

Master of Science in Conflict Management (MSCM)

Contact: Dr. Linda M. Johnston, Program Director
Office: Room 5030, Social Sciences Building 22
Phone: (770) 423-6299
Fax: (770) 423-6880
Email: ljohnst9@kennesaw.edu
Web address: <http://www.kennesaw.edu/pols/mscm>

MSCM Program Mission

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

MSCM Program Description

The primary objective of the MSCM is to produce students who: (1) understand the nature of conflict from the perspective of multiple disciplines; (2) understand the continuum of

responses to conflict; (3) possess the necessary skills to facilitate the management of various types of conflict; (4) demonstrate the ability to analyze and research conflict in an organizational environment; (5) demonstrate the ability to design conflict intervention procedures and strategies appropriate to a particular situation or environment; (6) demonstrate the ability to evaluate the efficacy of a given intervention or system of interventions; and (7) successfully participate in conflict management on a practical level in one or more specific environments.

The Master's program prepares students to identify and pursue opportunities for a new career based on conflict management expertise. The MSCM also provides students with enhanced credentials to pursue career advancement in an existing work environment.

General Requirements for Admission to MSCM Program

The Graduate Admissions Committee of the MSCM faculty determines the eligibility of

each person who applies for admission to the MSCM program. Admission will be granted only to students showing high probability of success in postgraduate study.

To be considered for admission to the MSCM program, the following application materials must be gathered by the student and submitted in one packet to the Graduate Admissions Office, Kennesaw State University, 1000 Chastain Road, MB#0132, Kennesaw, GA 30144-5591:

1. Application Form: A special MSCM information packet can be requested by calling 770-423-6299 or from the website at www.kennesaw.edu/pols/mscm. An online application is available at www.kennesaw.edu/admissions/graduate_admissions.html and should be filled out by the student.
2. Transcripts: Official transcript for a baccalaureate degree from an accredited college or university with a minimum grade point average of 2.80 on a 4.0 scale. Official transcripts for all undergraduate and graduate courses must be submitted.
3. Test Score: Applicants must submit a test score of 800 on the General Test of the Graduate Record Exam (GRE) (verbal, quantitative) and 3.5 on the Analytical Writing section of the General Test; 475 on the Graduate Management Admissions Test (GMAT); or 151 on the Law School Admission Test (LSAT). Test requirements may be waived for applicants who have earned an advanced degree. Scores which are still available under the scoring in effect prior to October 1, 2004, will continue to be considered for admission to the MSCM program.
4. Letter of Intent: An application letter that states the applicant's interest and goals for the MSCM and the potential use of the degree.
5. Résumé: A current résumé is required.
6. Recommendations: Two letters of recommendation that address the applicant's potential for graduate study and use of the MSCM degree from employers, supervisors, or professors familiar with the applicant's ability.
7. Immunization Requirement: see Graduate Admissions, page 14 of this catalog.

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

Consideration is given to the applicant's academic record, test scores, letters of recommendation, résumé, and typed personal statement and objectives. However, when there is a conflict in the predictions of success from the GPA and test score, exceptions may be made if the applicant's educational background, excellence in performance in business and professional activities, creativity and leadership, or experience in the field of alternative dispute resolution indicates success in the program. In reviewing the academic work of applicants, the junior / senior adjusted grade point average for all applicants will be considered. In cases where the applicant has done additional accredited undergraduate work beyond the bachelor's degree or has done accredited graduate work, the most recent two-year adjusted GPA will be used in the admissions consideration.

An applicant will not be admitted until a completed application, application letter, current résumé, two letters of recommendation, valid Immunization Certificate, official test score, and official transcripts for all undergraduate and graduate courses have been received and evaluated.

Only students classified as MSCM degree students are permitted to enroll in the regular MSCM courses. However, any student admitted to graduate study at KSU may enroll in Special Topic CM courses (CM 8900).

Transfer Credit

Students are not allowed to transfer credit into the MSCM program. If a student has already completed accredited general mediation or family mediation training, that skills training may be waived once they are accepted into the program.

Provisional

Provisional acceptance is not permitted within the MSCM program due to the cohort model of education.

Readmission

Students are encouraged to enter the program at a time when their successful completion of the program is likely. If a student in

good standing has to drop out of the program, he/she may be permitted to return to the program at the same semester the following year.

Grade Expectations

See Academic Policies: Expectations for Satisfactory Level Student Performance in Graduate Catalog.

Academic Exclusion

If a graduate student earns nine credit hours of grades below B, or three failing grades in pass/fail courses, or if a graduate student on probation earns a semester or summer grade-point average below 3.0, that student will be dismissed from further graduate study at KSU and will not be eligible for readmission as a graduate student.

A student who wishes to appeal after the first exclusion must submit a letter describing the situation and stating the reasons for requesting the appeal to the appropriate graduate program director who will forward his/her recommendation to the dean of the graduate college. The dean of the graduate college will then notify the appropriate graduate program director, the office of the registrar and the student of his/her decision. The decision of the dean of the graduate college is final and students may not appeal a second exclusion.

Degree Completion

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

Petition to Graduate

Each MSCM student must petition to graduate at least one semester prior to completion of program requirements. A petition will be prepared and distributed to each MSCM student by the program coordinator.

Non-Degree Admission

Only students classified as MSCM degree students are permitted to enroll in the regular MSCM courses. However, any student admitted to graduate study at KSU may enroll in Special Topic CM courses (CM 8900).

Financial Information and Assistance for MSCM Program

1. **Premium Pricing:** The cost of the program is \$23,500, which includes tuition, fees, books and class materials, orientation retreat, meals on class weekends, travel to one or more conferences, membership in a professional organization and a subscription to an ADR journal. The cost includes a non-refundable reservation fee of \$500 which is due upon official notification of acceptance in order to reserve a place in the program. **NOTE:** Insurance premiums associated with health insurance required by the University for all international students are not included in the cost of the program.
2. **Financial Aid:** All MSCM applicants are encouraged to apply for financial aid in the event of an emergency that could prevent them from fulfilling their commitment to the program. See Financial Aid on page 22 of this catalog.
3. **Fee Schedule and Deadlines:** Tuition is prorated over the length of the program with a payment of \$5,750 due on or before the first day of class each semester.
4. **Payment of Fees:** Payment of the \$500 reservation fee is due on notification of acceptance to the program. Payment of this fee and the \$5,750 semester tuition fee can be made by check to the MSCM Program Coordinator. Payment by credit card can be made only online for an additional service fee of 2.7% or approximately \$150.
5. **Refund Policy:** The MSCM policy states that 30% of the \$5,750 will be refunded, if a student withdraws before the semester deadline. No refunds will be given for withdrawing from classes after the following dates:

Deadline for Fall 2009:	Sept. 20
Deadline for Spring 2010:	Feb. 7
Deadline for Summer 2010:	June 12
Deadline for Fall 2010:	Sept. 18

Master of Science in Conflict Management

		Credit Hours
Core Courses		36
CM 7200	Foundations and Theories of Conflict Management	7
CM 7205	Basic Mediation Skills	2
CM 7300	Critical Knowledge and Skills of Conflict Management	7
CM 7305	Advanced Conflict Management Skills	2
CM 7400	Conflict Management Research Methods	3
CM 7500	Conflict Management Systems Design	3
CM 7600	Study of a Specific Conflict Management Environment	3
CM 7700	The Practice of Conflict Management	7
CM 7705	Advanced Applied Skills Training	2

PROGRAM TOTAL: 36

Conflict Management Course Descriptions

CM 7200. Foundation and Theories of Conflict Management. 7-0-7.

Prerequisite: Admission to MSCM graduate program or permission of program director.

This course is designed to introduce students to the foundation and theories of conflict management. The course includes an interdisciplinary introduction to conflict, sources of conflict, and conflict theory. The course introduces students to various responses to conflict, the ADR continuum, and negotiation theory.

CM 7205. Basic Mediation Skills. 2-0-2.

Prerequisite: Admission to MSCM graduate program or permission of program director.

This course is designed to provide students with basic mediation training approved by the Georgia Office of Dispute Resolution for mediators handling court-referred or court-ordered cases.

CM 7300. Critical Knowledge and Skills of Conflict Management. 7-0-7.

Prerequisite: CM 7200.

This course is designed to introduce students to critical knowledge and skills of conflict management. The course will integrate an introduction to interpersonal and intergroup conflict with an understanding of organizational, community, international, and intercultural conflict. Students will gain critical skills in multi-party and public policy facilitation and mediation, as well as skill in co-mediation.

CM 7305. Advanced Conflict Management Skills. 2-0-2.

Prerequisite: CM 7200; CM 7205.

This course is designed to provide students with advanced conflict management skills, including an introduction to diversity awareness, ombudsing, co-mediation, facilitation, multi-party mediation, and train the trainer.

CM 7400. Conflict Management Research Methods. 3-0-3.

Prerequisite: CM 7200; CM 7300.

This course is designed to introduce students to basic research methods used in the study of conflict. There is a particular emphasis upon methods to assess conflict and evaluation interventions designed to address conflict in a given environment.

CM 7500. Conflict Management Systems Design. 3-0-3.

Prerequisite: CM 7200; CM 7300; CM 7400.

This course will prepare students to design a system to address conflict in the environment of an organization.

CM 7600. Study of a Specific Conflict Management Environment. 3-0-3.

Prerequisite: CM 7200; CM 7300; CM 7400; CM 7500.

In this course the student chooses a specific environment for application of the knowledge and skills acquired through the academic and clinical components of the program. The study of a specific conflict environment provides the context for the student's fieldwork in the final semester of the MSCM program.

CM 7700. The Practice of Conflict Management. 7-0-7.

Prerequisite: 27 hours in graduate CM courses and approval of the program director.

This course includes field study in a specific conflict environment chosen by the student with the guidance of the faculty. The student will analyze conflict in the chosen environment and, where appropriate, will make policy recommendations or design and plan implementation of intervention processes to address the conflict. The student will prepare an extensive written report of this analysis, accompanied by an annotated bibliography.

CM 7705. Advanced Applied Skills Training. 2-0-2.

Prerequisite: CM 7205.

This 40-hour advanced skills training course will enhance student's theoretical, research, and practice skills. The course will be focused on the implementation of certain forms of practice, realms of practice, and the skills sets needed by the practitioner in each specific conflict management environment. Emphasis will be on the honing of skills for the student's particular area of interest.

CM 8900. Special Topics (repeatable). 1-3.

Prerequisite: Admission to graduate study or permission of director of MSCM.

Exploration of a specified topic in conflict management.

CM 8940. Directed Study. 1-3.

Prerequisite: None.

Admission to this course requires permission of the Program Director and faculty member. A directed study is a special, one-time offering of a topic for a specific student. The directed study does not substantially overlap with an existing course in the curriculum. Directed study proposals are a concentrated investigation of a selected topic, is a well-defined proposal, is of an advanced nature, and have detailed learning objectives and deliverables. The specific content will be determined jointly by the instructor and student.



Education

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

Collaborative Development of Expertise in Teaching, Learning, and Leadership

The Professional Teacher Education Unit (PTEU) at Kennesaw State University is committed to developing expertise among candidates in initial and advanced programs as teachers and leaders who possess the capability, intent and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and who enhance the structures that support all learning. To that end, the PTEU fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader. Within the PTEU conceptual framework, expertise is viewed as a process of continued development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the implementation of validated practices can all students construct meaning

and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the PTEU recognizes, values and demonstrates collaborative practices across the college and university and extends collaboration to the community at large. Through this collaboration with professionals in the university, the public and private schools, parents and other professional partners, the PTEU meets the ultimate goal of assisting Georgia schools in bringing all students to high levels of learning.

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

may apply for admission to pursue non-degree course work leading to endorsements or add-ons in Educational Leadership, English to Speakers of Other Languages (ESOL), Inclusive Education, Preschool Inclusive Education, Reading and Teacher Support Specialist.

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

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

M.Ed. in Adolescent Education

Contact: Dr. Susan Stockdale

General Policies

Policy on Work in Schools for all Degree Programs, Certificate and Endorsement Programs

All degree programs, certificate and endorsement programs in education require students to apply their learning in diverse school settings. Students who do not hold a clear renewable teaching, leadership or service certificate in Georgia must pass a criminal background check prior to enrolling in a degree program, certificate or endorsement program. For

information and details, visit the KSU Office of Field Experiences at www.kennesaw.edu/education/ofe.

Policy on Research in Public Schools

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

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

Contact: Dr. Nita Paris

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Email: nparis@kennesaw.edu

<http://www.kennesaw.edu/education/grad>

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

Program Admission Requirements for the Ed.D.

Initially, admission to the Ed.D. program will be limited to a single cohort of new doctoral students once a year for entrance in subsequent spring semesters. Admission is highly selective and competitive. Applicants accepted into the program are expected to formally confirm their intent to enroll with the entering cohort in January in order to reserve their place in the program.

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

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

Applicants to the program must submit the following.

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

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

Transfer Credit

If accepted to the programs, up to 15 post-master's graduate semester hours of comparable transfer credit for the Ed.D. and nine post-master's graduate semester hours for the Ed.S. may be accepted toward completion of the requirements. Transfer credit will not be accepted for the core course requirements that are central to the program's distinctive focus and development of its cohort experience. Consequently, transfer credit considerations are typically restricted to courses in the concentration, guided electives, and the initial course in applied research methods. Decisions about the acceptability of transfer credit will be made on a case-by-case basis and must be approved by the concentration advisor and director of the doctoral program.

Admission Process

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

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

A critical aspect of the final level of review is the applicant's interview with concentration faculty. The final pool of qualified applicants for admission is identified in each concentration. These applicants are notified and an individual interview with concentration

faculty is scheduled. The interview is structured with a predetermined set of questions to which the applicant responds. International applicants may meet the interview requirement through videoconference or teleconference. The interview is not waived for international applicants.

The determination of the merits of each applicant's case is focused on a number of key variables. These variables provide evidence of a candidate's potential to successfully complete a specialized academic program at the highest level of scholarly study, including an original

research study that makes a major contribution to the field in the area of school improvement and increased student learning. Those factors include: related undergraduate and graduate degrees (master's required); academic performance and achievement; professional teaching and administrative certifications; professional employment in K-12 schools; verbal and writing skills; quantitative and problem solving skills; evidence of teaching effectiveness, evidence of educational leadership; compatible educational philosophies and professional ethics; and other related contributions and achievements of note.

Ed.D. in Leadership for Learning

Program of Study

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

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

	Credit Hours
Common Core in Distributed Leadership Concentration	27
Guided Electives	12
Dissertation	9
PROGRAM TOTAL (Ed.S.)	75

Note: The Educational Specialist (EdS) degree may be awarded upon completion of the first 18 hours of the common core, and 15 hours in the concentration.

The Ed.D. degree has five concentrations as listed below.

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

Credit Hours

Ed.D. Common Core in Distributed Leadership for Learning 27

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

The courses are:

EDL 8000	Foundations of Leadership for Learning
EDUC 8100	Advanced Study of Learning
EDUC 8300	Intercultural Communication and Global Learning
EDRS 8000	Applied Quantitative & Qualitative Research
EDL 8100	Critical Issues in School Transformation
EDRS 8900	Applied Field Research
EDRS 9100	Advanced Qualitative Research Methods
EDRS 9200	Advanced Quantitative Research Methods
EDUC 9800	Doctoral Seminar
EDUC/ECE/EDAD/ENED/INED/ITEC/MAED 9900 Dissertation	

Ed.D. Concentration Options 27

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

Dissertation (nine hours, minimum) 9

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

Guided Electives 12

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

Concentration Descriptions and Courses**Credit Hours****Adolescent Education - English/Language Arts****27**

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

Adolescent Education - Mathematics**27**

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

Adolescent Education Core**12**

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

TEACHING FIELD OR TRACKS**English/Language Arts****15**

English/ Language Arts Core: Required Courses (9 hours)

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

English/Language Arts Elective Courses: Select 6 hours from the following
(With the approval of the English/Language Arts Faculty Advisor)

ENED 8741	Digital Media and Pedagogies in English/Language Arts Education
ENED 8998	Internship in English/Language Arts Education
ENED 9300	Critical Issues in Student Learning (Topic)
ENED 9350	Doctoral Directed Study
ENED 9375	English/Language Arts Program Assessment
PRWR 6280	Business and Technical Editing
PRWR 6500	Teaching Writing in High Schools and Colleges
PRWR 6650	Introduction to Literacy Studies
PRWR 6750	Teaching Writing to Speakers of Other Languages
PRWR 6860	Intercultural Communication in Context
PRWR 7550	Advanced Applied Writing

NOTE: Dissertation Hours

If the doctoral candidate's dissertation committee chair is an English Education faculty member, the candidate also enrolls in ENED 9900 Dissertation instead of EDAD 9900 prefix.

Mathematics

15

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

Dissertation (Minimum 9 hours)

9

EDAD 9900	Dissertation
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NOTE: If the doctoral candidate's dissertation committee chair is a faculty member from the content areas, the candidate will enroll dissertation hours under the course prefix for that content area. Candidate must have advisor and dissertation chair approval.

EARLY CHILDHOOD EDUCATION**27**

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

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

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

Early Childhood and Elementary Education Core**12**

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

Early Childhood and Elementary Education Concentration Electives**15**

(select 15 hours from the following)

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

Dissertation (Minimum 9 hours)**9**

ECE 9900	Dissertation
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INCLUSIVE EDUCATION**27**

As previously noted, the cornerstone of the doctorate, Leadership for Learning, is an interdisciplinary core providing the framework that establishes a common set of performance outcomes aligned with the DSL Model. These performance outcomes are introduced in the core and threaded throughout all learning experiences in each concentration to develop teacher leaders in various areas of specialized content.

Graduates of Inclusive Education will demonstrate the knowledge, skills and dispositions to serve in a variety of distributed leadership roles in the P-12 schools, state and federal governmental agencies, or private not-for-profit agencies that serve students with disabilities or those who are culturally and linguistically diverse.

The focus of the concentration in Inclusive Education is to prepare teacher leaders who are committed to creating culturally responsive educational environments ensuring that all students, including those with disabilities or those who are culturally and linguistically diverse or both, have equitable opportunities for achieving high academic standards in the state-approved curriculum. The program of study deepens and broadens the knowledge and skills of the candidates in their content by emphasizing eight essential components of preparation, including: (a) recognition of one's own ethnocentrism; (b) knowledge of students' cultural backgrounds as well as their cognitive and learning abilities; (c) understanding of the broader social, economic and political context; (d) ability and willingness to use culturally appropriate, positive behavior management strategies; (e) commitment to building caring classrooms that are intentionally inviting and inclusive; (f) understanding and use of research-based practices in general education environments; (g) the ability to analyze school wide, complex problems and resolve issues such that all teachers, students and parents are supported and successful; and (h) an understanding of global issues in education and how they translate into the education of students in the United States. The program of study is predicated on the assumption that in successful schools, teachers collectively hold a powerful belief system of high expectations that rejects deficit assumptions about students, their cultures, abilities and life circumstances.

The concentration in Inclusive Education is offered by the Inclusive Education Department and emerged as a result of collaborative dialogue among faculty members in the department, the P-12 school community, and members of the PTEU. The program of study was carefully crafted in concert with the conceptual framework, Collaborative Development of Teaching, Learning and Leadership, adopted by the PTEU, and aligned with standards recommended by the National Council on Accreditation of Teacher Education (NCATE) and Georgia Professional Standards Commission as well as those of the Council for Exceptional Children (CEC) and National Teachers of English to Speakers of Other Languages (TESOL). The preparation of all candidates is enriched by an international experience providing opportunities to learn first-hand about the challenges faced by language minority students as well as how educational programs are designed and delivered abroad.

Inclusive Education Core

6

INED 8325	Creating Culturally Responsive Schools
INED 8350	Increasing Achievement of Diverse Learners through Practical Application

Inclusive Education Electives (Select 21 hours from the following)

21

INED 8305	Critical Issues in Administering Special Education Programs
INED 8310	Inclusive Policies & Practices in Special Education
INED 8315	Supervision, Mentoring and Collegial Coaching in Special Education
INED 8320	Special Education Administrative Internship
INED 8330	Creating Culturally Responsive Classrooms
EDRD 8360	Literacy Instruction for English Language Learners
EDRD 8365	Literacy Instruction for Students with Disabilities
INED 8340	Planning, Implementing & Assessing Instruction for Diverse Students
INED 9300	Critical Issues in Student Learning: (Topic)
INED 9350	Doctoral Directed Study

Dissertation (Minimum 9 hours)

9

INED 9900	Dissertation
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INSTRUCTIONAL TECHNOLOGY

The focus of the Instructional Technology concentration is to deepen and broaden the knowledge and skills of candidates in this area of study. The Instructional Technology concentration prepares elementary, secondary and middle grades teachers to be leaders in the use of technology for standards-based instruction and assessment. Instructional Technology emerges from the concept of teacher leadership as its primary emphasis is to support the development of teachers in their efforts to use emerging technologies to increase student achievement. The program of study prepares teachers to model best practices in the use of instructional technologies and provides high-quality professional learning experiences for other educators. This course of study is designed to meet the Georgia Professional Standards Commission (GAPSC) standards for receipt of a T -6 (Ed.S.) and a T-7 (Ed.D.) certificate.

The concentration is aligned to the Technology Facilitation standards developed by National Council of Accreditation of Teacher Education (NCATE) and the International Society for Technology in Education (ISTE). These standards are designed to help candidates “exhibit knowledge, skills, and dispositions equipping them to teach technology applications; demonstrate effective use of technology to support student learning of content; and provide professional development, mentoring, and basic technical assistance for other teachers who require support in their efforts to apply technology to support student learning” (ISTE/NCATE, 2002).

Candidates address these performance standards in the context of collaborative inquiry with peers and faculty during class discussions and course assignments. Course assignments focus on promoting teacher leadership through the development of high-quality, technology-based curriculum resources and facilitating the effective uses of technology for standards-based instruction and assessment of student learning. Candidates continue their study of distributed leadership and the distinct responsibilities of the eight roles of school leaders as they manifest in the context of supporting an instructional technology program in a school/district. Assignments also build candidates’ understanding of how to lead, design and implement high-quality professional learning for educators and to navigate the change process connected with introducing a technological innovation into a learning environment. Additionally, courses will require candidates to interact with a broader community of researchers and practitioners through the review of published literature in the field and the participation in professional learning organizations.

Instructional Technology Core 15

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

Instructional Technology Electives (Select 12 hours from the following) 12

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

Dissertation (Minimum 9 hours) 9

ITEC 9900	Dissertation
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Ed.S. in Leadership for Learning

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

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Candidates may enroll in the Educational Specialist (Ed.S.) program in Leadership for Learning as a stand alone degree. Admission requirements for the Ed.S. are identical to those for admission to the Ed.D. Candidates for the Ed.S. must complete 18 hours of the Common Core and 15 hours in the Concentration. If accepted to the program, candidates may request up to 9 hours of graduate work beyond the M.Ed. to be applied toward the Ed.S. degree. Transfer credit is not accepted for the core course requirements that are central to the program's distinctive focus and to the development of the program's cohort experience. Consequently, transfer credit considerations are typically restricted to courses in the concentration, guided electives, and the initial course in applied research methods. However, final decisions about the acceptability of transfer credit are made on a case-by-case basis and must be approved by the concentration advisor and director of the doctoral and specialist programs.

Credit Hours
18

Ed.S. Common Core in Distributed Leadership for Learning

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

The courses are:

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

Ed.S. Concentration Options

15

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

ADOLESCENT EDUCATION**Adolescent Education Core****9**

EDAD 8100	Curriculum Theory & Practice in Middle & Secondary Schools
EDAD 8200	Supervision, Mentoring & Advocacy in Mid & Sec Schools And one (1) of the following
EDAD 8300	Critical Analysis of Educational Policy for Teacher Leaders
EDAD 8400	Internship in Teacher Development or Teacher Education
EDAD 9300	Critical Issues for Student Learning: (Topic)

Adolescent Education Teaching Fields or Tracks**6****English/Language Arts**

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

Mathematics (Select two from the following)

MATH 7700	Elementary Set Theory
MATH 7712	Discrete Mathematics
MATH 7713	Statistics & Data Analysis
MATH 7714	Geometry from Multiple Perspectives
MATH 7717	Elementary Number Theory
MATH 7718	Functions & Analytic Techniques
MATH 7900	Special Topics
MATH 795	Directed Study
MAED 7701	History of Mathematics
MAED 7715	Mathematical Problem Solving
MAED 7716	Math Studies
MAED 7719	Technology & Mathematics
MAED 7751	Survey of Mathematics Teaching & Learning
MAED 7900	Special Topics
MAED 7950	Directed Study
MAED 8900	Research Methods & Critique in Mathematics Education or Courses in Applied Statistics (with advisor approval)

Early Childhood and Elementary Education**15**

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

Inclusive Education

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

Instructional Technology

15

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

Master of Education (M.Ed.)

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

Course work emphasizes scholarly rigor through research and engagement in a variety of field-based action research projects. Technology and multicultural considerations are infused throughout the program. This Masters program does not lead to Middle Grades or Secondary Education Certification. Persons interested in adding Middle Grades or Secondary certification areas should contact the Professional Standards Commission for guidance in meeting specific certification requirements.

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

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

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

Full Standing

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

the program admission committee and will consider all application materials in assessing the applicant's potential for success in the program.

Degree Requirements

The requirements for completion of an M.Ed. degree in Adolescent Education include

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

Portfolio

The portfolio requirements resemble, in part, those required by the National Board of Professional Teaching Standards (NBPTS). The purpose of the portfolio is to implement a systematic, reflection-in-action approach to problem solving and decision making. This process is designed to document the candidate's development of expertise as a teacher-leader. A primary goal of the portfolio is to document the

candidate's impact on student achievement. The portfolio provides a detailed authentic picture of the candidate's professional practice and reflective analysis of the integration of courses taken supported by theory and research literature. Changes in classroom practice as well as in oneself are documented.

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator. A maximum of nine semester hours of transfer credit (with grades of "B" or better) may be applied toward a degree program. No courses will be accepted for transfer credit if they are more than five years old at the time of evaluation. Transfer credit includes all course work accepted into the M.Ed. program prior to admission in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

Petition to Graduate

Each M.Ed. candidate must petition to graduate at least one semester prior to completion of program requirements. The candidates should contact their department office to request a petition.

Program of Study

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

		Credit Hours
Professional Sequence		18
EDUC 7700	Reflective Inquiry	3
EDUC 7703	Advanced Studies of Middle Grades Learner	
	<i>OR</i>	
EDUC 7702	Best Practices in Secondary Schools	3
EDUC 7752	Multiple Literacies in Schools and Communities	
	<i>OR</i>	
EDRD 7718	Reading in the Content Area (Required for English/LArts Majors)	3
EDUC 7705	Assessment and Evaluation	3
EDUC 7797	Portfolio	3
EDUC 7741	Educational Research	3

TEACHING FIELDS		Credit Hours
		18
English/Language Arts (required courses)		
ENGL 7750	English Studies in Schools	3
ENGL 7741	Technology & Media in English and Language Arts	3
ENGL 7731	Language Studies in English	3
ENGL 7735	Introduction to Composition Studies	3
ENGL 7111	Multicultural Literature in English	3
<i>Plus one other selection from the following:</i>		
ENGL 7701	Topics in Literature	3
ENGL 7709	Workshop for Teachers of Writing	3
ENGL 7710	Writing on Teaching	3
ENGL 7721	Author Studies	3
EDRD 7715	Theory and Pedagogy in the Study of Reading	3
EDRD 7717	Reading Assessment and Instruction	3
Mathematics		
MATH 7700	Elementary Set Theory	3
MAED 7701	History of Mathematics	3
MATH 7712	Discrete Mathematics	3
MATH 7713	Statistics and Data Analysis	3
MATH 7714	Geometry from Multiple Perspectives	3
MAED 7715	Mathematical Problem Solving	3
MAED 7716	Math Studies	3
MATH 7717	Number Theory	3
MATH 7718	Functions and Analytic Techniques	3
MAED 7719	Technology and Mathematics	3
MAED 7751	Mathematics Teaching and Learning	3
Science		
SCED 7750	Current Issues in Science Education	3
SCI 7726	Life Science	3
SCI 7727	Physical Science	3
SCI 7728	Earth Science	3
SCI 7729	Space Science	3
Social Studies		
GEOG 7701	Peoples of the World	3
HIST 7710	Local History Research and Resources	3
HIST 7720	Continuity and Change in Selected Nation/State	3
HIST 7730	Minorities in America	3
HIST 7740	Economy and Society	3
POLS 7705	Political Ideologies	3
SSED 7750	Current Issues in Social Science Education	3

PROGRAM TOTAL: 36

M.Ed. in Early Childhood Education

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

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

Through a cohort model, the Master of Education program in Early Childhood Education prepares early childhood (P-5) teachers to become accomplished classroom instructional leaders. Examples of leadership for the classroom teacher may include the development of exemplary skills in classroom management, exploration and development of unique and effective strategies for teaching content areas for diverse populations, and development of effective ways to facilitate parental involvement in the classroom. Outside the classroom, accomplished classroom instructional leaders may share their knowledge and skills through conference presentations, collegial exchanges, published articles, and mentoring. Coursework will address content and pedagogical strategies that represent best practices to enhance student learning including diverse populations, ESOL, and students with disabilities. Topics and collaborative projects will be presented through instructional inquiry that includes exploration of excellence in teaching, and demonstration of instructional leadership. Candidates will be engaged in a variety of classroom projects focused on curriculum decision making to improve student achievement. Many of the processes and explorations in which candidates are involved will provide the groundwork for future development for National Board Certification.

Montessori Concentration

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

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

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

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

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

Admission to a cohort group is competitive and is open to a limited number of candidates. An applicant will not be considered for admission until all application requirements are met by the specified deadline. Admission decisions are competitive and are made by the Department of Elementary and Early Childhood Education Graduate Admissions Committee. If admission

is denied on the first review, an applicant's file automatically remains in the pool for one year, and will be considered during the next admission review. The decision from the Graduate Admissions Committee is communicated in writing to the applicants. There is no provisional admission status.

Transfer Credit

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

Grades in Graduate Courses

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

Licensure Requirements

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

Non-Degree Candidates

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

Petition to Graduate

Each M.Ed. candidate must petition to graduate at least one semester prior to completion of program requirements. The candidate should contact their program to request a petition.

Program of Study

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

Throughout this program, candidates are involved with distance learning, the use of modules, direct instruction, cohort planning, and individual projects, all of which are tied to national standards and school improvement plans. The final phase of the program involves the candidates in a culminating, enriching, and rewarding learning experience. During this time, candidates

complete the development of a personal, professional portfolio that includes evidence relevant to many of the National Board Certification requirements. At the end of the program, the accomplished classroom instructional leader possesses the knowledge, skills, and dispositions needed to facilitate and enhance student achievement in their classrooms.

First Phase: Integrated Instructional Inquiry

(Total 9 semester hours)

1st Semester

DESCRIPTION

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

Second Phase: Teaching Excellence

(Total 18 semester hours)

2nd and 3rd Semesters

DESCRIPTION

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

Third Phase: Accomplished Classroom Instructional Leader

(Total 9 semester hours)

4th Semester

DESCRIPTION

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

The professional sequences and required courses include:

		Credit Hours
First Phase: Integrated Instructional Inquiry		9
ECE 7511	Inquiry: Educational Research and Prospectus	3
ECE 7512	Inquiry: Best Instructional and Curricular Practices and Multiple Assessment Strategies	3
ECE 7514	Inquiry: Essentials of Technology and Introduction to E-Portfolio	3
Second Phase: Teaching Excellence		18
ECE 7530	Integrated Models of Instruction I—Language Arts and Social Studies	3
ECE 7531	Research and Implementation in Classroom I (Language Arts and Social Studies)	3
ECE 7513	Diverse Environmental Influence and Achievement	3
ECE 7540	Integrated Models of Instruction II—Mathematics and Science	3
ECE 7541	Research and Implementation in Classroom II (Math and Science)	3
ECE 7542	Multimedia and E-Portfolio Development Skills	3
Third Phase: Accomplished Classroom Instructional Leader		9
ECE 7550	Prospectus Completion	3
ECE 7551	Portfolio Completion	3
ECE 7560	Accomplished Instructional Leader	3

PROGRAM TOTAL: 36

Program of Study: Montessori Concentration

		Credit Hours
First Phase: Integrated Instructional Inquiry		9
ECE 7511	Inquiry: Educational Research and Prospectus	3
ECE 7512	Inquiry: Best Instructional and Curricular Practices and Multiple Assessment Strategies	3
ECE 7514	Inquiry: Essentials of Technology and Introduction to E-Portfolio	3
Second Phase: Teaching Excellence		18
ECE 7700	Scientific Foundations of Early Childhood Education	3
ECE 7710	Physical Development and Enhanced Control of Movement	3
ECE 7720	Sensorial Foundations of Intellectual Life	3
ECE 7730	Development of Language and Literacy Skills	3
ECE 7731	Competence in the Preparation and Presentation of Language Materials	3
ECE 7740	Early Preparation of the Mathematical Mind	3
Third Phase: Accomplished Classroom Instructional Leader		9
ECE 7550	Prospectus Completion	3
ECE 7551	Portfolio Completion	3
ECE 7560	Accomplished Instructional Leader	3

PROGRAM TOTAL: 36

M.Ed. in Educational Leadership (concentration in Technology Leadership)

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

The M.Ed. in Educational Leadership is designed to prepare and develop educational leaders to direct school improvement toward higher levels of student learning and achievement. The program allows experienced educational professionals to earn an M. Ed. in six semesters while continuing their careers. Candidates complete six semesters of course work taught by full-time graduate faculty and experienced school personnel. The program is delivered in cohorts offered on campus and occasionally off site.

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

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

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

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

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

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

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

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator or department chair. A maximum of nine semester hours of transfer credit (with grades of "B" or better) may be applied toward a degree program. No courses will be accepted for transfer credit if they are more than five years old at the time of evaluation or have been used in completing another degree. Transfer credit includes all course work accepted into the M.Ed. program prior to admission in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

Grades in Graduate Courses

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

Non-Degree Candidates

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

Petition to Graduate

Each M.Ed. candidate must petition to graduate at least one semester prior to completion of program requirements. The candidate should contact their program to request a petition

Ethics & Multicultural Concentration

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 Email: mchand18@kennesaw.edu
<http://www.kennesaw.edu/education/edleadership/programs.html>

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

Program of Study		Credit Hours
Semester I		36
EDL 7100	Leadership Theory and Practice	3
EDL 7105	Technology Leadership & Vision in Schools	3
Semester II		
EDL 7200	Leading Curriculum, Instruction, & Assessment	3
EDL 7205	Leading Teaching & Learning in the 21st Century	3
Semester III		
EDL 7300	Research in Educational Leadership	3
EDL 7305	Data Analysis & School Improvement	3
Semester IV		
EDL 7400	Leading Professional Learning & Change	3
EDL 7405	Human Resources for School Leaders	3
Semester V		
EDL 7500	Educational Law and Policy	3
EDL 7505	Ethical Leadership	3
Semester VI		
EDL 7600	School Operations & Community Relations	3
EDL 7605	School Leadership in Multicultural Contexts	3

PROGRAM TOTAL: 36

Technology Leadership Concentration

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<http://www.kennesaw.edu/education/edleadership/programs.html>

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

The Master of Education in Educational Leadership with a concentration in Technology Leadership prepares and develops administrators with an advanced level of expertise in educational technology to direct school improvement

toward higher levels of student learning and achievement. It is designed for participants who have a T-4 Teaching Certificate. This program enables experienced educators to complete the Master’s program in six semesters. Candidates complete 36 hours of specialized course work taught by full-time graduate faculty and experienced instructional technology specialists. The program is delivered in cohorts offered in a blended format, both on campus and on-line.

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

Program of Study		Credit Hours
Semester I		36
EDL 7100	Leadership Theory and Practice	3
EDL 7105	Technology Leadership & Vision in Schools	3
Semester II		
EDL 7200	Leading Curriculum, Instruction, & Assessment	3
EDL 7205	Leading Teaching & Learning in the 21st Century	3
Semester III		
EDL 7300	Research in Educational Leadership	3
EDL 7305	Data Analysis & School Improvement	3
Semester IV		
EDL 7400	Leading Professional Learning & Change	3
EDL 7405	Human Resources for School Leaders	3

Semester V

EDL 7500	Educational Law and Policy	3
EDL 7510	Improving Productivity & Professional Practice with Technology	3

Semester VI

EDL 7600	School Operations & Community Relations	3
EDL 7610	Managing and Supporting Technology in Schools	3

PROGRAM TOTAL: 36

**M.Ed. in Inclusive Education
(concentration in Individualized Curriculum)
(concentration in TESOL)**

**Master of Education (M.Ed.)
in Inclusive Education-
Individualized Curriculum/
Special Education**

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<http://www.kennesaw.edu/education/grad/Specialedirr.htm>

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

**Master of Education (M.Ed.) in
Inclusive Education- TESOL**

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<http://www.kennesaw.edu/education/grad/Specialedirr.htm>

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

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

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

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

Applicants for the concentration in Individualized General Curriculum must demonstrate

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

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

Additional requirements for concentration in Individualized General Curriculum.

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

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

Full Standing

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

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator or department chair. A maximum of nine semester hours of transfer credit (with grades of "B" or higher) may be applied toward a degree program. No courses will be accepted for transfer credit if they are more than five years old at the time of evaluation. Transfer credit includes all course work accepted into the M.Ed. program prior to admission in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

Degree Requirements

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

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

E-portfolio

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

Petition to Graduate

Each M.Ed. candidate must submit a Petition to Graduate at least one semester prior to completion of program requirements. The candidate should contact their program to request a petition.

Individualized Generalized Curriculum Concentration

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

- Characteristics, procedures, curriculum and instructional methods for students with disabilities
- Assessment, documentation, communication and accommodations for students with disabilities
- Ethical services for students with disabilities from preschool to adulthood
- Collaborative structures serving students with disabilities
- Adolescent literacy development;
- Teaching reading and writing to adolescents;

- Meeting the needs of students who read at diverse levels; and
- Strategies to facilitate all students’ learning from content area texts.

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

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

Program of Study

		Credit Hours
Professional Sequence		15
INED 7741	Educational Research	3
INED 7770	Psycho-neurological and Medical Issues in Inclusive Education	3
INED 7780	Collaborative Practices	3
EDRD 7715	Theory and Pedagogy in the Study of Reading	3
EDRD 7717	Reading Assessment and Instruction	3
EDRD 7718	Content Area Reading	3
Teaching Field		18
INED 7705	Inclusive Education Procedures	3
INED 7715	Nature/Needs: Students with Mild Disabilities	3
INED 7720	Classroom Behavior Strategies	3
INED 7730	Assessment of Diverse Learners	3
INED 7760	Curriculum Development for Diverse Learners	3
Capstone Experience		3
INED 7790	Documenting Professional Growth	1
INED 7970	Internship	2

PROGRAM TOTAL: 36

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

The Master of Education in Inclusive Education, with a concentration in TESOL uses a collaborative model that reflects the needs of teachers to serve English language learners in P-12 inclusive educational settings. Course work emphasizes the commonalities and differences of the instructional needs of diverse students and highlights specific practices to foster language acquisition while simultaneously teaching content.

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

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

Program of Study

		Credit Hours
Professional Sequence		15
EDRD 7718	Content Area Reading	3
INED 7741	Educational Research	3
INED 7750	Language, Power & Pedagogy	3
INED 7760	Developing Curriculum for Diverse Learners	3
INED 7780	Collaborative Practices	3
Teaching Field (candidate selected courses)		18
INED 7731	Assessment of English Language Learners	3
INED 7781	Cultural Issues for ESOL Teachers	3
INED 7782	Applied Linguistics for ESOL Teachers	3
INED 7783	Methods & Materials for Teaching ESOL	3
INED 7784	ESOL Endorsement Practicum	3
Guided Elective		3
Capstone Experience		3
INED 7790	Documenting Professional Growth	3

PROGRAM TOTAL: 36

Master of Arts in Teaching

Master of Arts in Teaching (MAT)

Contact: Alisha Bello

Office: KH 3024

Phone: (770) 420-6043

Fax: (770) 499-3659

Email: abello1@kennesaw.edu

<http://www.kennesaw.edu/education/grad>

The Master of Arts in Teaching (MAT) degree leads to initial certification of well-qualified candidates and prepares them to be teacher-leaders. The MAT is standards-based and meets the requirements of the Georgia Professional Standards Commission requirements, and the Georgia Board of Regents. Our innovative teacher preparation programs respond to state needs and contribute to the learning and achievement of Georgia's increasingly diverse public school population. The responsibility for teacher education is shared by faculty in the College of the Arts, Bagwell College of Education, the College of Humanities and Social Sciences, the College of Science and Mathematics, and the Graduate College, in collaboration with master teachers and administrators in local schools.

Course work emphasizes scholarly rigor through research and engagement in a variety of field-based action research projects and supervised practicum and internships. Technology and multicultural considerations are infused throughout the programs. These master's degrees lead to initial certification and are not appropriate for teachers who hold clear, renewable certificates.

Currently, there are three Master of Arts in Teaching programs, including Secondary English (6-12), Secondary Mathematics (6-12), and Teaching English to Speakers of Other Languages (TESOL) (P-12).

General Requirements for Admission to Master of Arts in Teaching

1. A bachelor's degree from an accredited institution;
2. An adjusted undergraduate GPA of 2.75;

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

*Individual programs have additional admission requirements. See "Additional Admission Requirements" in each program section which follows.

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

Full Standing

All application materials will be reviewed by the program admission committee in assessing the applicant's potential for success in the program. Admissions will be competitive.

Degree Requirements

The requirements for completion of the Masters of Arts in Teaching include:

1. completion of a minimum of 48 hours of approved graduate course work with no grades below “C” (See Academic Policies of Graduate Catalog for more information about grades of “C” and below.);
2. completion of a minimum of 36 semester hours of the minimum 48 hours in full standing at Kennesaw State University;
3. an earned cumulative grade-point average of 3.0 in all graduate coursework at Kennesaw State University;
4. successful completion of all field experiences; and
5. successful completion of a professional portfolio.

Portfolio and Capstone Project

The portfolio is designed to document the candidate’s development of expertise as a teacher-leader and the candidate’s impact on student achievement. The portfolio provides a detailed picture of the candidate’s growth as a professional and reflective analysis of the integration of courses taken supported by theory and research literature. The Capstone Project

is an opportunity for candidates to develop expertise in an area related to the teaching of their discipline.

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator. A maximum of nine semester hours of transfer credit (with grades of “B” or better) may be applied toward a degree program. No courses will be accepted for transfer credit if they are more than five years old at the time of evaluation. Transfer credit includes all course work accepted into the MAT program prior to admission in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

Petition to Graduate

Each MAT candidate must petition to graduate at least one semester prior to completion of program requirements. The candidates should contact their program office to request a petition.

Master of Arts in Teaching-Art Education

Master of Arts in Teaching-Art Education

Contact: Dr. Diana Gregory

Office: VA 227

Phone: (678) 797-2138

Fax: (770) 499-3345

Email: dgregory@kennesaw.edu

PROGRAM OF STUDY

The program is designed to be completed in five consecutive semesters according to the schedule below:

	Credit Hours
SUMMER I: The Learner	12
EDUC 6100 Development, Psychology, and Diversity of the Learner	5
EDUC 6100L Practicum I	1
ARED 6200 Curriculum, Assessment, and Classroom Management	3
ARED 7705 Contemporary Issues in Visual Arts	3
FALL: The Learner in Schools	12
ARED 6200L Practicum II	3
ARED 6250 Material, Methods, & Management for Art Classrooms P-5	3
ARED 6251 Material, Methods, & Management for Art Classrooms 6-12	3
ARED 7702 Inclusion in Art Education	3
SPRING: Teaching in Schools	9
ARED 7701 Special Topics in Art Education	3
ARED 7704 Intercultural Art Education	3
ARED 7706 Theory & Criticism in Art Education	3
SUMMER II: The Teacher as a Professional	9
ARED 7703 Technology & Computer Applications	3
ARED 7720 Research in Art Education	3
Fall II: The Teacher as Leader	9
ARED 6300L Art Education Practicum III	6
ARED 7730 Art Education Portfolio	3

PROGRAM TOTAL: 48

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

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

Contact: Dr. Darren Crovitz

Office: ED117

Phone: (770) 423-6598

Fax: (770) 423-6524

Email: dcrovits@kennesaw.edu

<http://www.kennesaw.edu/education/mge/grad/mat.htm>

Additional Admissions Requirements for the MAT in English

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

	Credit Hours
PROFESSIONAL SEQUENCE	15
EDUC 6100 Development, Psychology, and Diversity of the Learner	5
EDUC 6100L Practicum I	1
EDUC 6200 Curriculum, Assessment, and Management	3
EDUC 6300 Reflective Inquiry and Action Research	3
EDUC 6400 Capstone Seminar	3
TEACHING FIELD (ENGLISH)	33
ENED 6414 Methods of Teaching I in English	3
ENED 6414L Practicum II	3
ENED 6475 Methods of Teaching II in English	3
ENED 6475L Practicum III	6
ENGL 7701 Topics in Literature	3
ENGL 7721 Author Studies	3
ENGL 7731 Language Studies in English	3
ENGL 7735 Introduction to Composition Studies	3
ENGL 7741 Technology and Media in English and Language Arts	3
ENGL 7750 English Studies in the Schools	3

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

PROGRAM TOTAL: 48

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

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

Contact: Dr. Diana Gregory

Office: VA 227

Phone: (678) 797-2138

Fax: (770) 499-3345

Email: dgregory@kennesaw.edu

Additional Admissions Requirements for the MAT in Mathematics

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

		Credit Hours
PROFESSIONAL SEQUENCE		15
EDUC 6100	Development, Psychology, and Diversity of the Learner	5
EDUC 6100L	Practicum I	1
EDUC 6200	Curriculum, Assessment, and Management	3
EDUC 6300	Reflective Inquiry and Action Research	3
EDUC 6400	Capstone Seminar	3
TEACHING FIELD (MATHEMATICS)		33
MAED 6416	Methods of Teaching I in Mathematics	3
MAED 6416L	Practicum II	3
MAED 6475	Methods of Teaching II in Mathematics	3
MAED 6475L	Practicum III	6
MATH 7700	Elementary Set Theory	3
MATH 7712	Discrete Mathematics	3
MATH 7713	Statistics and Data Analysis	3
MATH 7714	Geometry from Multiple Perspectives	3
MATH 7717	Elementary Number Theory	3
MATH 7718	Functions and Analytic Techniques	3

PROGRAM TOTAL: 48**Master of Arts in Teaching-Secondary Science (6-12)****Master of Arts in Teaching-Secondary Science (6-12)**

Contact:

Office:

Phone:

Fax:

Email:

Additional Admission Requirements

- A bachelor's degree in the chosen content area (e.g. biology, chemistry, or physics) or related field from an accredited institution.

PROGRAM OF STUDY

The program is designed to be completed in four consecutive semesters according to the schedule below:

		Credit Hours
SUMMER I: The Learner		12
EDUC 6100	Development, Psychology, and Diversity of the Learner*	5
EDUC 6100L	Practicum I	1
EDUC 6200	Curriculum, Assessment, and Management*	3
SCI 77XX	Science for Teachers	3

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	Credit Hours
FALL: The Learner in Schools	15
SCED 6416 Teaching of Science	6
SCED 6417 Teaching of Science Practicum	3
SCI 77XX Science for Teachers	3
Content I	3
SPRING: Teaching in Schools	12
EDUC 6300 Reflective Inquiry and Action Research*	3
SCED 6475 Teaching of Science Practicum II	6
Content II	3
SUMMER II: The Teacher as a Professional	9
EDUC 6400 Capstone Seminar*	3
SCI 77XX Science for Teachers	3
Content III	3

PROGRAM TOTAL: 48

++Program of Study shown above is generic for any candidate in the MAT Science program. Individualized courses of study will be determined for each candidate upon admission to the program, depending on the area of certification they seek and their previous background.

* Portions of these courses may be offered online or in alternative meeting formats (small groups or individual interviews) as is appropriate by faculty with expertise in the field. For example, faculty with expertise in educational psychology may assume primary responsibility for the developmental and psychology portions of *The Learner: Development, Psychology, and Diversity*, while other faculty may assume responsibility for teaching special needs and/or multicultural education issues.

Content Area Courses: (9 semester credit hours)

Upon admission, students will declare a certification area in Chemistry, Biology, or Physics, and select courses to total 9 credit hours in their discipline:

Chemistry (9 credit hours)

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

Physics (9 credit hours)

PHYS 5100	Classical Mechanics and Applications
PHYS 5305	Physics of the Micro World and the Cosmos
PHYS 5340	Electronics
PHYS 5400	Electricity and Magnetism

Biology (9 credit hours)

BIOL 5327	Medical Genetics
BIOL 5380	Evolutionary Biology
BIOL 6465	Immunology
BIOL 6486	Bioethics
BIOL 6410	Cell and Molecular Biology

[Note: All MAT Science candidates will take 9 credit hours from the following list of courses]

Science for Teachers (9 credit hours)

SCI 7725	Chemistry
SCI 7726	Life Science
SCI 7727	Physical Science
SCI 7728	Earth Science
SCI 7729	Space Science

Master of Arts in Teaching-TESOL

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

Contact: Inclusive Education Department

Office: KH 3201

Phone: (770) 423-6577

Fax: (770) 423-6263

Email: dwallace@kennesaw.edu

<http://www.kennesaw.edu/education/ined/>

Additional Admission Requirements

1. Professional vita
2. An interview with a member of the TESOL faculty
3. Full or part-time employment in a P-12 setting that includes English language learners is advisable.

PROFESSIONAL SEQUENCE		Credit Hours
EDUC 6100	Development, Psychology, and Diversity of the Learner	5
EDUC 6100L	Practicum I	1
EDRD 7718	Content Area Reading	3
INED 7741	Educational Research	3
INED 7750	Language, Power, & Pedagogy	3
INED 7760	Developing Curriculum for Diverse Learners	3
INED 7780	Collaborative Practices	3

TEACHING FIELD

21

INED 7731	Assessment of English Language Learners	3
INED 7781	Cultural Issues for ESOL Teachers	3
INED 7782	Applied Linguistics for ESOL Teachers	3
INED 7783	Methods & Materials for Teaching ESOL	3
INED 7784	ESOL Endorsement Practicum	3
INED 7980	MAT TESOL Practicum	3
Guided Elective		3

CAPSTONE EXPERIENCE

6

INED 7790	Documenting Professional Growth	3
INED 7981	MAT TESOL Internship	3

PROGRAM TOTAL: 48

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

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

Non-Degree Graduate Study in Education

The non-degree level category is not designed to satisfy requirements for either initial teacher certification or the M.Ed. degree. Qualified non-degree applicants may take renewal, endorsement, or add-on course work to satisfy the certification requirements of the Georgia Professional Standards Commission. Students admitted to non-degree programs in education must consult with the Office of Graduate study in Education to plan their programs. Kennesaw State University does not guarantee the transferability of these courses to other colleges or programs of study.

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

Classification as a non-degree student CANNOT be used to:

1. Earn initial teacher certification. (Note that a recommendation for initial Georgia teacher certification from Kennesaw State University requires the completion of a teacher preparation program at the undergraduate level. Students interested in obtaining initial Georgia teaching certification should contact the Teacher Education Advisement Center for program information at 770 423-6105);
2. Satisfy more than 9 semester hours of credit toward meeting the requirements of a master’s degree in the Bagwell College of Education.

Admission Criteria

1. Baccalaureate degree from an acceptably recognized accredited college or university;
2. A minimum undergraduate cumulative grade-point average of 2.75 (on a 4.0 scale);
3. Teaching Certification.

Non-degree to Degree Status

A student who wishes to change from non-degree to degree status must follow all the procedures and meet all the requirements specified for the degree program. A maximum of nine semester hours of graduate credit (6000/7000 level) with grades of B or better earned as a non-degree student may be applied toward the requirements of an M.Ed. degree.

Academic Requirements

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

Academic Warning

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

The second time a non-degree graduate student earns a grade lower than “B”, that student will be given a second letter of warning indicating that the next grade below a “B” will result in permanent academic exclusion from graduate course work at Kennesaw State University.

Academic Probation

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

Academic Exclusion

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

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

Education Add-On Programs

Add-On or Renewal Certification

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

Students renewing a current Georgia certificate should contact their employing school system

to identify appropriate course work prior to advisement and registration at Kennesaw State University.

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

Applicants for the add-on programs must be fully certified teachers in the State of Georgia (ECE, MGE, SED or P-12) and meet the general admission requirements for non-degree graduate study. Candidates for the Preschool/Inclusive Education add-on program must be fully certified in inclusive education (P-12) or Early Childhood Education. Applicants for inclusive education add-on programs must demonstrate they have met competencies in human growth and development, teaching children with exceptionalities, and teaching reading. Candidates are admitted in cohort groups and take courses with the cohort group to maximize acquisition of skills and interaction with each other.

Educational Leadership Add-On Program

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

Applicants must provide verification of field experience availability within their school system, verification of a mentor with whom they will work, and recommendation by two building administrators. The Add-On Certification Program is composed of six three credit hour courses; two one-hour practicum courses; and one portfolio course.

		Credit Hours
Semester I		
EDL 7705	Current Issues in Educational Leadership	3
EDL 7710	Instructional Leadership	3
EDL 7780	Practicum I	1
Semester II		
EDL 7715	Curriculum Leadership	3
EDL 7720	Personnel & Staff Development	3
EDL 7781	Practicum II	1
Semester III		
EDL 7725	Organizational & Financial Resources	3
EDL 7730	Educational Policy and Legal Perspectives	3
EDL 7799	Portfolio Development	1

PROGRAM TOTAL: 21

Applicants for the add-on programs must be fully certified teachers in the State of Georgia and meet the general admission requirements for non-degree graduate study. Applicants must provide verification of field experience availability within their school system, verification of a mentor with whom they will work, and recommendation by two building administrators.

Education to Speakers of Other Languages (ESOL)

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

		Credit Hours
INED 7781	Cultural Issues for ESOL Teachers	3
INED 7782	Applied Linguistics for ESOL Teachers	3
INED 7783	Methods & Materials for Teaching ESOL	3
INED 7784	ESOL Endorsement Practicum	3

PROGRAM TOTAL: 12

Inclusive Education (Individualized General Curriculum)

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

		Credit Hours
INED 7705	Inclusive Education Procedures	3
INED 7715	Nature/Needs: Students with Mild Disabilities	3
INED 7720	Classroom Behavioral Strategies	3
INED 7730	Assessment of Diverse Learners	3
INED 7760	Curriculum Development for Diverse Learners	3
EDRD 7718	Using Instructional Strategies in the Content Area	3
INED 7770	Psychoneurological and Medical Issues in Special Education	3
INED 7780	Collaborative Practices	3
INED 7970	Internship	3

PROGRAM TOTAL: 27

Reading

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

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

		Credit Hours
EDRD 7715	Theory and Pedagogy in the Study of Reading	3
EDRD 7717	Reading Assessment and Instruction	3
EDRD 7718	Content Area Reading	3

PROGRAM TOTAL: 9

Graduate and Post Graduate Education Course Descriptions

(Note: Students desiring to enroll in courses for which they do not possess the prerequisites must receive approval from the appropriate program director).

Adolescent Education (EDAD)

EDAD 8100. Curriculum Theory & Practice in Middle & Secondary Schools. 3-0-3.

Prerequisite: Admission to Ed.S./Ed.D. program.

This course is designed for students of curriculum theory, development, and design/planning. It provides an in-depth study of the foundations, principles, and issues of curriculum as they affect teachers, supervisors, and administrators who participate in curriculum making. The course consists of two major components: curriculum theory, which examines the philosophical, historical, psychological, social, and cultural foundations of curriculum; and curriculum development, which examines various models of curriculum as processes that have emerged and continue to shape education and schooling.

EDAD 8200. Supervision, Mentoring, and Advocacy in Middle and Secondary Schools. 3-0-3.

Prerequisite: Admission to Ed.S. or Ed.D. program.

This course focuses on specific instructional supervision research, models, and strategies that promote and advocate for collegial middle and secondary schools devoted to improving school wide learning through distributed leadership. Instructional supervision is placed within a developmental, contextual, constructive, humanist paradigm; and examined as a process of purposeful adult interactions and cognitions that promote autonomous, reflective, self-directed teacher practitioners committed to student learning and continual school improvement. This course will focus on the development and application of the knowledge base, interpersonal skills, technical skills, and tasks necessary for instructional supervision, mentoring and coaching. Emphasis will be also placed on school and system factors (sociocultural and political) that may affect teacher leadership in instructional supervision.

EDAD 8300. Critical Analysis & Educational Policy for Teacher Leaders. 3-0-3.

Prerequisite: Admission to Ed.S. or Ed.D. program.

This course provides an analysis of K-12 education policy at the national, state, and local levels.

It includes the history of American education, the institutions and processes of public policymaking, the values and assumptions that underlie different types of policies, the political factors that shape their formulation and implementation, and the links between policy and educational practice. The goal of the course is to help teacher leaders think critically about education policy and its effects on diverse schools and classrooms and the influence policy has on distributed leadership.

EDAD 8400. Internship in Teacher Development or Teacher Education. 3-0-3.

Prerequisite: Permission of professor and admission to Ed.S. or Ed.D. program.

This internship is for advanced doctoral students interested in teacher education and scholarly work (e.g. research, editing). Teaching internships focus on teaching and learning, curriculum, and assessment. Teaching interns will work closely with their professor to determine the scope of the work during the semester (the seminar may extend beyond one semester) and plan, deliver, and evaluate their instruction. Research internships focus on the identification, planning, and implementation of advanced research projects. Research interns will work closely with their professor to design, implement, and analyze research (the seminar may extend beyond one semester). The scope of other internships in scholarly work will be developed collaboratively between the intern and professor. The scope of other internships in scholarly work (e.g. editing journals, coordinating conferences, or revising and developing state standards) will be developed collaboratively between the intern and professor.

EDAD 9300. Critical Issues for Student Learning: (Topic) (3-0-3 repeatable).

Prerequisite: Admission to Ed.S. or Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning in P-12 schools with a particular emphasis on the contexts of middle and secondary students, classrooms and schools.

EDAD 9350. Doctoral Directed Study. (1-9 hours, repeatable).

Prerequisite: Admission to Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in middle and secondary schools. The focus,

content and expectations for this study will be formally established by the doctoral student and supervising professor.

EDAD 9900 Dissertation (3-9 hours, repeatable)

Prerequisite: Admission to Ed.S. or Ed.D. program and 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. Course may be repeated as necessary.

Early Childhood Education (ECE)

ECE 7511. Inquiry: Educational Research and Prospectus. 3-0-3.

Prerequisite: Admission to M.Ed. program.

Through the exploration of quantitative and qualitative educational research, candidates develop strategies to make informed decisions for intervention, as well as appropriate assessment for diverse student populations. Action research is a major focus in preparing candidates for planning and writing their prospectus that is carried out through the M.Ed. program.

ECE 7512. Inquiry: Best Instructional and Curricular Practices & Multiple Assessment Strategies. 3-0-3.

Prerequisite: Admission to M.Ed. program.

Candidates critically examine the educational outcomes, curriculum standards, programs, and instructional and assessment practices in their own schools and explore research on education reform and teacher change. Additionally, they explore innovative and research-based instructional and curriculum models and assessment strategies with the emphasis on improving student learning and making informed decisions as teacher-leaders.

ECE 7513. Diverse Environmental Influences on Achievement. 3-0-3.

Prerequisite: Admission to M.Ed. program and completion of first phase.

This course focuses on all the elements of diversity (age, disability, ethnicity, family structure, gender, geographic region, giftedness, language, race, religion, sexual orientation, and socioeconomic status), strengthening candidates' content knowledge and professional dispositions, and culminating candidates' vision for teaching all children.

ECE 7514. Inquiry: Essentials of Technology Strategies and Skills & Introduction to E-portfolio. 3-0-3.

Prerequisite: Admission to M.Ed. program completion of the first phase.

Through the exploration of both traditional and advanced educational technologies, candidates develop technological skills and strategies of implementation to build an integrated plan of utilizing technology for improving classroom teaching and student learning.

ECE 7530. Integrated Models of Instruction I. 3-0-3.

Prerequisite: Admission to M.Ed. program and completion of the first phase.

Candidates explore and investigate a detailed curriculum design and assess its impact on student achievement. This course includes the integration of content areas of language arts, social studies and detailed approaches to globalization.

ECE 7531. Research and Implementation in Classroom I. 3-0-3.

Prerequisite: Admission to M.Ed. program and completion of the first phase.

Candidate will implement integrated models of instruction into action research, classroom teaching, and portfolio development for students' success in the areas of language arts and social studies.

ECE 7540. Integrated Models of Instruction II. 3-0-3.

Prerequisite: Admission to M.Ed. program and completion of the first phase.

Candidates develop and implement a detailed design of curriculum in the areas of mathematics and science and assess its impact on student achievement. The focus is on the integration of content areas of mathematics and science, the implementation of technology, and instructional modifications and accommodations for all students including those with disabilities and those at risk.

ECE 7541. Research and Implementation in Classroom II. 3-0-3.

Prerequisite: Admission to M.Ed. program and completion of first phase.

Candidates implement Integrated Models of instruction focused on mathematics and science into action research, classroom teaching and portfolio development for the student's success in the areas of mathematics and science.

ECE 7542. Multimedia Presentation and E-portfolio Development Skills. 3-0-3.

Prerequisite: Admission to M.Ed. program and completion of first phase.

This course focuses on multimedia presentations

and e-portfolio development for diverse learners. The course is designed to prepare classroom leaders to develop the knowledge and skills of implementing multimedia and Internet technology in presentation, classroom teaching and e-portfolio development.

ECE 7550. Prospectus Completion. 3-0-3.

Prerequisite: Admission to M.Ed. program and completion of the second phase.

Candidates complete a prospectus based on action research achievement. In preparation for the following school year, candidates develop a second prospectus describing how they plan to enhance student achievement for future success and leadership in the classroom.

ECE 7551. Portfolio Completion. 3-0-3.

Prerequisite: Admission to M.Ed. program and completion of the second phase.

Candidates complete a portfolio based on work throughout the program. This portfolio will include evidence that supports a subject matter expert, a facilitator of learners, and a collaborative professional.

ECE 7560. Accomplished Instructional Leader. 3-0-3.

Prerequisite: Admission to M.Ed. program and completion of the second phase.

By collaborating with other cohort members, candidates plan a conference to be held on the Kennesaw State University campus. Each candidate presents a project from their portfolio highlighting their plan and focusing on reflection and changes made to improve student achievement in their classroom. Conference attendants include candidates from other cohorts finishing the M.Ed., new M.Ed. cohort candidates, and teacher colleagues. In addition to providing candidates with an opportunity to demonstrate leadership skills, this conference sets expectations for the new M.Ed. cohorts.

Candidates prepare a Power Point presentation to accent the key topics in their portfolio. Portfolios are aligned as closely as possible with National Board for Professional Teaching Standards guidelines.

ECE 7700. Scientific Foundations of Early Childhood Education. 3-0-3.

Prerequisite: Admission to M.Ed. program.

Students develop an understanding of the research based Conceptual Framework of a proven, Scientific System of Education designed to serve children from 2.5 to 6 years of age. Students also learn the importance of the Montessori Prepared Environment which serves as the

essential third element for effective learning. Students also discover that the Sensitive Periods provide the most powerful times for learning. In addition, they develop new insights into the nature of child development and learn that respect for the child's inner teacher serves as the integrating principle for the effective education of young children.

ECE 7702. Historical and Contemporary Influences in Early Childhood Education. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course emphasizes the analysis and critical review of historical and contemporary early childhood program models, their impact and current relevance and influence on schools and teaching practices. Attention is given to the purpose (and the function) of prominent early childhood programs.

ECE 7703. Families and Schools in a Pluralistic Society. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course focuses on the need to understand and engage the family in children's education. To do so requires a knowledge of the multiple effects of economics, race, ethnicity, religion, and disability in today's society both within the family and the social structure of the community, and the skills and attitudes necessary to address those effects.

ECE 7704. Trends and Issues in Language Arts for Early Childhood. 3-0-3.

Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education and EDUC 7741.

An examination of contemporary trends and issues in language arts education in the P-5 setting. Focus will include the historical antecedents of contemporary trends and issues, pedagogical innovations, and research theory based instructional practices. Topics are inclusive of but not limited to "whole language," technology, politics and literacy, case studies approaches to language arts education and multiculturalism.

ECE 7705. Trends and Issues in Mathematics for Early Childhood Education. 3-0-3.

Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education and EDUC 7741.

An examination of the contemporary trends and issues in mathematics education in the P-5 setting. Focus will be on research-based investigation of the content in mathematics. Topics include, but are not limited to: research on constructivism,

cooperative learning, technology, problem solving, literature in mathematics and multicultural issues in the teaching of mathematics.

ECE 7706. Trends and Issues in Science for Early Childhood Education. 3-0-3.

Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education and EDUC 7741.
An examination of contemporary trends and issues in science education in the P-5 setting. Focus includes historical, pedagogical and research-based information as well as age/grade appropriate content. Topics are inclusive of but not limited to professional growth activities, including action research, content appropriate for early childhood science education, scientific process, inquiry, curriculum and interdisciplinary issues and technology.

ECE 7707. Trends and Issues in Social Studies for Early Childhood Education. 3-0-3.

Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education and EDUC 7741.
The purpose of the course is to understand the curriculum goals and content for social studies in early childhood education. Students will study the research on social studies learning and teaching and how that research can be applied to classroom instruction.

ECE 7709. Theory of Play. 3-0-3.

Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education.
An examination of the role of play in the early childhood curriculum. The focus includes theoretical frameworks used to study play, how play contributes to children's development, and the types, functions and purposes of play.

ECE 7710. Physical Development and Enhanced Control of Movement. 3-0-3.

Prerequisite: Admission to M.Ed. Program.
Students learn how essential movement is to the physical, emotional and cognitive development of children. They also learn to present children with motives of activity in which action and interest combine to provide irresistible activities which children love to repeat spontaneously. Students discover that work with the Montessori Practical Life materials provides children with many opportunities to develop independence and to achieve concentration, which is the essential prerequisite in the process of normalization. Finally, students learn to implement teaching strategies which enhance the child's physical, cognitive, emotional and social development.

ECE 7716. Diagnosis and Correction of Reading Problems. 3-0-3.

Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education.

A study of the causes of reading difficulties, the instruments used in diagnosing specific reading problems and the application of various remedial techniques. Individual projects will focus on methods and materials appropriate for particular age groups.

ECE 7720. Sensorial Foundations of Intellectual Life. 3-0-3.

Prerequisite: Admission to M.Ed. Program.
Sensorial experiences provide the foundations for all cognitive growth. Sensorial development can be richly enhanced through the use of scientifically designed, developmentally appropriate materials which address a child's need to refine skills related to each of the senses. Work with these materials promotes the sensorial development required for the successful mastery of writing, reading and mathematics skills. In addition, students learn to help children develop listening, sight singing, and musical notation skills with the Kodaly music education strategies and the Montessori bells and boards. Students learn to present materials related to Geometry, Botany, Geography and the Peace Curriculum.

ECE 7730. Development of Language and Literacy Skills. 3-0-3.

Prerequisite: Admission to M.Ed. Program.
The structured sequence of language activities offered in this Montessori Teacher Education course prepares students to help children achieve maximum development of language and literacy skills. Students learn to provide children with vocabulary building opportunities by introducing classified vocabulary related to the child's life experiences at home, in school, and in the community. The classified nomenclature of Geography, Zoology, History, Science, and the Arts also expands the child's vocabulary and world view. Students use a research based list of key words and related materials to help children develop phonemic awareness and to achieve sound-symbol association. Students learn to present writing activities which facilitate the development of skills in reading.

ECE 7731. Competence in the Preparation and Presentation of Language Materials. 3-0-3.

Prerequisite: Admission to M.Ed. Program.
Students prepare and practice presenting the many materials designed by language specialists for use in offering developmentally appropriate language arts presentations and activities to

young children. These materials are not available from Montessori suppliers, so each teacher prepares them for his/her own classroom. Students practice with the materials to develop and refine the skills they need to give language presentations to young children effectively. Students create a portfolio of selected examples of more than 70 language materials that can be duplicated for use in the classrooms where they will be employed.

ECE 7740. The Early Preparation of the Mathematical Mind. 3-0-3.

Prerequisite: Admission to M.Ed. Program.

Students study the conceptual framework for the presentation of numeration and mathematical activities to young children. The use of Montessori materials that provide children with multiple opportunities to develop numeration skills, to understand the decimal system, and to practice the four operations with up to four digits is presented and practiced. In addition, students learn how to present commutative and squaring operations in ways that allow children to discover their unique characteristics. Finally, students learn to present numerous math activities and exercises with a wide variety of different, scientifically designed manipulable materials as well as present special memorization materials with which children can review and enhance their ability to recall all of the number facts they have assimilated from the previous activities. This course is aligned with the standards of the National Council of Teachers of Mathematics (NCTM).

ECE 8100. Philosophical and Ethical Foundations for Teacher Leaders. 3-0-3.

Prerequisite: Admission to the Ed.D. program.

This course is intended to nurture a more philosophical perspective towards planning, implementing, evaluating curriculum, teaching, and school policy. Emphasis will be on understanding the implications of the philosophic roots and implications of current elementary school reform, curriculum decision-making and classroom instruction.

ECE 8110 Contemporary Curriculum Inquiry. 3-0-3.

Prerequisite: Admission to the Ed.D. program

This course examines various forms of inquiry that can be used to respond to the issues confronting contemporary curriculum developers. Emphasis is on inquiry that goes beyond the traditional means by which curriculum is examined and assessed and on developing research techniques and perspectives that are

most appropriate to various curriculum-related issues and to your own abilities and interests as a curriculum researcher.

ECE 8120. Critical Analysis of Instruction and Learning. 3-0-3.

Prerequisite: Admission to the Ed.D. program

This course will emphasize translating theory to the practice of instructional systems development. The application of foundational applied theories of instructional design (systems theory, communication theory, learning Applied Theories, & instructional theories) will be explored. The development of technology-based learning materials will be integrated throughout the development and study of instructional systems.

ECE 8140. Current Critical Issues in Elementary Education. 3-0-3.

Prerequisite: Admission to the Ed.D. program

This course will focus on the identification and analysis of current issues in the teaching profession. The analysis will include critical examination of efforts to deal with these issues. Knowledge gained through this course will help prepare teachers to manage these issues as well as any which arise in the context of the teaching profession.

ECE 8150. Technology Enriched Curriculum. 3-0-3.

Prerequisite: Admission to the Ed.D. program

This course will explore the critical issues and updated applications of educational technology in elementary and early childhood education. Topics will include issues such as advocacy, the Federal Elementary and Secondary Education Acts, virtual learning, digital equity, funding trends, and the integration of advanced technology in elementary and early childhood education classrooms. Candidates will be charged with illustrating how their proposed doctoral research will address a practical, critical technological need in elementary and early childhood education.

ECE 8160. Assessment of and for Learning. 3-0-3.

Prerequisite: Admission to the Ed.D. program

Students review recent research in assessment and the relationships among current views of knowledge, teacher learning and assessment of teachers. Emphases will be on the examination and critique of standards-based assessment movements, increasing awareness of the role and impact of external accrediting bodies, and the identification of authentic assessments of meaningful teacher characteristics.

ECE 9100. Cognitive Processes and Educational Practice. 3-0-3.

Prerequisite: Admission to the Ed.D. program
This course will present the basic challenges of applying scientific cognitive research to learning in educational settings. This course is designed for students who want to explore children's cognitive development and the links between cognition and learning. As key players in curriculum decision making and implementation, teacher must make informed decisions about learning based on some of the latest and most accepted research about neurological and cognition that underlie learning.

ECE 9110. Classroom Community for Maximized Learning. 3-0-3.

Prerequisite: Admission to the Ed.D. program
This course will focus on the understandings needed to develop classrooms into communities where students become leaders for learning and take responsibility for their own learning and for the success of the group as a whole. This course helps teachers develop skills to serve as the models of what it means to be caring and involved citizens. As the transition from classroom to community happens, links between the heart and the mind will develop to help students become active, responsible citizens inside and outside of the classroom.

ECE 9120. Mentoring Future Teacher Leaders. 3-0-3.

Prerequisite: Admission to the Ed.D. program
This course is designed for teachers and examines formal and informal teacher leadership roles and assesses the effects of these roles on teachers and on student achievement. It analyzes the barriers to teacher leadership created by the structure of schools and the culture of teaching. The goal of this course is to provide an understanding of both the difficulties and the opportunities inherent in teacher leadership and to help build skills that will be useful as teacher leaders.

ECE 9140. Internship for Developing Teacher Leaders. 3-0-3.

Prerequisite: Admission to the Ed.S. or Ed.D. program
During this internship the candidate will, along with the university faculty and site supervisor, create a program of observation, research, and involvement designed to help put relevant theories into practice; gain understanding into the role of school culture in school improvement; learn how to identify and overcome barriers to reform; and identify and explore personal and professional characteristics conducive to teacher leadership.

ECE 9220. Curriculum Decision Making (K-5). 3-0-3.

Prerequisite: Admission to the Ed.D. program
This course will examine multiple ways to use organization as a tool to enhance instruction in grades K-5th classrooms. Comparison of the effect of organizational strategies and developmental stages on student learning and examination of roadblocks to establishment of effective organizational structures will be studied. Through the use of collaboration and communications, ways to minimize the effects of the real life roadblocks will be developed. Candidates will incorporate ways to celebrate diversity in a dynamic classroom. Attention is given to historical, philosophical and theoretical perspectives, including current national standards, programmatic design and organization and the use of personnel, materials, and equipment.

ECE 9230. Curriculum Decision Making (Birth- 8yrs). 3-0-3.

Prerequisite: Admission to the Ed.D. program
Candidates will examine multiple approaches to caring for and educating young children (Birth to age 8 years) in group settings. An in-depth study of organizational strategies, child development theories, historical and philosophical perspectives will be conducted. Connections will be made using current licensing and accreditation standards to the organization of personnel, materials and equipment. In addition, the course will include analysis of recent research, theoretical developments, and social issues such as ethics, diversity, special needs, and family involvement as they relate to quality care and education in the early years.

ECE 9250. Teacher Leaders and School Reform. 3-0-3.

Prerequisite: Admission to the Ed.D. program
This course is designed for teachers to examine formal and informal teacher leadership roles and assesses the effects of these roles on teachers and on student achievement. It analyzes the barriers to teacher leadership created by the structure of schools and the culture of teaching. The goal of this course is to provide an understanding of both the difficulties and the opportunities inherent in teacher leadership and to help build skills that will be useful as teacher leaders who will serve in distributed leadership roles for improvement of conditions of practice and teaching.

ECE 9300. Critical Issues for Student Learning: (Topic) (3 repeatable)

Prerequisite: Admission to Ed.S. or Ed.D. program and permission of the advisor.
A doctoral seminar focused on analysis and

problem solving of a current topic of vital concern relevant to teaching, leading and student learning in elementary classrooms and schools.

ECE 9350. Doctoral Directed Study (1-9 hours, repeatable)

Prerequisite: Admission to the Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in elementary schools. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

ECE 9900. Dissertation. (3-9 hours, repeatable)

Prerequisite: 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. Course may be repeated as necessary.

Education (EDUC)

EDUC 6100. Development, Psychology, and Diversity of the Learner. 5-0-5.

Prerequisite: Admission to Master of Arts in Teaching.

An examination of the unique aspects of and relationships between the development, psychology, and diversity of learners. A study of life span development (with an emphasis on adolescents and young adults) addresses social, moral, emotional, physical, cognitive and psychological development. Theories, models, and principles of learning and motivation are examined and related to development and diversity as it has influenced culture, language cognitive ability, gender, and special needs. The use of technology in this course will include word processing, presentation applications, Internet research, online courseware, electronic portfolio development, and the review of software.

EDUC 6100L. Practicum I. 0-3-1.

Prerequisite: Admission to Master of Arts in Teaching. Corequisite: EDUC 6100.

An experiential, service learning project in which candidates work (mentoring, tutoring, interviewing, etc.) with adolescents or young adults, one-on-one, focusing on development, needs, exceptionalities, diversity, and learning styles. Requires proof of liability insurance. Candidates

must have a satisfactory practicum to continue in the MAT without remediation.

EDUC 6115. Knowledge of All Learners. 3-2-3.

Prerequisite: Admission to Master of Arts in Teaching and EDUC 2110 (or equivalent) or permission of the MAT program coordinator.

This course will investigate the basic theories of learning, development and communication that create productive classroom instruction for all learners. Particular attention will be paid to understanding how differences in ethnicity, class, gender, religion, language and exceptionally affect the work of teachers and learners in modern society. The characteristics, legal requirements, and teacher responsibilities for students with disabilities will also be articulated in this class. This course includes a field experience in which candidates observe and work (mentoring, tutoring, interviewing, etc.) with adolescents, one-on-one, focusing on development, needs, exceptionalities, diversity, and learning styles.

EDUC 6200. Curriculum, Assessment, and Classroom Management. 3-0-3.

Prerequisite: EDUC 6100 and EDUC 6100L.

An examination of the learning environment including theories and principles of curriculum, assessment, and classroom management. Focus is placed on the development of learning outcomes and the development and selection of culturally responsive lessons. Attention is also given to teacher-constructed and standardized assessment tools and the use of these tools for instructional decision-making. Models of classroom management will be examined including consideration of time, materials, environment, and behavior management. Technological applications include the use of word processing, spreadsheets, databases, presentation applications, Internet research, online courseware, electronic portfolio development, and the review of software.

EDUC 6300. Research Methods and Critique. 3-0-3.

Pre-requisites: EDUC 6200.

This course introduces students to research methods in education and to important research in their fields. Both qualitative and quantitative research methods are overviewed, as is action research. Students become critical consumers of research by developing skill in identifying, summarizing, and critiquing research studies. As critical consumers, they also reflect on how their practice is influenced by research. Students work to identify and develop expertise in areas

of interest that provide a foundation for their Capstone Projects.

EDUC 6400. Capstone Seminar. 3-0-3.

Prerequisites: EDUC 6300.

This seminar serves as a capstone experience for the Master of Arts in Teaching programs. Candidates reflect on and document their expertise as teacher-leaders. Candidates further develop their expertise in a focused area of their teaching field through an independent, research-based project under faculty supervision. Additionally, candidates share their work in a public forum.

EDUC 7700. Reflective Inquiry. 3-0-3.

Prerequisite: Admission to M.Ed. program.

A seminar for masters level students in Adolescent Education degree programs. The course is designed to assist students in portfolio or thesis construction. Deals with proposed field-based projects, research and critiques of literature. Initiates documentation of professional growth while providing a basis for understanding the mission of the National Board for Professional Teaching Standards (NBPTS). Topics include interactive discussion about professionalism in education, grant writing, developing presentations for professional organizations, legal issues, political influences, and other contemporary issues influencing education.

EDUC 7702. Best Practices in Secondary Schools. 3-0-3.

Prerequisite: Admission to graduate study in education.

With a focus on the adolescent/young adult learner, this course focuses on preparing expert teacher-leaders to implement research-based best practices of exemplary secondary schools. Course provides extensive examination of learning theories and their application to diverse secondary classrooms. Current renewal and reform initiatives in American high schools are examined in depth with the aim of preparing expert teacher-leaders for collaborative roles in their school and district.

EDUC 7703. Advanced Studies of Middle Grades Learner. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course focuses on diverse middle grades learners. Critical issues such as theories of learning, intelligence, and motivation will be examined in diverse contexts. Special attention will be focused on developing approaches for integrating global perspectives into various disciplines and examining issues and problems related to the application of these approaches in the field setting.

EDUC 7705. Assessment and Evaluation. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course focuses on planning, constructing, analyzing, and applying educational assessment to document student performance for instructional and accountability purposes. Specific topics include guidelines for the development of traditional assessment questions, including the use of multiple-choice questions to measure critical thinking and problem-solving skills; guidelines and rubrics for the development and scoring of performance, writing and portfolio assessments; assessing affective outcomes; describing, analyzing and refining data to improve assessment; and the application and interpretation of standardized norm and criterion-referenced measures. Additionally, attention will be paid to multicultural assessment procedures and concerns relevant to external assessment programs.

EDUC 7706. Motivation. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course examines current theoretical and motivational research findings that stress the role of dispositional values in motivation. Six main theories (expectancy-values, attribution, social cognitive, goal, intrinsic, and achievement) will provide a foundation of specialized knowledge of this topic. Additionally, teacher candidates will apply specific motivational principles and research to educational settings to support all students' development of a positive disposition for learning. Teacher candidates will also examine how motivation is contextually facilitated or constrained by various classroom characteristics and socio-cultural factors. Finally, teacher candidates will examine school-level factors and external school reform efforts and their potential for influencing teacher and student motivation.

EDUC 7711. Integrating Technology in Education. 3-0-3.

Prerequisite: Admission to M.Ed. program.

This course is designed to prepare educators to generate technology-based instruction and analyze the technological environment in P-12 settings. Topics include authoring systems, networks, multimedia, computer-based management and technological environments.

EDUC 7716. Reading in the Elementary School. 3-0-3.

Prerequisite: Admission to graduate study in education.

A study of the principles and practices of developmental reading. Emphasis is placed on the study

of the reading process and the organizational and management aspect of reading instruction.

EDUC 7741. Educational Research. 3-0-3.
Prerequisite: EDUC 7700.

This course is designed to assist students in developing an understanding of qualitative and quantitative research methods and designs, focusing on interpretation and application relating to classroom practices.

EDUC 7752. Multiple Literacies in Schools and Communities. 3-0-3.

Prerequisite: Admission to graduate study in education.

Candidates will develop a foundational understanding of the multiple, often competing, conceptions of literacy that can foster or impede learning in adolescent classrooms at the middle grades and secondary levels. Literacy practices in homes, schools and the larger communities will be observed and interpreted with an emphasis on their implications for effective teaching. The ways that an individual student's literacy practices may be shaped by gender, social class and ethnicity will be considered, including, in particular, issues associated with ESL learners.

EDUC 7755. The Knowledgeable Teacher: Reflective Practice. 3-0-3.

Prerequisite: Professional teaching certificate.

This on-line course is appropriate for educators who are interested in pursuing their National Board Certification or for those educators who are interested in becoming more reflective practitioners. Emphasis will be placed on the National Board for Professional Teaching Standard's for each teacher's particular certificate area. The course meets the requirements for National Board pre-candidates as established by the Professional Standards Commissions.

EDUC 7761. Characteristics of Gifted Children. 3-0-3.

Prerequisite: Admission to M.Ed. program.

This course provides an introduction to the psychological and personality characteristics of gifted and talented children with implications for their education. It includes: philosophy of gifted education; definition (according to federal, state and local guidelines); identification procedures; characteristics; types of gifted children; learning styles; learning environments, description of teaching-learning models; implications for program development, administration and evaluation; and characteristics of teachers and other personnel concerned with the education of gifted students. Proof of professional liability insurance is required prior to field experience placement.

EDUC 7762. Methods and Materials for Teaching Gifted Children. 3-0-3.

Prerequisite: Admission to M.Ed. program and EDUC 7761.

This course is designed to explore and apply knowledge about curriculum theory, measurement, learning theories and evaluation procedures to plan qualitatively different educational experiences for the gifted and talented. The course will orient prospective gifted educators to the attitudes, skills and knowledge deemed appropriate and necessary for assuming instructional leadership roles.

EDUC 7763. Assessment of Gifted Children and Youth. 3-0-3.

Prerequisite: Admission to M.Ed. program and EDUC 7761.

This course explores theories of mental abilities and provides knowledge and skills in the measurement of intelligence, achievement, creativity and other dimensions of giftedness. Various plans for identification are examined including the case study and State of Georgia regulations.

EDUC 7764. Curriculum Development and Program Design in Gifted Education. 3-0-3.

Prerequisite: Admission to M.Ed. program and EDUC 7761.

This course is designed to explore and apply knowledge about curriculum theory for the development of effective programs in gifted education. A number of exemplary models recommended by national authorities are examined for their use in creating and evaluating programs for gifted students. The course will orient prospective educators of the gifted to the attitudes, skills and knowledge deemed appropriate and necessary for assuming instructional leadership roles.

EDUC 7771. Teacher Support Specialist. 3-0-3.

Prerequisite: Admission to M.Ed. program.

This course is designed to provide the theoretical and practical basis for serving in the role of teacher support specialist to an intern, beginning teacher or peer teacher. Three years teaching experience and principal's recommendation are required.

EDUC 7772. Internship in Teacher Support Specialist. 3-0-3.

Prerequisite: Admission to M.Ed. or MAT program.

This course is an extension of EDUC 7771 and will provide opportunities for teacher supervision/support through a structured internship. Requires employment in educational settings grades K-12. Proof of professional liability insurance is required prior to field experience placement.

EDUC 7797. The Portfolio. 3-0-3.

Prerequisite: Permission of the committee chair.

This is the capstone experience for the Master of Education in Adolescent Education. Candidates work independently under the supervision of the portfolio committee. The portfolio requirements resemble, in part, those required by the National Board of Professional Teaching Standards (NBPTS). The purpose of the portfolio is to implement a systematic, reflection-in-action approach to problem solving and decision-making. This process is designed to document the candidate's development of expertise as a teacher-leader. A primary goal of the portfolio is to document the candidate's impact on student achievement. The portfolio provides a detailed authentic picture of the candidate's professional practice and reflective analysis of the integration of courses taken supported by theory. Changes in classroom practice as well as in ones' self are documented.

EDUC 7900. Special Topics (repeatable). 1-9. (Regular grades)

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic or theme in education for experienced classroom teachers.

EDUC 7950. Directed Study (repeatable). 1-9 (Regular grades).

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

EDUC 7980. Practicum (repeatable). 0-3-3. (Regular grades)

Prerequisite: Admission to graduate study in education and permission of director, Office of Educational Field Experiences and director, graduate study in education.

A supervised field placement for the purpose of implementing integrated and problem-solving instruction. Includes seminar or conference discussion of problems encountered and presentation of an approved study conducted during the experience. Proof of professional liability insurance is required prior to field experience placement. Proof of professional liability insurance is required prior to field experience placement.

EDUC 8100. Advanced Study of Learning. 3-0-3.

Prerequisite: Admission to Ed.D. program.

The course deepens experienced educators' knowledge of research-based best practices in diverse classrooms. This is an advanced course with in-depth study of classic and current research on learning theories and related topics in educational psychology as they relate to teaching and learning in schools. Focus is on those theories and research which have transformed and are reforming educational practice.

EDUC 8300 Intercultural Communication and Global Learning. 3-0-3.

Prerequisite: Admission to Ed.S. program or permission of instructor.

The increasing diversity of our schools, the commitment to standards, and NCLB requirements make competence in intercultural communication a basic requirement for all educators. Of equal importance for educators is the development of knowledge and skills in global learning. This course addresses the practical application concepts in distributed leadership, particularly as they relate to building relationships with colleagues, students and families from other cultures. The primary goal of this course is to assure that all students have equitable opportunities to achieve academic excellence in the state-approved curriculum.

EDUC 9300. Critical Issues for Student Learning: (Topic) (3-0-3 repeatable)

Prerequisite: Admission to Ed.S. or Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning in P-12 schools.

EDUC 9350. Doctoral Directed Study. (1-9 hours, repeatable).

Prerequisite: Admission to the Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

EDUC 9800. Doctoral Seminar. 3-0-3.

Prerequisite: Admission to Ed.D. program and 12 hours of graduate level research courses.

In the doctoral seminar, students will accomplish the following: (1) development of a concept paper that frames the dissertation, and (2) admission to candidacy through a college-approved qualifying experience. This seminar provides opportunities for doctoral students to work individually with members of their respective committees as well as with peers. This is a three-credit seminar that

may be repeated. Prior to enrollment, the doctoral student must complete twelve hours of graduate level research coursework.

EDUC 9900. Dissertation. (3-9 repeatable)

Prerequisite: Admission to Ed.D. program and 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. Course may be repeated as necessary.

Educational Leadership (EDL)

EDL 7100. Leadership Theory and Practice. 3-0-3.

Prerequisite: Admission to M. Ed. program or permission of instructor.

This course is intended to be an introductory course to the M.Ed. Program in Educational Leadership. The course provides students with an introduction to leadership theory and practice, both generally and specifically in the context of educational administration. Course concepts include, but are not limited to, assessing and changing organizational culture, identifying and cultivating effective schools practices that have a positive impact on all students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds. Course concepts also include leading change in schools that will lead to the academic success of all P-12 students.

EDL 7105. Technology Leadership and Vision in Schools. 3-0-3.

Prerequisite: Admission to M. Ed. program or permission of instructor.

The course is designed to produce effective school leaders who can lead in the planning and implementation of educational technology initiatives within the school improvement plan, using technology to improve the academic success of all P-12 students. In this course, future educational leaders explore the essential conditions—including a local vision for technology use—that teachers and students need to effectively integrate the National Education Technology Standards for Students (NETS-S) into the standards-based instruction. Students complete a local assessment of these essential conditions in their own schools; identify local school technology needs; and form strategies to address those needs. Students explore group processes for effectively engaging students, teachers, staff, parents and community in creating, disseminating, and sustaining a research-based vision for instructional technology.

EDL 7200. Leading Curriculum, Instruction and Assessment. 3-0-3.

Prerequisite: Admission to M. Ed. program or permission of instructor.

In this course, future educational leaders develop the understanding and skills necessary to lead curriculum and instructional practices that will lead to the academic success of all P-12 students. Students utilize theory and research related to how children and adolescents learn (Bransford, 2000) and study best instructional practices for all students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds. Models of curriculum development and design, and rationales/problems related to standards-based instruction are also studied (Wiggins & McTighe, 2000, 2002). Students plan, develop, and implement effective instructional programs; align instruction vertically and horizontally with state and district curriculum standards; monitor and evaluate the implementation of curriculum standards, both individually and systemically; and effectively improve curriculum and instruction practices.

EDL 7205. Leading Teaching and Learning in the 21st Century. 3-0-3.

Prerequisite: Admission to M. Ed. program or permission of instructor.

This course focuses primarily on the Board of Regents' performance strands of "curriculum," "instruction," and "assessment," and Professional Standards Committee Standards for "school culture, instructional program, best practices, professional growth plans." In this course, future educational leaders apply current research and instructional design principles to design a 21st century learning experiences for all students. Educational leaders must be able to promote and support learning environments that best prepare all students for life and work in the 21st Century. The ultimate goal of this course is to prepare educational leaders to understand the needs of 21st Century learner, review teaching practices and tools best suited to meeting the needs of all 21st Century learners, and facilitate the design and delivery of 21st Century instruction. In this course, future educational leaders learn to engage teachers in cooperative work to design, monitor, and revise instruction to improve student achievement of all students including those with special needs and who are culturally and linguistically diverse; lead others in research-based learning strategies and processes; promote the use of technology to support student mastery of Georgia performance standards; and to design and implement assessments for student learning.

EDL 7300. Research in Educational Leadership. 3-0-3.

Prerequisite: Admission to M. Ed. program or permission of instructor.

Candidates have an understanding of qualitative and quantitative research methods and designs, focusing on interpretation and application relating to school improvement. Basic descriptive and inferential statistics are explored to prepare candidates to be research consumers. Candidates are involved in the development of a research proposal to meet the criteria that leads to the academic success of all P-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

EDL 7305. Data Analysis and School Improvement. 3-0-3.

Prerequisite: Admission to M. Ed. program or permission of instructor.

In this course, future educational leaders learn to utilize data to identify school improvement needs and make informed decisions in effectuating change that lead to the academic success of all P-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds. The ultimate goal of this course is to produce educational leaders who effectively collect, analyze, and use data to improve schools through successfully demonstrated change models. In this course, future leaders learn to systemically collect and analyze multiple sources of data to identify improvement needs, determine an effective response, monitor and correct progress, and demonstrate success to stakeholders. Candidates also examine the components of an effective school improvement plan. Additionally, students learn to drive and sustain change in a collegial environment, culminating in students' understanding of, and ability to use, a wide range of applicable leadership practices.

EDL 7400. Leading Professional Learning and Change. 3-0-3.

Prerequisite: Admission to M. Ed. program or permission of instructor.

In this course, future educational leaders will learn how to use professional learning to develop their faculties and lead change in schools. Students will examine research findings on effective professional learning, demonstrate an understanding of the National Staff Development Council standards adopted by the state of Georgia, identify areas of strength and need related to the implementation of the professional development standards in their schools and develop strategies to provide and protect

time for job-embedded professional learning, such as mentoring, coaching, feedback, study groups, peer observation and learning teams. The ultimate goal of this course is for students to develop a clear and compelling vision for professional learning that is standards-based, results-driven, and focused on the daily work of educators in order to improve learning of all students including those with special needs and those who come from culturally and linguistically diverse backgrounds.

EDL 7405. Human Resources for School Leaders. 3-0-3.

Prerequisite: Admission to M. Ed. program or permission of instructor.

Candidates examine major areas of school personnel/human resources management. It provides a comprehensive overview of human resources administration as it relates to recruitment, selection of highly qualified applicants (including those who teach English Language Learners), orientation, motivation and work incentives, pertinent state and federal laws and school district policies, conflict resolution, evaluation, employee documentation, discipline and dismissal, and salary and fringe benefits. This course provides skills necessary for school level administrators to act professionally and ethically in carrying out their responsibilities in this area.

EDL 7500. Educational Law and Policy. 3-0-3.

Prerequisite: Admission to M. Ed. program or permission of instructor.

In this course, future educational leaders learn how to be ethically and legally compliant in school operations that lead to the academic success of all P-12 students, including those with learning disabilities and those from linguistically and culturally diverse backgrounds. The ultimate goal of the course is to produce future leaders who are cognizant of their ethical and legal obligations in managing schools, and who understand and appreciate the importance of legal and ethical compliance to daily administrative practice (Levine, 2005). Additionally, future educational leaders learn how to act with integrity by demonstrating ethical and equitable leadership behaviors; abide by Georgia and federal law and the Code of Ethics for Georgia Educators in professional practice; manage school operations consistently with requirements of Georgia and federal law; and observe student and faculty legal rights and privileges.

EDL 7505. Ethical Leadership. 3-0-3.

Prerequisite: Admission to M. Ed. program or permission of instructor.

This course is designed to provide leaders with an in-depth examination of the current and

anticipated ethical issues and dilemmas facing leaders and the role of character education in our society. Addressing these ethical issues will lead to the academic success of all P-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

EDL 7510. Improving Productivity and Practice with Technology. 3-0-3.

Prerequisite: Admission to M. Ed. program or permission of instructor.

This course prepares educational leaders to apply technology to enhance their professional practice and to increase their productivity; design and facilitate high-quality professional learning experiences that help other educators apply technology to enhance their professional practice; and to increase their productivity, and implement technology in ways that support the emergence and evolution of professional learning communities in schools. Candidates become familiar with information and technology tools common to information-age professionals. Emphasis is placed on computer operations, presentation and communication tools, manipulation, interpretation, and analysis of data that will lead to the academic success of all P-12 students, including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

EDL 7600. School Operations and Community Relations. 3-0-3.

Prerequisite: Admission to M. Ed. program or permission of instructor.

This course is designed to provide candidates with knowledge of major areas of school business management in performing the duties of a school administrator. Candidates are prepared to assume a leadership role in decision making of school business affairs. An effort is made to identify roles school administrators play in managing daily school business in relation to their counterparts at the district level. Candidates examine major areas of school business management, particularly as they relate to the funding of American public education. Georgia model of educational finance is introduced and discussed. Candidates attain knowledge and skills in school business management in the following areas: educational facilities planning and management, school budgeting, school accounting and auditing, cash management, risk management, purchasing and central distribution, school food service, and student transportation. The course also equips leaders to engage the community in understanding and supporting the educational process of all students including those from culturally and linguistically diverse backgrounds

and other underrepresented populations. The design of this course is intended to cover Board of Regents Strands 8 and 10, and Professional Standards Committee Standards 3, 4, and 6.

EDL 7605. School Leadership in Multicultural Contexts. 3-0-3.

Prerequisite: Admission to M. Ed. program or permission of instructor.

This graduate level course integrates multicultural concerns and international perspectives that focus on various aspects of culture and their connections to educational leadership and national, as well as state mandates to improve student achievement and informed global perspectives. The course presents critical elements that compose and relate to cultural values and diversity, and analyses of programs and procedures designed to address and meet the needs of diverse student populations, emphasizing research-based programs of sustained academic success. Candidates examine the models to gain competencies in successfully addressing multiple forms and expressions of diversity in schools such that social cohesion is promoted within a context of general academic rigor that will lead to the academic success of all P-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

EDL 7610. Managing and Supporting Technology in Schools. 3-0-3.

Prerequisite: Admission to M. Ed. program or permission of instructor.

This course examines the role of leadership to support and manage technology in order to maximize student learning and increase the efficiency of school operations. It is designed to examine the technical aspects of building-related technologies including, but not limited to, desktop/laptop computers, wired and wireless networks, various instructional, administrative and technical software, and Internet technologies. This course explores various models of technology support and present ideas on how to support technology effectively through teams of teachers, students, parents, and school system personnel. In addition, the course addresses emerging technologies and their potential uses in education that will lead to the academic success of all P-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

EDL 7705. Current Issues in Educational Leadership. 3-0-3.

Prerequisite: Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course provides a reflective overview of issues relating to school leadership and educational administrative leadership policy and practice and encompasses the wide range of responsibilities engaged in by the school leader as a collaborative member of a leadership team. Special attention is given to organizational structure and administrative processes in Georgia public schools.

EDL 7710. Instructional Leadership. 3-0-3.

Prerequisite: Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course focuses on the role educational leaders play in improving the teaching and learning process. It includes the application and practice of instructional supervisory/leadership philosophy, theory, and principles as they guide instructional leadership behavior and assessment of the results of instructional leadership behaviors.

EDL 7715. Curriculum Leadership. 3-0-3.

Prerequisite: Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course examines the design, development, and implementation of curriculum and instructional strategies to create classroom environments which support the learning of all students.

EDL 7716 Curriculum & Instructional Leadership 3-0-3.

Prerequisite: Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course focuses on the role educational leaders play in improving the teaching and learning process by the examination of systemic curriculum and teaching reform. It includes the application and practice of instructional supervisory/leadership philosophy, theory, and principles as they guide instructional leadership behavior and assessment of the results of instructional leadership behaviors.

EDL 7720. Personnel and Staff Development. 3-0-3.

Prerequisite: Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course focuses on the personnel functions and responsibilities of school leaders. Processes and procedures of effective school personnel administration is emphasized.

EDL 7725. Organizational and Financial Resources. 3-0-3.

Prerequisite: Admission to M. Ed. program in Educational Leadership or graduate Educational

Leadership Add-On Certification program.

This course provides a comprehensive overview of the financing of public schools in Georgia and effective management of school fiscal resources. Proper business procedures and facility management (maintenance, operations, planning, compliance issues) are discussed in a perspective of resource management for school improvement.

EDL 7730. Educational Policy and Legal Perspectives. 3-0-3.

Prerequisite: Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course provides an overview of specific legal provisions affecting the operations and leadership of public schools in Georgia, with consideration of federal and state laws, and local regulations affecting the rights, privileges, and duties of educational leaders, teachers, learners, and citizens. Current legal issues are examined and students are introduced to legal reasoning and analysis.

EDL 7735. Ethics of Educational Leadership. 3-0-3.

Prerequisite: Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course is designed to provide leaders with an in-depth examination of the current and anticipated ethical issues and dilemmas facing leaders and the role of character education in our society.

EDL 7740. Multicultural and International Education. 3-0-3.

Prerequisite: Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This class focuses on various aspects of culture and its link to educational leadership. Included are concepts related to cultural values and diversity, as well as analysis of programs and procedures for meeting the needs of diverse student populations.

EDL 7750. Educational Research. 3-0-3.

Prerequisite: Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course is designed to develop an understanding of qualitative and quantitative research methods and designs, focusing on interpretation and application relating to school improvement.

EDL 7755. Technology Leadership in Education. 3-0-3.

Prerequisite: Admission to M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course is designed to develop educational technology leaders who are knowledgeable and skilled in technology leadership practices that improve student learning and school operations in PreK-12 schools. It addresses skills and competencies necessary for the support and assessment of national technology standards for teachers and administrators; technology planning (national technology plan, state technology plan, district/school technology plan); assessment and evaluation of technology initiatives; the change process as it applies to technology leadership; securing grants and establishing business partnerships and meeting the requirements of NCLB. This course will thoroughly examine issues and trends relevant to the field of educational technology.

EDL 7760. 21st Century Teaching & Learning. 3-0-3.

Prerequisite: Admission to M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course examines the role of educational leaders to identify, use, evaluate, and promote appropriate technology to enhance and support curriculum, instruction and assessment that lead to high levels of student achievement. It is designed to immerse school leaders in a technology-rich environment and prepare them to facilitate an instructional program that integrates 21st century skills and promotes relevant, authentic, and meaningful tasks for students. Candidates will apply current research and instructional design principles to the design, management, and evaluation of a 21st century learning environment. This course also prepares candidates to facilitate high quality professional learning at their school.

EDL 7765. Productivity & Professional Practice for Leaders. 3-0-3.

Prerequisite: Admission to M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course prepares educational leaders to apply technology to enhance their professional practice and to increase their productivity. Candidates will become competent users of information and technology tools common to information-age professionals. Emphasis is placed on computer operations, presentation and communication tools, manipulation, interpretation, and analysis of data as well as the management of Internet resources. Concept mapping, web editing, and project planning are also included.

EDL 7770. Educational Technology Support, Management & Operations. 3-0-3.

Prerequisite: Admission to M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course examines the role of leadership to support and manage technology in order to maximize student learning and increase the efficiency of school operations. It is designed to examine the technical aspects of building-related technologies including, but not limited to, desktop/laptop computers, wired and wireless networks, various instructional, administrative and technical software, and Internet technologies. This course will explore different models of technology support and present ideas on how to support technology effectively through teams of teachers, students, parents, and school system personnel. In addition, the course will address emerging technologies and their potential uses in education.

EDL 7780. Practicum. 1 semester hour.

Prerequisite: Permission of advisor.

This course provides an opportunity for students to engage in field-based experiential learning activities related to educational leadership under the guidance of a practicing administrator.

EDL 7781. Practicum II. 1 semester hour.

Prerequisite: Admission to the add-on certification program in educational leadership.

Provides candidates an opportunity to engage in field-based experiential learning activities related to educational leadership under the guidance of a practicing administrator. The practicum takes place in a real setting and is accompanied by a seminar.

EDL 7797. Portfolio I. 1 semester hour.

Prerequisite: Admission to M.Ed. program in Educational Leadership or Add-on program of Educational Leadership.

Portfolio development is the capstone experience for the Master of Education in Educational Leadership and the Educational Leadership Add-on Programs. Participants work independently under the supervision of the program advisor. The foci of the course are on understanding the nature of portfolio, the Interstate School Leaders Licensure Consortium (ISLLC) standards, and the procedures to be followed in the development and completion of a professional portfolio.

EDL 7798. Portfolio II. 2 semester hour.

Prerequisite: Completion of EDL 6797.

Portfolio development is the capstone experience for the Master of Education Program in Educational Leadership. Participants work independently under the supervision of the program advisor. The portfolio is outlined along the

standards as required by the Interstate School Leaders Licensure Consortium (ISLLC). The purpose of the portfolio is to implement a systematic approach to problem solving and decision-making by requiring participants to reflect upon leadership knowledge, skills, theories and experiences acquired during their participation in the program.

EDL 7799. Portfolio Development for Technology Concentration and Add-On Certification. 1 semester hour.

Prerequisite: Admission to the Add-On Certification Program in Educational Leadership.

Portfolio development is the capstone experience for the Add-On Certification Program in Educational Leadership. Participants work independently under the supervision of the program advisor. The foci of the course are on understanding the nature of portfolio, the Educational Leadership Constituent Council (ELCC) standards, and the procedures to be followed in the development and completion of a professional portfolio.

EDL 7900 Special Topics (varies, 1-9)

Prerequisite: Admission to M.Ed. program in Educational Leadership or Add-on program of Educational Leadership.

This individually designed course will examine advanced topics in educational leadership and/or educational technology emphasizing the students' area of specialty.

EDL 8000. Foundations of Leadership for Learning. 3-0-3.

Prerequisite: Admission to the Ed.S. or Ed.D. program.

The cornerstone of the doctorate, Leadership for Learning, is an interdisciplinary core that establishes a common set of performance outcomes aligned with Distributed School Leadership Practice (DSLPL). This course introduces DSLPL, a new perspective on leadership that captures the collective, and complex, relationship dynamics of formal and informal school leaders. DSLPL is more than shared leadership: DSLPL is about the synergy and situations that develop as school leaders reform schools into places that are intentionally inclusive and inviting to all students.

EDL 8100. Critical Issues in School Transformation. 3-0-3.

Prerequisite: Admission to Ed.S. or Ed.D. program or permission of instructor.

The overarching goal of the course is to develop school leaders who understand the variables that affect student achievement and how to use data and the professional literature to support

the transformation of schools through thoughtful analysis of the total environment and careful planning for the future. Within the context of school transformation, this doctoral seminar addresses the practical application of all aspects of distributed leadership and requires fieldwork and other forms of practical, problem-based learning. Successful candidates will develop a school change portfolio that minimally includes: (a) Rationale for school transformation based upon the professional literature; (b) Historical analysis and assessment of school performance on critical variables related to student achievement; (c) Benchmarking of local and community resources; (d) Professional development plan; and (e) Evaluation strategy.

EDL 9300. Critical Issues for Student Learning: (Topic) (3 repeatable)

Prerequisite: Admission to Ed.S. or Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning in educational leadership.

EDL 9350. Doctoral Directed Study (1-9 hours, repeatable)

Prerequisite: Admission to the Ed.D. and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in educational leadership. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

EDL 9900. Dissertation. (3-9 hours, repeatable)

Prerequisite: Admission to Ed.D. program, 12 hours of graduate level research course, and permission of the advisor.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. Course may be repeated as necessary.

Educational Research (EDRS)

EDRS 8000. Applied Quantitative & Qualitative Research. 3-0-3.

Prerequisite: Admission to Ed.S. or Ed.D. program or permission of instructor.

Candidates will develop a functional understanding of quantitative and qualitative research as applied to educational arena. Emphasis is placed on candidates' acquisition of analytical and interpretive skills.

EDRS 8900. Applied Field Research. 3-0-3.

Prerequisite: 6 hours of graduate research courses. Student will complete a field research project in a P-12 or higher education setting which focuses on student learning. The project serves as the capstone experience for the Ed.S. degree and may serve as a pilot study for the dissertation for a student continuing into the Ed.D. program.

EDRS 9100. Advanced Qualitative Research Methods. 3-0-3.

Prerequisite: Admission to the Ed.D. program. This course is an advanced study of qualitative research methodologies including ethnography, case study, and phenomenology. Students will examine a variety of data sources (e.g. interviews, observations) and methods of analysis (e.g. memo writing, coding). Students will conduct research as they formulate their research questions, collect and analyze data, and write a research report.

EDRS 9200. Advanced Quantitative Research Methods. 3-0-3.

Prerequisite: Admission to the Ed.D. program. This course is an in-depth study of and application of selected quantitative research designs. Course also involves advanced study of descriptive statistics, inferential statistics, and non-parametric tests traditionally utilized in social and behavioral research. Emphasis will be placed on understanding the process of social and educational research in applied settings. Candidates will deepen their expertise in designing and conducting research and analyzing quantitative data. Candidates will conduct these analyses using quantitative statistical software, interpret their findings, and communicate their results ethically, clearly and effectively.

Inclusive Education (INED)**INED 7705. Inclusive Education Procedures. 3-0-3.**

Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program.

This course focuses on understanding national and state laws, policies and procedures in inclusive education programs. Emphasis is placed on tracing the way students with exceptionalities are served from the first risk factors (pre-referral) through post-secondary and community-based options including screening, transition and record maintenance. Communication skills required to engage other professionals and parents in the implementation of inclusive education programs are included. Clinical issues and professional ethics are addressed.

INED 7715. Nature/Needs: Students with Mild Disabilities. 2-3-3.

Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program.

This course focuses on systematic analysis of the physical, affective, behavioral and educational development of individuals with mild disabilities (intellectual, behavioral and learning disabilities). There is an emphasis on etiological, perceptual motor, language and academic aspects of the problems with consideration for parental involvement in the educational process. Clinical applications in a field site are included. Proof of professional liability insurance is required for clinical placement.

INED 7720. Classroom Behavioral Strategies. 3-0-3.

Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program.

The primary focus of this course is for candidates to develop skills in implementing proactive strategies for positive classroom management. The basic application of the principles of applied behavior analysis, functional analysis, positive classroom ecology, and positive behavior support for classroom management will provide the framework in developing these skills. Candidates will learn and apply these principles through the development of an application project with a student with problem behaviors. This course also discusses family and cultural influences on behavior as well as a variety of different perspectives on improving student's behavior in classroom and school settings and how they relate to applied behavior analysis.

INED 7725. Education of Students with Severe Disabilities. 2-3-3.

Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program. INED 7715 and INED 7740.

This course focuses on a systematic analysis of the physical, affective, behavioral and educational problems of individuals with severe disabilities (intellectual and behavioral). There is an emphasis on etiological, perceptual motor, language and functional academic aspects of the problems with consideration for parental involvement in the educational process. It addresses age-appropriate curriculum, community-based instruction and adaptive and assistive technology. Proof of professional liability insurance is required prior to field experience placement.

INED 7730. Assessment of Diverse Learners. 3-0-3.

Prerequisite: Admission to M.Ed. program or graduate add-on program.

This course covers standardization, issues, and vocabulary in assessment. Candidates develop competencies in administration and interpretation of norm-referenced tests and development, administration and interpretation of criterion-referenced, curriculum-based, observation, checklist/rating scale, authentic and informal assessments. Special emphasis is placed upon development of case studies to address language proficiency levels of students who are culturally and linguistically diverse and/ or those students who are classified as displaying mild or moderate disabilities.

INED 7731. Assessment of English Language Learners. 3-0-3.

Prerequisite: Admission to M.Ed. or MAT program.

This course focuses on the process of testing/ assessing students' language proficiency and achievement in P-12 classrooms. Candidates develop competencies in administration and interpretation of norm-referenced tests and development, administration and interpretation of criterion-referenced, curriculum-based, observation, checklist/rating scale, and informal assessments.

INED 7735. The Law and It's Impact on Programs for Diverse Learners. 3-0-3.

Prerequisite: Admission to M.Ed. program in Special Education. EXC 7705 and EDUC 7700.

This course focuses on the laws protecting the students with disabilities and English language learners as well as their families. Particular emphasis will be placed upon how the law translates to daily practices for teachers and school leaders. As part of the study, candidates will analysis of research data, federal and state law, rules of the Georgia State School Board, summaries of legal decisions, etc.

INED 7740. Advanced Behavior Strategies. 3-0-3.

Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program. INED 7720.

This course focuses on the advanced application of the principles of applied behavior analysis, functional analysis, classroom ecology, and positive behavior support for the challenging behaviors of students with more significant disabilities and/ or severe emotional or psychiatric disorders. This course will also focus on the use of single subject research methodology in designing and evaluating behavior interventions. Students will apply these

principles through the development of an action research project using a single subject design.

INED 7741. Educational Research. 3-0-3.

Prerequisite: Admission to M.Ed. in Inclusive Education or MAT in TESOL.

Candidates develop a basic understanding of educational research paradigms including qualitative, quantitative and action research designs. Candidates also gain expertise in reading, analyzing, critiquing and synthesizing research in each of the three research paradigms. Additionally, candidates design and prepare to conduct an action research project focused on improving student learning in their own P-12 classrooms or schools. Major topics include but are not limited to validity, reliability, generalizability, data collection and analysis, ethical guidelines and Institutional Review Board (IRB) processes and procedures.

INED 7745. Social Skills Strategies. 3-0-3.

Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program. INED 7720 and INED 7740.

This course focuses on means of reducing inappropriate behaviors through a multifaceted pro-social skills curricula.

INED 7746. Models of Development and Procedures for Assessment. 3-0-3.

Prerequisite: Admission to Preschool/Inclusive Education Add-on Program.

This course focuses on the physical, sensory, affective, behavioral, language and cognitive development of infants and children. There is an emphasis on the etiological, sociological, medical and intervention effects on both typical and atypical development. Issues concerning procedures for formal and informal assessment are stressed. The importance of collaborating with families as partners through a family-centered approach is also emphasized. Clinical applications in a field site are included. Proof of professional liability insurance is required for placement.

INED 7747. Developmentally Appropriate Practices for Curricular Design and Methods of Intervention. 3-0-3.

Prerequisite: Admission to Preschool/Inclusive Education Add-on Program.

This course focuses on developmentally appropriate and developmentally different practices for infants and preschool children with disabilities. Accommodations for appropriate settings, parental and/ or family involvement and collaboration with other professionals are emphasized. Proof of professional liability insurance is required prior to field experience placement.

INED 7748. Language Learning & Emergent Literacy. 3-0-3.

Prerequisite: Admission to Preschool/Inclusive Education Add-on Program.

The development and interaction of oral, written and social language are presented. Students will learn ways to access and enhance oral and social language development in infants and preschool children with disabilities. The effect of cultural context and different language backgrounds will be addressed.

INED 7750. Language, Power, and Pedagogy. 3-0-3.

Prerequisite: Admission to M.Ed. or MAT programs.

This course is designed to engage candidates in critically examining a) the role of language and the implications of language policy on educational discourse, b) the nature and power of culture in the performance of students, c) the cultural context of children's lives in school, including values, worldviews, and language, d) how children can be misidentified, misunderstood, mislabeled, and misplaced because of language differences, e) institutional and structural discrimination in educational settings, f) the education related challenges culturally and linguistically diverse families experience, and g) pedagogical benefits of bilingualism.

INED 7760. Curriculum Development for Diverse Learners. 3-0-3.

Prerequisite: Admission to M.Ed. and MAT programs.

Curriculum Development for Diverse Learners prepares teachers to develop curriculum and instruction that is universal in design and based on best practices research in general education, Teaching Speakers of Other Languages, and inclusive education. The proposed curriculum model follows the precepts of universal design and provides build-in adaptations to the lesson that reduce the amount of time needed to create individual accommodations and modifications for students with disabilities and those who are linguistically and culturally diverse. The "Big Ideas" addressed in this course include Curriculum Mapping, Backwards Design, SIOP, Universal Design and Interdisciplinary Unit Development. Additional attention will be paid to the Georgia Performance Standards as they continue to unfold from the Georgia Department of Education.

INED 7770. Psychoneurological and Medical Issues in Inclusive Education. 3-0-3.

Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program. INED 7715 and INED 7730.

This course focuses on the psychological, neurological, and medical bases of learning and behavioral differences exhibited by exceptional students. The link between psychological, neurological, and medical differences and performance in school will be explored to identify differential programming needs for these students. Multi-disciplinary collaboration, service coordination and preparation for addressing medical needs within the classroom setting will be emphasized.

INED 7780. Collaborative Practices. 3-0-3.

Prerequisite: Admission to M.Ed. program.

This course is designed to assist teachers in orchestrating culturally responsive classrooms, particularly for students with disabilities and those who are culturally and linguistically diverse. The course focuses on development of collaborative, communication and consultative skills necessary for working with families, classroom teachers, related services practitioners, community resource personnel and others to facilitate delivery of appropriate services for diverse learners.

INED 7781. Cultural Issues for ESOL Teachers. 3-0-3.

Prerequisite: Admission to M.Ed., MAT, or ESOL endorsement program.

This course is designed to develop a knowledge base about culture, its influence on learning and teaching, and its role in intercultural classroom settings. In this course, prospective ESOL teachers will examine major theories related to educating a culturally diverse student body, and teachers will develop strategies for ensuring that ESOL students develop knowledge of mainstream culture as they become proficient in English.

INED 7782. Applied Linguistics for ESOL Teacher. 3-0-3.

Prerequisite: Admission to M.Ed., MAT, or ESOL endorsement program and INED 7781.

Principles of linguistic systems and their acquisition as they occur in first and second languages. Candidates will explore the relationship of oral and written language and become familiar with assessment techniques and devices for evaluation of the development of English as an additional language.

INED 7783. Methods and Materials for Teaching ESOL. 3-0-3.

Prerequisite: Admission to M.Ed., MAT, or ESOL endorsement program and INED 7781, and INED 7782.

In this course, prospective ESOL teachers will develop skills in writing and adapting curricula, critiquing and selecting materials, and applying

strategies for teaching reading, writing, speaking and listening to speakers of other languages. The course will also include assessment of linguistic proficiency and development.

INED 7784. ESOL Endorsement Practicum. 3-0-3.

Prerequisite: Admission into M.Ed. in Inclusive Education: Concentration in TESOL, MAT in TESOL or ESOL Endorsement Program, Successful completion of INED 7781, INED 7782 or upon departmental approval

This course is a supervised clinical experience for candidates pursuing an MAT, M.Ed., or Endorsement in TESOL. Candidates observe P-12 teachers working with English language learners, focusing upon delivery models and teaching methodologies. Candidates also engage in a supervised teaching experience where they will demonstrate instructional competencies addressed in the Sheltered Observation Protocol Instrument. (SIOP). If the candidate is employed, the supervised teaching experience may be conducted on-the-job. If not, the site of the teaching experience must be organized through the Office of Field Experiences in the Bagwell College of Education.

INED 7790. Documenting Professional Growth. 1-3.

Prerequisite: Department approval.

This course provides support for Master of Education or Masters of Arts in Teaching candidates in completing and presenting their professional portfolio to document their professional growth. Candidates work with a portfolio committee to organize reflections about their growth including: highlighting pivotal KSU learning experiences, reflecting on changes in practice, integrating research and practice, and relating these to the growth of their students. Outcomes will include an on-line portfolio and a multimedia presentation summarizing their portfolio to be completed at least three weeks before their graduation date. May be repeated. Proof of professional liability insurance is required prior to field experience placement.

INED 7950. Directed Study. 1-9.

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, and department chair.

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

INED 7970. Internship. 1-3. (S/U grades)

Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program. Completion of all other

requirements in the Inclusive Education Program. Approval of department chair. Contracted employment teaching individuals with mild disabilities under a clear renewable or provisional Georgia teaching credential.

This course constitutes a full-time supervised teaching experience for teachers seeking to add-on IRR inclusive education area or endorsement in ESOL to a current and renewable Georgia teaching certificate. This course may be repeated, if competencies are not met. Proof of professional liability insurance is required prior to beginning this course.

INED 7980. MAT TESOL Practicum. 0-3-3. (Regular grades).

Prerequisite: Admission to MAT TESOL program, INED 7784.

This field experience is designed to provide the candidate with the opportunity to apply and reflect on concepts addressed in INED 7783, INED 7760 and INED 7780. Candidates are placed in appropriate school settings where they carry out directed activities. Candidates spend approximately eighteen hours per week in classrooms with ELLs. Proof of liability insurance is required. Includes seminar or conference discussion of problems encountered and presentation of an approved study conducted during the experience.

INED 7981. MAT TESOL Internship. 0-3-3. (S/U grades).

Prerequisite: Admission to MAT TESOL program and departmental approval.

This course is a full-time supervised teaching experience for candidates seeking the MAT in TESOL. If the candidate is employed, the internship may be conducted on-the-job. If not, the internship site must be organized through the Office of Field Experiences in the BCOE. Recommendation for licensure will be made by the university supervisor. Proof of professional liability insurance is required.

INED 8305. Critical Issues in Administering Special Education Programs. 3-0-3.

Prerequisite: None.

This course prepares special education administrators for organizational leadership by building their capacity to develop relationship with families and community agencies, improve student performance on the GPS, improve special education processes and procedures, build a professional learning community, make data-based decisions and effectively manage the operations. Candidates will be required to access Galileo, multiple websites and selected readings from the research. (For those who are otherwise qualified, successful

completion of this course may lead to an endorsement as special education administrator.)

INED 8310. Inclusive Policies and Practices in Special Education. 3-0-3.

Prerequisite: None.

This course assists school leaders in developing their skills in distributed leadership, particularly in terms of managing large scale change. Class discussion focuses upon the federal and state laws and policies for general and special education in the key areas of accountability, assessment, curriculum, funding, professional development and governance and how they translate into daily practice at the district and local level. Secondly, the course assists aspiring school leaders with basic collaborative strategies to implement policy at the local levels through shared governance and site-based management. (For those who are otherwise qualified, successful completion of this course may lead to an endorsement as special education administrator.)

INED 8315. Supervision, Mentoring and Collegial Coaching in Special Education. 3-0-3.

Prerequisite: Admission to the Inclusive Education/ESOL Ed.D. program.

This course assists aspiring supervisors in developing skills in distributed leadership, particularly in terms of effectively providing support, guidance and feedback to teachers, paraprofessionals and related services practitioners in their respective areas of expertise. Competencies are couched in effective collaboration, communication and collegial coaching aimed at increasing the outcomes for students with disabilities. This course ultimately prepares supervisors with the strategies to assist teachers in reaching the level of master teacher, one who routinely implements validated practices and engages in on-going professional development through classroom-based action research. (For those who are otherwise qualified, successful completion of this course may lead to an endorsement as special education administrator.)

INED 8320. Special Education Administrative Internship. 3-0-3.

Prerequisite: Admission to the Inclusive Education/ESOL Ed.D. program.

This class provides practical experience in the application of distributive school leadership (DSL) in an on-the-job setting. Depending upon the type of internship, candidates will be expected to successfully demonstrate all types of DSL in varying degrees. Candidates will effectively conduct administrative processes and

procedures; develop their staff; demonstrate an understanding of reform in curriculum, assessment and instruction; act as a data-based change agent on critical issues and develop positive relationships among members of the staff, colleagues and families and other community members. Implementation of a school improvement project related to the education of students with disabilities is required. (For those who are otherwise qualified, successful completion of this course may lead to an endorsement as special education administrator.)

INED 8325. Creating Culturally Responsive Schools. 3-0-3.

Prerequisite: Admission into the Inclusive Education/ESOL Ed.D. program.

School practices that have significantly impacted the academic achievement of all students and issues such as equitable access to academic opportunities will also be explored. The course focuses on theories and research-based, culturally responsive education practices essential for creating school environments that promote success for all students in an increasingly diverse school environment. Ultimately, candidates will be engaged in a distributive leadership focus, allowing their leadership potential to be developed and recognized as they effect change in curriculum, assessment and instruction as well as the relationship dynamics within the school.

INED 8330. Creating Culturally Responsive Classrooms. 3-0-3.

Prerequisite: Admission into the Inclusive Education/ESOL Ed.D. program.

Candidates will gain a clear understanding of how to plan and deliver culturally responsive instruction that closes the achievement gap for students with disabilities, as well as those who are culturally and linguistically diverse. The course focuses on the culture of the classroom and addresses discourse structure, applied behavior analysis, classroom ecologies, research-based applications, and action research. Candidates will participate in distributed school leadership that will allow leadership potential to be developed and recognized. In that regard, candidates will demonstrate the ability to reform classroom organization and structures to improve the performance of their students.

INED 8340. Planning, Implementing & Assessing Instruction for Diverse Learners. 3-0-3.

Prerequisite: Admission to the Inclusive Education/ESOL Ed.D. program.

This course focuses on providing opportunities

for candidates to plan, implement, and assess instructional activities in diverse settings. Candidates will examine the foundations of education and diversity of special pupil populations with an emphasis on the value and structure of the integrated general classroom as it relates to the identification of learning needs of students with emotional, cognitive, physical, sensory and multiple disabilities. Case Study Analysis will be employed. Distributed School Leadership (DSL) roles will be embedded in the course to give candidates an opportunity to recognize their potential to improve the learning and performance of students and teachers.

INED 8350. Increasing Achievement of Diverse Learners Through Practical Application. 3-0-3.

Prerequisite: Admission to the Inclusive Education/ESOL Ed.D. program and INED 8340.

The goal of the course is threefold: (1) to examine the professional research and theory on instructional design for inclusive classrooms; (2) to demonstrate the ability to design curriculum; and instruction for such settings; and (3) and to apply this body of knowledge and skills in a P-12 setting. Distributed School Leadership (DSL) roles will be embedded in the course to give candidates an opportunity to recognize their potential for leadership by engaging in reform of curriculum, assessment and instruction.

INED 9300. Critical Issues for Student Learning: (Topic) (3, repeatable)

Prerequisite: Admission to Ed.S./Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning as they apply to students with disabilities and/or those who are culturally and/or linguistically diverse.

INED 9350. Doctoral Directed Study (1-9 hours, repeatable)

Prerequisite: Admission to Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning, particularly as they apply to students with disabilities and/or those who are culturally and/or linguistically diverse. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

INED 9900 Dissertation (3-9 hours, repeatable)

Prerequisite: 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. Course may be repeated as necessary.

Instructional Technology (ITEC)

ITEC 8400. Instructional Design and Technology. 3-0-3.

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

This course is designed to prepare candidates to apply theories, research and best practices to the facilitation of instructional programs that integrate 21st century skills and promote relevant, authentic, and meaningful learning for all students. This course prepares candidates to design, evaluate and promote appropriate learning opportunities that apply technology-enhanced instructional strategies to maximize student learning.

ITEC 8410. Technology, Professional Learning, and Change. 3-0-3.

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

This course is designed to prepare instructional leaders who are knowledgeable in the design and implementation of professional learning programs within a school / district. This course is grounded in research and focused on effective practices that promote continuous learning and development to increase student achievement. Topics include: assessing professional learning needs, designing effective reflection and learning experiences, facilitating and presenting skills, mentoring, and evaluation. This course will also examine the design and development of effective online professional learning programs.

ITEC 8420. Evaluating K-12 Instructional Technologies. 3-0-3.

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

This course addresses processes for evaluating the potential of existing and emerging K-12 technology products for recommended purchase. The course also addresses evaluating the implementation of technologies in K-12 classrooms and the impact of those implementations on learning.

ITEC 8430. Technology and Student Assessment. 3-0-3.

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

This course emphasizes the use of technology in assessing student learning using a variety of assessment techniques in the classroom. Technology will be used to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. In addition, candidates will evaluate the appropriate use of technology for teaching and learning.

ITEC 8440. Planning and Implementing Instructional Technology Programs. 3-0-3.

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

This course is designed to prepare candidates to facilitate the development of a shared vision for the comprehensive integration of technology and focus on policies, procedures, and budgeting that will foster an environment and culture conducive to the realization of the vision. This course is also designed to assist candidates with the planning and facilitation of the technology infrastructure within a school.

ITEC 9300. Critical Issues for Student Learning: (Topic) (3, repeatable)

Prerequisite: Admission to Ed.S or Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading, and student learning in K-12 classrooms and schools with special emphasis on technological issues and contexts.

ITEC 9350. Doctoral Directed Study. (1-9 hours of credit, repeatable)

Prerequisite: Admission to Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in K-12 classrooms and schools. The focus, content and expectations for this study will be formally established by the doctoral student and the supervising professor.

ITEC 9400. Research and Theory in Instructional/Educational Technology. 3-0-3.

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

Candidates will explore landmark research findings and theoretical perspectives that have shaped the instructional uses of technology for the last two decades. Candidates will also

review current research and explore the questions that are influencing current inquiry in the instructional applications of technology.

ITEC 9410. Instructional Leadership and Technology Facilitation. 3-0-3.

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

This course will assist candidates in connecting their technology facilitation efforts to broader instructional issues such as academic achievement; best practices; national/state content/technology literacy standards; socio/economic issues; and private sector interests. The course will provide case studies of effective integration of technology into other high-profile instructional initiatives. The need for teachers and other instructional leaders to become informed advocates of instructional technology initiatives will also be addressed.

ITEC 9420. Designing and Facilitating Online Learning. 3-0-3.

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

This course provides an overview of theories and research currently guiding most online learning programs and assists students in applying these principles to design and develop high-quality online learning experiences for educators and/or students. Unique challenges facing virtual learning, including assessment and facilitator support for distance learners, are also addressed.

ITEC 9430. Evaluating Professional Learning and Technology Implementation. 3-0-3.

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

In this course, candidates will review the theoretical principles and practices that are best suited to high-quality evaluations of professional learning programs promoting the effective use of technology. As a culminating project, students will develop and implement an evaluation plan related to a specific K-12 professional learning or instructional program.

ITEC 9900. Dissertation (3-9 hours, repeatable)

Prerequisite: Admission to Ed.D. program and 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. Course may be repeated as necessary.

Reading (EDRD)

EDRD 7715. Theory and Pedagogy in the Study of Reading. 3-0-3.

Prerequisite: Admission to graduate study in education.

An advanced study of the socio-psycholinguistic foundations of reading and writing. This course examines theories of language development and reading acquisition. Candidates will study scientifically-based research in the areas of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension and motivation. This course also explores historical perspectives of reading and reading research and a wide range of instructional practices and curriculum materials that meet the needs of diverse learners at all grade levels.

EDRD 7717. Reading Assessment and Instruction. 3-0-3.

Prerequisite: Admission to graduate study in education.

An advanced study of reading assessment instruments used for understanding the individual and diverse needs of all grade-level readers including reading inventories, miscue analysis, and pausing indices. Candidates will use assessment data to plan, evaluate, and revise effective reading instruction that meets the diverse needs of students. Current trends and issues in testing and assessment in U.S. schools will be studied. A field component is required.

EDRD 7718. Content Area Reading. 3-0-3.

Prerequisite: Admission to graduate study in education.

An advanced study of the processes and problems of reading instruction in content area classrooms. This course explores components of the reading process related to content area reading instruction including technical reading, prior knowledge, reading strategies, supplemental texts, and methods of grouping. Candidates will plan instruction based on content area requirements that supports readers before, during, and after they read. Emphasis will be placed on supporting the unique reading needs of a diverse classroom of learners at all grade levels. A field component is required.

EDRD 7765. Teaching Reading in the Content Area to Diverse Learners. 2-3-3.

Prerequisite: Admission to M.Ed. program in Inclusive Education EDUC 7760.

Teaching & Learning II focuses on the various forms of research-based, special instruction for students with disabilities. Specific focus will be on direct instruction, strategy instruction

(metacognitive and cognitive behavior management), cooperative learning, social or functional skills development and systematic instruction using task analysis, prompts & cues, particularly as these practices apply to education of students with disabilities. Course content will build on information presented in Teaching and Learning I (e.g., the development of curriculum and instruction that follows the precepts of best practices and universal design in all academic areas.) Special attention will be given to embedded forms of student assessment and ongoing data collection procedures to evaluate the overall impact of instruction on student learning will be discussed. Proof of professional liability insurance is required prior to field experience placement.

EDRD 8360. Literacy Instruction for English Language Learners. 3-0-3.

Prerequisite: Admission to the Inclusive Education graduate program.

The focus of this course is diversity, emphasizing issues related to content instruction for students with English as a second or foreign language. Specific issues include (but are not restricted to) first and second language acquisition, knowledge of proficiency levels, linguistic and phonemic awareness, phonics instruction, fluency, comprehension, content-area instructional strategies for comprehension and vocabulary, and adult learning and family issues. Distributed school leadership (DSL) will be embedded in the course to give candidates an opportunity to recognize their potential for teacher leadership, particularly as it relates to the learning and development, curriculum, assessment and instruction reform.

EDRD 8365. Literacy Instruction for Students with Disabilities. 3-0-3.

Prerequisite: Admission to the Inclusive Education/ESOL Ed.D. program.

This course focuses upon dyslexia and other forms of reading disorders, emphasizing issues related to early acquisition of reading skills and comprehension. Specific issues include (but are not restricted to) principles of language learning, phonemic awareness, phonics instruction, fluency, comprehension, and instructional strategies for comprehension and vocabulary for practical applications. Distributed school leadership (DSL) will be embedded in the course to give candidates an opportunity to recognize their potential for teacher leadership, particularly as it relates to the learning and development, curriculum, assessment and instruction reform.

Teaching Field Courses

Anthropology (ANTH)

ANTH 7900. Special Topics (repeatable). 1-9. (Regular grades).

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Special topics of interest to faculty and students.

ANTH 7950. Directed Study (repeatable). 1-9. (Regular grades).

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Special topics of interest to faculty and students.

Art Education (ARED)

ARED 6200. Curriculum, Assessment, Classroom Management in Art Education. 3-0-3.

Prerequisite: Admission to the MAT program.

Candidates will explore techniques of the Discipline Based Art Education model including art production, art history, art criticism, and aesthetics. This online and classroom course is designed to prepare art teachers to plan and organize effective art programs and curricula, to explore innovative and exemplary art programs, and to develop a rationale and strategy for articulating and promoting a quality art program. Candidates will explore how effective use of a variety of assessment techniques to evaluate teaching and learning promotes visual literacy.

ARED 6200L. Art Education Practicum II. 0-9-3.

Prerequisite: EDUC 6100L, ARED 6200.

This field experience is designed to provide the candidate with the opportunity to apply and reflect on concepts addressed in the prerequisite course ARED 6200, Curriculum, Assessment, Classroom Management in Art Education. Candidates will be placed in appropriate school settings where they carry out directed activities. Candidates will spend approximately nine hours per week in the field. Candidates must have a satisfactory practicum to continue in the MAT Art Education program without remediation. Verification of Liability Insurance is required.

ARED 6250. Materials, Methods, & Management for Art Education Classrooms P-5. 3-0-3.

Prerequisite: ARED 6200L and ARED 7705.

Specific strategies focus on differentiating developmental, behavioral, and managerial aspects relevant to best practices in the field of art education. Focus will be on advanced concepts and applications of method and materials for P-5 art classrooms. Online and in-class work involves development and analysis of art lessons including the development of related art projects for P-5 classrooms. Candidates are expected to display advanced skills in planning, organizing, and sequencing art lessons that are developmentally appropriate.

ARED 6251. Materials, Methods, & Management in Art Education 6-12. 3-0-3.

Prerequisite: ARED 6200L and ARED 7705.

Specific strategies focus on differentiating developmental, behavioral, and managerial aspects relevant to best practices in the field of art education. Focus will be on advanced concepts and applications of method and materials for 6-12 art classrooms. Online and in-class work involves development and analysis of art lessons including the development of related art projects for 6-12 classrooms. Candidates are expected to display advanced skills in planning, organizing, and sequencing art lessons that are developmentally appropriate.

ARED 6300L. Art Education Practicum III. 0-18-3.

Prerequisite: Permission of the MAT committee.

This course is the capstone experience for the Master of Arts of Teaching Art Education. Candidates will analyze how visual art teachers become creative choice-makers, reflective practitioners, and researchers forming curricular and instructional methods and strategies based on effective and efficient use of contemporary, intellectual and pedagogical resources. A teaching portfolio will be initiated online, focusing on strategies appropriate to educational connoisseurship. Emphasis is placed on an extended internship in the art classroom. An exit portfolio will highlight the candidate's success as an educator of all art disciplines, thus illustrating the important career choice actualized by the intern. This course serves as a capstone experience toward initial certification in art education. Candidates should plan to spend 40 hours per week in the classroom. Verification of Liability of Insurance is required.

ARED 7701. Special Topics in Art Education. 3-0-3.

Prerequisite: ARED 6200L and ARED 7702.

Emerging issues in the field of art education will be explored on a semester-by-semester basis. Through the examination of historical and contemporary art forms, candidates

understand how aesthetic theories allow greater understanding of the quality, nature and value of diverse works of art, cultural art forms and visual culture. Candidates comprehend how all works of art have meaning including those from literature, theatre, dance, music and other subject areas thus revealing lessons about life, its paradoxes, contradictions, harmonies, unattractiveness, and beauty.

ARED 7702. Inclusion in Art Education. 2-2-3.

Prerequisite: ARED 6100L and ARED 6200.

Course includes in-depth coverage of diagnostic categories, historical aspects, legal issues and art applications for students with exceptionalities. In addition to online course work, candidates develop and implement differentiated lessons for an inclusive art classroom. Primary expectations focus on the candidate's ability to utilize Individualized Education Plans as a means to promote the inclusion and success of all students through relevant adaptations of content, materials, and workspace. Candidates should plan to spend three hours per week in the field. Verification of Liability Insurance is required.

ARED 7703. Technology & Computer Applications. 3-0-3.

Prerequisite: ARED 6200L and ARED 7400.

Candidates will focus on the identification and exploration of the use of current technologies including presentation applications, Internet research, online courseware, electronic portfolio, computer applications relating to the production of art including Adobe Photoshop, Illustrator, and other programs.

ARED 7704. Intercultural Art Education. 3-0-3.

Prerequisite: ARED 6200L and ARED 7702.

Candidates will examine art education literature focusing on cultural diversity issues in historical and contemporary contexts. Candidates will also focus on the nature of art making and art evaluation within a variety of cultural systems.

ARED 7705. Contemporary Issues in Visual Arts. 3-0-3.

Prerequisite: Admission to the MAT program.

Historical and contemporary developments in the field of art education are presented, as a means to compose a teaching philosophy relevant to today's art classrooms. In-depth exploration results in the integration of concepts and issues to create a comprehensive view of the field. Social, psychological, affective and psychomotor components of learning relevant to art education are a primary focus. Multicultural and inclusive content is included. Technological

applications include the use of word processing, electronic portfolio development, presentation applications, and Internet research.

ARED 7706. Theory and Criticism in Art Education. 3-0-3.

Prerequisite: ARED 6200L & ARED 7702.

Candidates will understand theory and criticism in art education by researching, critically reading and interpreting works of art within a historical/ cultural context. Theories and models of contemporary art education practice are explored, which strengthen the respect proper to all classroom diversities. In addition to online course work, classroom work is required to carry out directed activities.

ARED 7720. Research in Art Education. 3-0-3.

Prerequisite: ARED 6200L & ARED 7702.

Candidates examine research methodologies in art education focusing on qualitative and quantitative research methods and designs, and interpretations and applications relative to classroom practices. This advanced course is designed to prepare art teachers to effectively plan and evaluate art programs and curricula, to explore innovative and exemplary art programs, to assess art learning, and to develop a rationale and strategy for articulating and promoting a quality art program. Candidates will understand how effective use of a variety of assessment techniques to evaluate teaching and learning promotes visual literacy. Topics include interactive discussion about literature critiques, professional organizations, and legal issues.

ARED 7730. Art Education Portfolio. 3-0-3.

Prerequisite: ARED 6200L & ARED 7720.

This course is the capstone experience for the MAT in Art. Candidates work independently under the supervision of the course instructor and the portfolio committee. The purpose of constructing the portfolio is to implement a systematic, reflection-in action approach to the candidate's development as an art expert, facilitator of learning, and a collaborative professional. The portfolio documents this process as well as the candidates' development as a teacher-researcher through the presentation and analysis of the research project. Technology utilized in this course may include imaging, online course environments, presentation applications and electronic portfolio development.

Biology (BIOL)**BIOL 5327. Medical Genetics. 3-0-3.**

Prerequisite: Grade of C or better in BIOL 3300; admission into MAT program.

This course equips students with the fundamental concepts of human genetics, as well as knowledge of the genetic diseases studied in medicine. By the end of the course, students should be knowledgeable about the diseases studied, including their molecular and genetic etiology, be able to identify genetic concepts in clinical cases, and solve or predict genetic problems based on information given (hypothetical or real-life). The course also gives an overview of the ethical and social implications of genetics in medicine.

BIOL 5380. Evolutionary Biology. 3-0-3.

Prerequisite: Grade of C or better in BIOL 3300; admission into MAT program.

Principles of evolutionary biology including discussions of natural selection, adaptation, population genetics, speciation, and phylogeny reconstruction. The applications of evolutionary biology to areas such as conservation biology, medicine, and agriculture are discussed.

BIOL 6465. Immunology. 3-0-3.

Prerequisite: Grade of C or better in BIOL 3300; BIOL 3340 recommended; admissions into MAT program.

Immunology explores current concepts of the immune system. Emphasis is placed on the induction of the immune response, on the mechanisms of those responses, and on the mechanisms by which the immune system protects against disease. The development and the role of each of the components involved in the immune response as well as immunological applications is discussed.

BIOL 6486. Bioethics. 3-0-3.

Prerequisite: C or better grade in Biol 3300, plus a minimum of 12 hours of 3000-4000 level Biology/Biotechnology/Biochemistry courses or consent of instructor; admission into Graduate program. Exploration of a specifically designed topic.

BIOL 7900. Special Topics. 1-4.

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director of graduate study in education.

Selected special or current topics of interest to faculty and students.

BIOL 7950. Directed Study. 1-4.

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director of graduate study in education.

A concentrated investigation of selected topics of

an advanced nature. The content will be determined jointly by the instructor and the student.

Chemistry (CHEM)**CHEM 5010. Medicinal Chemistry. 3-0-3.**

Prerequisite: Graduate level standing or permission of the instructor.

This course covers fundamentals of pharmacology such as drug discovery / development and pharmacokinetics, with emphasis given to the role of chemistry and biochemistry in these areas. A main focus of the course is how drugs function at the molecular level. Examples are chosen from drugs that target enzymes, receptors, and DNA.

CHEM 5400. The Teaching and Learning of Chemistry. 3-0-3.

Prerequisite: Grade of C or better in CHEM 1212 and 1212L.

An introduction to the methods of effective chemistry teaching in both the classroom and laboratory settings. Current chemical education research literature on topics such as theories of teaching, active learning strategies, misconceptions, multiculturalism, laboratory design, demonstrations, and assessment is introduced and discussed. Primary focus of the course is the application of content and pedagogical knowledge to the practice of teaching chemistry.

CHEM 5700. Environmental Chemistry. 3-0-3.

Prerequisite: Grade of C or better in CHEM 3361.

This course covers the environmental chemistry involving the transport, distribution, reactions, and speciation of inorganic, organometallic and organic chemicals occurring in the air, soil and water environments at the local, national and global scale. Environmental transformations and degradation processes, toxicology, pollution and hazardous substances is discussed.

CHEM 5800. Forensic Analytical Chemistry. 3-0-3.

Prerequisite: Grade of C or better in CHEM 2800 and CHEM 3362.

This course covers fundamental topics of forensic analytical chemistry including statistics and data quality, sample preparation, drugs (pharmacology and toxicology), arson and the chemistry of combustion, and trace chemical evidence. Throughout the course, emphasis is placed on modern chemical instrumentation as applied to forensic casework.

CHEM 6110. Advanced Topics in Inorganic Chemistry. 3-0-3.

Prerequisite: Grade of C or better in CHEM

CHEM 3100 and CHEM 3602.

Survey of modern inorganic chemistry and current theories concerning atomic structure, bonding, coordination chemistry, spectroscopy including a discussion of symmetry and group theory as they apply to the characterization of inorganic compounds, ligand field theory and other topics.

CHEM 6310. Advanced Topics in Analytical Chemistry. 3-0-3.

Prerequisite: Grade of C or better in CHEM CHEM 3602.

Advanced theories and methods in analytical chemistry emphasizing newer analytical methods in practice in modern laboratories.

CHEM 6420. Identification of Organic Compounds. 3-0-3.

Prerequisite: Grade of C or better in CHEM 3362.

Advanced study of common spectrometric techniques for identifying organic compounds. Emphasis on interpretation of data obtained from Infrared Spectroscopy (IR), Mass Spectrometry and Nuclear Magnetic Resonance (NMR), including two-dimensional NMR.

CHEM 6430. Advanced Topics in Organic Chemistry. 3-0-3.

Prerequisite: Grade of C or better in CHEM 3362.

Advanced topics in organic chemistry as may fit the needs and interest of the students and faculty. Such topics might include stereochemistry, physical organic chemistry, heterocycles.

CHEM 6440. Polymer Chemistry. 3-0-3.

Prerequisite: Grade of C or better in CHEM 3362.

Topics in modern polymer chemistry including synthesis, kinetics, characterization, and uses.

CHEM 6510. Advanced Topics in Biochemistry. 3-0-3.

Prerequisite: Grade of C or better in CHEM 3501.

Topics relating to the chemistry of metabolic processes in living organisms.

CHEM 6620. Advanced Topics in Physical Chemistry. 3-0-3.

Prerequisite: Grade of C or better in CHEM 3602.

Advanced topics in physical chemistry with emphasis in such areas as statistical mechanics, quantum mechanics of kinetics, and molecular spectroscopy.

CHEM 7900. Special Topics (repeatable). 1-9. (Regular grades)

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic.

CHEM 7950. Directed Study (repeatable). 1-9. (Regular grades)

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

English (ENGL)**ENGL 7701. Topics in Literature. 3-0-3.**

Prerequisite: Admission to graduate study in education.

A treatment of themes and issues in English and/or American and/or World literature. Students will read selected works and consider teaching applications for engaging adolescents and young adults in responding to and interpreting a wide variety of literary texts.

ENGL 7709. Workshop for Teachers of Writing. 3-0-3.

Prerequisite: Admission to graduate study in education.

An experiential examination of principles and issues in the teaching of writing, K-20. Along with reflective exploration of current theories of composition and extensive writing, this course includes the following topics: literacy acquisition and language development, especially through writing; building writing communities; the teacher as a writer; the place of publication in the writing process; and assessment of writing.

ENGL 7710. Writing on Teaching. 3-0-3.

Prerequisite: Admission to graduate study in education, and teaching experience and graduate coursework in educational research or writing.

A collaborative workshop for educators preparing to write about teaching. Students in the course will develop individual writing projects for submission to venues publishing such genres as teacher research, curriculum development stories, experienced-based writing about classrooms, and scholarship on teaching.

ENGL 7711. Multicultural Literature in English. 3-0-3.

Prerequisite: Admission to graduate study in education.

An examination of multicultural literature written in English. Genres studied include fiction, nonfiction, poetry, drama, and nontraditional literary texts (e.g., film, oral performance). Students will explore primary and secondary sources to use for teaching literature from a global perspective, including studying how

emerging traditions of literary criticism and theory can shape interpretations and teaching.

ENGL 7721. Author Studies. 3-0-3.

Prerequisite: Admission to graduate study in education.

A study of the work of one or more significant authors. Attention will be given to strategies for engaging students in critical thinking and writing about literature.

ENGL 7731. Language Studies in English. 3-0-3.

Prerequisite: Admission to graduate study in education.

A study of language as a key component of English/Language Arts. Topics include understanding English's historical and ongoing development, learning English as a second language, using discourse appropriately in a variety of contexts, dialect variations, relationships between oral and written language use, and issues involved in teaching language (e.g., teaching grammar in context).

ENGL 7735. Introduction to Composition Studies. 3-0-3.

Prerequisite: Admission to graduate study in education.

A survey of issues and themes in composition studies, especially those which have influenced writing instruction in the schools. Topics examined include writing as a process and writing for a variety of purposes, audiences, and genres, as well as approaches for evaluating writing and for planning writing instruction that invites students to use the art of writing for exploring authentic issues that matter in their lives.

ENGL 7741. Technology and Media in English and Language Arts. 3-0-3.

Prerequisite: Admission to graduate study in education.

Focus on the current effects and potential of technology and multimedia in writing, reading and literature instruction. Students explore ways technology is changing reading and writing processes—in school, the workplace and in daily life—and develop effective ways of integrating technology into instructional programs.

ENGL 7750. English Studies in the Schools. 3-0-3.

Prerequisite: Admission to graduate study in education.

Review of the field of English Studies today, including relationships among concepts that guide the field, especially in schools. Students

will explore strategies for integrating various elements of English Studies (including writing, reading/literature, language, and literacy studies) in scholarship and in teaching. Topics will include standards and assessment in English/Language Arts, especially those associated with National Board Certification and the National Council of Teachers of English standards for instruction.

ENGL 7900. Special Topics (repeatable). 3-0-3. (Regular grades)

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic in an advanced-level seminar with extensive reading, writing and presenting assignments.

ENGL 7950. Directed Study (repeatable). 3-0-3. (Regular grades)

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Detailed, advanced-level examination of a topic selected and shaped collaboratively by the instructor and the student submitting a proposal for the special course. This course is not an individually scheduled offering of a regular course, but a unique study designed by the student to address individual needs and interests.

English Education (ENED)

ENED 6414. Teaching Secondary English I. 2-3-3.

Pre-requisites: EDUC 6100 and EDUC 6100L. Recommended Corequisites: ENED 6414 and EDUC 6414L.

An examination and application of curriculum issues, learning theories, teaching strategies, instructional materials and assessment procedures for teaching secondary school English/Language Arts in the multicultural and diverse classroom of today. Includes a secondary school field experience in English teaching. Proof of professional liability insurance is required prior to school placement.

ENED 6414L. Practicum II. 0-9-3.

Prerequisite: EDUC 6100 and EDUC 6100L. Corequisite: ENED 6414.

This field experience is designed to provide the candidate with the opportunity to apply and reflect on concepts addressed in the corequisite course, ENED 6414. Candidates are placed in appropriate school settings where they carry out

directed activities. Candidates spend approximately nine hours per week in the field. Candidates must have a satisfactory practicum to continue in the MAT program without remediation. A Criminal Background Check and Verification of Liability Insurance is required.

ENED 6475. Teaching Secondary English II. 2-3-3.

Prerequisites: EDUC 6251. *Corequisite:* EDUC 6300 and 6300L.

Building upon knowledge and skills developed in EDUC 6251, candidates continue to examine and apply curriculum issues, learning theories, teaching strategies, instructional materials and assessment procedures for teaching secondary school English/Language Arts in diverse classrooms. Includes a secondary school field experience in English teaching. Proof of professional liability insurance is required prior to school placement.

ENED 6475L. Practicum III. 0-18-6.

Prerequisites: ENED 6414 & ENED 6414L. *Corequisite:* ENED 6475.

This field experience is designed to provide the candidate with the opportunity to apply and reflect on concepts addressed in the corequisite course, ENED 6475. Candidates are placed in appropriate school settings where they carry out directed activities. Candidates spend approximately nine hours per week in the field. Candidates must have a satisfactory practicum to continue in the MAT program without remediation. A Criminal Background Check and Verification of Liability Insurance are required.

ENED 8310 Applied Theory and Research in Writing. 3-0-3.

Prerequisite: Admission to the Ed.D. in Adolescent Education—English program and permission of the English Education Ed.D. advisor.

Teacher leaders will read, analyze, and apply seminal and current research in the field of writing and composing to English/Language Arts teaching in P-12 or higher education settings. Teacher leaders will examine trends in the research; emerging themes, trends, and research designs; seminal studies in the fields of writing and teaching writing; connections among grammar study, teaching conventions, standards, and writing instruction as reflected in the research; and research-based applications of technology to writing and teaching writing. Attention will also be paid to research on grading and assessing writing, writing program assessment, teaching writing to speakers of English as a second language, curricular development in the field of

writing, and to writing across the content areas for the purpose of enhanced student learning in school settings.

ENED 8701. Applied Research and Theory in Literature. 3-0-3.

Prerequisite: Admission to the Ed.D. in Adolescent Education—English program and permission of the English Education Ed.D. advisor.

Teacher leaders will read, analyze, and apply seminal and current research in the field of English/Language Arts Education, and design an applied research study related to English/Language Arts Education in P-12 and/or higher education settings. The project may be one that the teacher leader carries out in a workplace setting or may serve as a pilot study for the dissertation.

ENED 8741. Digital Media and Pedagogies in English/Language Arts Education. 3-0-3.

Prerequisite: Admission to the Ed.D. in Adolescent Education—English/Language program and permission of the English Education Ed.D. advisor.

Teacher leaders will read, analyze, and apply seminal and current research in the field of digital media and pedagogies as appropriate to English/Language Arts teaching in P-12 and/or higher education settings. Teacher leaders will examine trends in the research; emerging themes, trends, and research designs; seminal studies in the fields; connections among composing, reading, and digital media as reflected in the research; and research-based applications of technology to all aspects of English/Language Arts Education. Attention will also be paid to use of digital media and pedagogies for the purpose of enhanced student learning in school settings.

ENED 8998. Internship in English/Language Arts Education. 3-0-3.

Prerequisite: Approval of English Education Ed.D. coordinator.

A supervised experience applying learning from graduate study in a professional context. Content for the course, including the syllabus and plans for assignments, will be developed by the student in collaboration with the supervising faculty member and the internship supervisor. A detailed proposal for the course must be submitted to the English Education coordinator of the Ed.D. English/Language Arts cohort and approved before a deadline established by the department's program committee.

ENED 9300 Critical Issues for Student Learning. (3-0-3 repeatable)

Prerequisite: Admission to the Ed.S./Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning in P-12 schools with a particular emphasis on the contexts of middle and secondary students, classrooms and schools.

ENED 9350. Doctoral Directed Study in English/Language Arts Education. (1-9, repeatable)

Prerequisite: Admission to the Ed.D. and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in elementary schools. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

ENED 9375. English/Language Arts Program Assessment. 3-0-3.

Prerequisite: Admission to the Ed.D.—English Education program.

Teacher leaders will analyze the practical aspects of assessment concerns for English administrators at program, departmental, and district levels involving students, teachers, programs, and curriculum. Teacher leaders will investigate specific programs goals, implementation, curriculum, and assessment; how assessment methods influence implementation/instruction of program elements (and vice versa); and the strengths and weaknesses of common models of assessment. Teacher leaders will explore the different purposes of program assessment, including measures of student learning and professional evaluation of teachers; justification of budgetary decisions; and demonstration of learning in light of state and national mandates. Specific topics will include curriculum decision-making and design, reading and writing assessments, teacher needs and assessment, resource and budgeting issues, and public/community outreach and awareness.

ENED 9400. Designing and Conducting Research in English/Language Arts Education. 3-0-3.

Prerequisite: ENED 8310, ENED 8391, 6 hours graduate research courses and permission of the Ed.D.—English Education advisor.

Teacher leaders (graduate students enrolled in the course) will read, analyze, and apply seminal and current research in the field of English/Language Arts Education, and design an applied research study related to English/Language Arts Education in P-12 and/or higher education settings. The project may be one that the teacher leader carries out in a workplace setting or may serve as a pilot study for the dissertation.

ENED 9900. Dissertation. (3-9 repeatable)

Prerequisite: Admission to Ed.D. program and 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. Course may be repeated as necessary.

Foreign Language Education (FLED)

FLED 7703. Research in Second Language Acquisition. 3-0-3.

Prerequisite: Admission to the MAT program (Foreign Languages).

A survey of second language acquisition theory and current research. This course also explores the cognitive, affective, and biological mechanisms that underlie acquisition and their implications in the classroom. Includes observations of foreign language classrooms in elementary, middle, and high schools. Proof of professional liability insurance is required for field experience.

FLED 7708. Curriculum and Assessment in Foreign Languages. 3-0-3.

Prerequisite: Admission to the MAT program (Foreign Languages).

Examines current best practices in curriculum design and assessment for foreign language learning. Focus is placed on standards-based instructional units and assessments that facilitate P-12 students' achievement of program learning outcomes. The use of technology to support and enhance the curriculum and design assessments that are age- and level-appropriate is required. Includes observations of foreign language classrooms in elementary, middle, and high schools. Proof of professional liability insurance is required for field experience.

FLED 7710. Teaching Foreign Languages I. 3-0-3.

Prerequisite: FLED 7703 and FLED 7708.

This course focuses on understanding effective practices for teaching a foreign language to elementary and middle school learners. Students learn how to plan, implement, and sustain a standards-based foreign language program. Course requirements include observations of foreign language classrooms in elementary and middle schools. Proof of professional liability insurance is required for field experience.

FLED 7712. Teaching Foreign Languages II. 3-0-3.

Prerequisite: FLED 7703 and FLED 7708.

A multidisciplinary study of the migration history and cultural experience of the major Hispanic groups in the United States, including the portrayal of these groups in current events. Requires weekly field experiences. Course taught in Spanish.

FLED 7720. Foreign Language Education Practicum II. 0-40-6.

Prerequisite: Approval of the FLED Graduate Committee.

This field experience is designed to provide candidates with an intensive classroom experience that includes planning, implementing, assessing, and adjusting instruction appropriate to the needs, abilities, and learning styles of all learners. Candidates are placed in appropriate school settings where they will have the opportunity to apply and reflect on concepts addressed in previous course work. This course requires approximately 40 hours per week in the field. Verification of Liability Insurance is required.

FLED 7730. Foreign Language Education Practicum III. 0-20-3.

Prerequisite: FLED 7720. *Corequisite:* FLED 7735.

This course is designed to prepare prospective foreign language teachers for development of instructional materials and implementation of effective teaching methods and management techniques. Candidates choose two field placements among elementary, middle and high school levels. This course requires approximately 20 hours per week in the field. Verification of Liability Insurance is required.

FLED 7735. Professional Portfolio in Foreign Language Education. 3-0-3.

Prerequisite: Approval of the FLED Graduate Committee. *Corequisite:* FLED 7730.

This course is the capstone experience for the Master of Arts in Teaching Foreign Languages. Candidates work independently under the supervision of the course instructor and the Graduate FLED Program Area Committee to design a standards-based electronic portfolio that documents the candidate's development as a subject matter expert, a facilitator of learning, and a collaborative professional. The portfolio documents this progress as well as the candidate's development as a teacher-researcher through presentation and analysis of the action research project.

Geography (GEOG)**GEOG 7701. Peoples of the World. 3-0-3.**

Prerequisite: Admission to graduate study in education.

Understanding diversity is the cornerstone of this course, which presents comparisons of human groups throughout the world in a geographic case study format, focusing on cultural, political, economic, and social themes. Students will develop culturally-focused and geographically-based lesson plan strategies and present their research in a seminar format. The use of international resources from academic and local communities adds to the advancement of disciplinary knowledge and cultural awareness.

GEOG 7900. Special Topics (repeatable). 1-9. (Regular grades)

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Special topics of interest to faculty and students.

GEOG 7950. Directed Study. (repeatable). 1-9. (Regular grades)

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

This course covers special topics external to regular course offerings.

History (HIST)**HIST 7710. Local History Research and Resources. 3-0-3.**

Prerequisite: Admission to graduate study in education.

Candidates will gain a working knowledge of local historical resources and will examine what history is and the processes used by historians in interpreting and uncovering the past. They will build individual skills in these processes through the researching and writing of a term paper on a local topic using primary materials. Candidates will also explore strategies to incorporate local history into their classrooms; to increase their own and their students' civic awareness and involvement; to teach critical thinking skills; to facilitate the learning of history by use of local examples; and, to use local history to illustrate or challenge major viewpoints about both Georgia and national history.

HIST 7720. Continuity and Change in Selected Nation/State. 3-0-3.

Prerequisite: Admission to graduate study in education.

An examination of the development of a particular nation/state including its relative place in the world. Themes will include economic and political systems, social structures, belief systems, population and migration, and environmental and geographic influences. Candidates will read selected works and consider teaching applications for engaging adolescents and young adults in responding to and interpreting a variety of sources.

HIST 7730. Minorities in America. 3-0-3.

Prerequisite: Admission to graduate study in education.

An examination of the roles minorities have played in the development of America. Special attention will be given to racial, ethnic, and political minorities. Included will be the ways family, economic, and political issues have affected peoples of different ethnic and racial groups and how to make ethnic diversity a source of unity rather than divisiveness in our civic culture. Emphasis is placed on the use of a variety of resources that speak from diverse perspectives. Candidates will develop strategies for incorporating issues of diversity and social understanding in their classrooms.

HIST 7740. Economy and Society. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course will examine major themes in the history of economic thought. Students will read selected works by and about the major theorists and their times and consider teaching applications for engaging adolescents and young adults in understanding and responding to economic theory and content.

HIST 7900. Special Topics (repeatable). 1-9. (Regular grades)

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic.

HIST 7950. Directed Study (repeatable). 1-9. (Regular grades)

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

Mathematics (MATH)**MATH 7700. Elementary Set Theory. 3-0-3.**

Prerequisite: Admission to the graduate college.

A course in the theory of sets with application to the development of the real number system. Proofs, applications and history will be included.

MATH 7712. Discrete Mathematics. 3-0-3.

Prerequisite: Admission to graduate study in education.

This is an application-oriented course that introduces a variety of discrete mathematical topics such as finite graphs, matrices, recursion, counting, probability, and modular arithmetic. It is designed to reflect current recommendations of the Mathematical Association of America and the National Council for Teachers of Mathematics for the preparation and development of mathematics teachers.

MATH 7713. Statistics and Data Analysis. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course focuses on applications of statistics and data analysis to various fields such as education, science, and business. Through the use of various technologies as data analysis tools, the students will solve problems using descriptive and inferential statistics, as well as apply algebraic techniques for analyzing data.

MATH 7714. Geometry from Multiple Perspectives. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course focuses on Euclidean, non-Euclidean, and transformational geometry. Topics include incidence, order, parallelism, formal and informal proof, proportional reasoning, spatial visualization, and axiomatic systems. An investigative approach encourages students to conjecture, test, and verify geometric principles.

MATH 7717. Elementary Number Theory. 3-0-3.

Prerequisite: Admission to graduate study in education.

Introduction to the basic principles of number theory. Topics include properties of integers, congruences, divisibility, greatest common divisors, the Euclidean algorithm, Pythagorean theorem, prime number theorems, Diophantine equations, Fermat's Last Theorem, Goldbach's conjecture, Euler's theorem and applications in cryptology.

MATH 7718. Functions and Analytic Techniques. 3-0-3.

Prerequisite: Admission to graduate study in education.

Study of families of functions from the perspective of multiple representations. Extends knowledge of basic algebraic and trigonometric functions and the modeling process through applications using various technologies.

MATH 7900. Special Topics (repeatable). 1-9. (Regular grades).

Prerequisite: Admission to the graduate college and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic.

MATH 7950. Directed Study (repeatable). 1-9. (Regular grades).

Prerequisite: Admission to the graduate college and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

Mathematics Education (MAED)**MAED 6416. Teaching Secondary Mathematics I. 2-3-3.**

Prerequisites: EDUC 6100 and EDUC 6100L.

An examination and application of curriculum issues, learning theories, teaching strategies, instructional materials and assessment procedures for teaching middle and secondary school mathematics in the multicultural and diverse classroom of today. Includes a secondary school field experience in mathematics teaching and seminars. Proof of professional liability insurance is required prior to school placement.

MAED 6416L. Practicum II. 0-9-3.

Prerequisites: EDUC 6100. Corequisite: MAED 6416.

This field experience is designed to provide the candidate with the opportunity to apply and reflect on concepts addressed in the corequisite courses, MAED 6416. Candidates are placed in appropriate school settings where they carry out direct activities. Candidates spend approximately nine hours per week in the field. Candidates must have a satisfactory practicum to continue in the MAT program without remediation. A criminal background check and verification of liability insurance is required.

MAED 6475. Teaching Secondary Mathematics II. 2-3-3.

Prerequisites: MAED 6417, MAED 6417L.

Building upon knowledge and skills developed in EDUC 6252, candidates continue to examine and apply curriculum issues, learning theories, teaching strategies, instructional materials and assessment procedures for teaching secondary school mathematics in diverse classrooms. Includes a secondary school field experience in mathematics teaching. A criminal background check and proof of professional liability insurance is required prior to school placement.

MAED 6475L. Practicum III. 0-18-6.

Prerequisites: MAED 6417 & MAED 6417L.

Corequisite: MAED 6475.

This field experience is designed to provide the candidate with the opportunity to apply and reflect on concepts addressed in the corequisite courses, MAED 6417. Candidates are placed in appropriate school settings where they carry out direct activities. Candidates must have a satisfactory practicum to continue in the MAT program without remediation. A criminal background check and verification of liability insurance is required.

MAED 7701. History of Mathematics. 3-0-3.

Prerequisite: Admission to the graduate college.

A historical and cultural development of mathematics from ancient times to the present as a natural development of human endeavors. Selected topics include numeration, mathematical notation, arithmetic, algebra, geometry, analysis, and prominent mathematicians. Individual projects allow students to research topics which would be appropriate to their areas of mathematical interests and to applications in their school classrooms.

MAED 7715. Mathematical Problem Solving. 3-0-3.

Prerequisite: Admission to the graduate college.

Investigations in this course center around formulating, solving, and extending problems from various areas of mathematics and other disciplines. The course includes issues related to problem solving such as historical perspectives, Polya's contributions, and research-based ideas for teaching and assessing problem solving.

MAED 7716. Math Studies. 3-0-3.

Prerequisite: Admission to the graduate college.

Students' understanding of the mathematics they teach will be deepened and broadened through the study of problems in Algebra,

Calculus, Discrete Mathematics, and Mathematical Modeling. This course is designed so that students can explore key ideas in mathematics, bringing with them the skills and understandings of advanced course work, enhancing their understanding, and connecting more advanced ideas to the topics they teach.

MAED 7719. Technology and Mathematics. 3-0-3.

Prerequisite: Admission to the graduate college. Focus is on the current effects and potential of technology for doing, teaching, and learning mathematics. Students explore mathematics as they develop skill in innovative mathematics technologies. Technologies include graphing calculators, data collection technologies (such as CBL, CBR), dynamic geometry software, statistics software, web simulations, web courseware, and other technology tools for mathematics. This course is designed to count towards the Georgia Professional Standards Commission requirement for technology endorsement.

MAED 7723. Patterns & Relations. 3-0-3.

Prerequisite: Admission to graduate study in education.

Using patterns will provide the P-5 teacher an opportunity to explore a variety of mathematical topics such as exponents, number theory, rational numbers, measurement, geometry, etc. These explorations will allow the student to construct understandings, to provide reasons for their actions, to communicate their understanding and to make connections to other mathematical topics.

MAED 7724. Shapes and Measures. 3-0-3.

Prerequisite: Admission to graduate study in education.

Students will model, map, and engage in activities to discover, visualize and represent concepts and properties of geometric figures in the physical world. These geometrical explorations and investigations will provide P-5 teachers opportunities to strengthen their spatial intuitions and gain greater understanding of geometric concepts necessary to function effectively in a three-dimensional world.

MAED 7725. Mathematical Exploration, Discovery and Problem Solving for Teachers (P-5). 3-0-3.

Prerequisite: Admission to graduate study in education.

This course will provide opportunities for teachers to investigate, discuss, question, conjecture and verify their conclusions from situations

generated within the context of everyday experiences. Critical thinking skills and assessment techniques will be included.

MAED 7751. Mathematics Teaching and Learning. 3-0-3.

Prerequisite: Admission to the graduate college. Emphasizes general mathematical concepts and reasoning methods and how they undergird the development of analytic thinking. Emphasizes the link between mathematics and mathematics pedagogy. Topics include multiple representations, thinking and reasoning mathematically, communication, modeling, connections, and applications. The impact of these mathematical processes on school mathematics instruction is addressed in such topics as standards-based education, alternative curricula, testing and assessment, differentiation of instruction, and the use of innovative teaching tools.

MAED 7900. Special Topics (repeatable). 1-9.

Prerequisite: Admission to the graduate college and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic or theme in mathematics education for experienced classroom teachers.

MAED 7950. Directed Study (repeatable). 1-9.

Prerequisite: Admission to the graduate college and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

MAED/EDMT 8900. Research Methods and Critique in Mathematics Education. 3-0-3.

Prerequisite: Admission to the Ed.S. or Ed.D. program.

This course is designed to survey, from an advanced point of view, research methods used in mathematics education by examination of important research in mathematics education. Students will analyze, summarize, and critique published research. Students will also have an opportunity to read extensively the literature relevant to their proposed dissertation research and focus the research questions for their dissertation.

MAED 9300. Critical Issues for Student Learning: (Topic) (3 repeatable)

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student

learning in secondary and middle grade classrooms and schools.

MAED 9350. Doctoral Directed Study. (1-9 hours, repeatable)

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in secondary and middle grade classrooms and schools. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

MAED 9900. Dissertation. (3-9 repeatable)

Prerequisite: 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. Course may be repeated as necessary.

Applied Music (MUAP)

Applied music encompasses the areas of instrumental and vocal performance as well as composition, orchestration and conducting. It is offered for two hours of credit in the form of private lessons. Graduate level instruction in applied music is open to students with a baccalaureate degree in music such as the Bachelor of Arts in Music, the Bachelor of Music in Performance and the Bachelor of Music in Music Education. A special fee will be charged for registration in all applied music courses. The registration fee for one 50 minute private lesson a week is \$150 per semester. Each course may be repeated for credit, if necessary, until the faculty jury recommends advancement to the succeeding level. In performance studies, the particular instrument will be listed on the student's transcript as part of the course title.

Performance Courses

MUAP 6631, 6632, 6633, 6634. Performance. (Regular grades)

Prerequisite: Admission to graduate study in education.

(1 hour instruction - 2 hours credit)

MUAP 7731, 7732, 7733, 7734. Performance. (Regular grades)

Prerequisite: Admission to graduate study in education.

(1 hour instruction - 2 hours credit)

Music (MUSI)

MUSI 7900. Special Topics in Music. 1-3 credit hours. (Regular grades)

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Selected special topics of interest to students and faculty.

MUSI 7950. Directed Study. 1-9 credit hours. (Regular grades)

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Covers special topics and seminars external to regular course offerings. May include original research projects.

Music Education (MUED)

MUED 6660. (MUED 6660/01 through 6660/15). Instrument Techniques. 1-0-1. (Regular grades)

Prerequisite: Admission to graduate study in education.

Instrument techniques are a requirement for all certification programs in music education. They are taken by advisement according to the Instrument Techniques Requirement Display. This display provides for the necessary competencies in each of the music education specializations.

Physics (PHYS)

PHYS 5100. Classical Mechanics and Applications. 3-0-3.

Prerequisite: Admission to MAT program and a C or better in Math 2202 and Phys 2212 (or equivalent).

This course provides a modern coverage of topics in classical mechanics, including a deeper understanding of the dynamic laws and a focus on connections to other topics in physics and to real life applications of the topics. Topics include a review of Newton's laws of motion which is followed by an examination of conservation laws in physics, Newton's theory of gravitation, the two-body central force problem, the Lagrangian and Hamiltonian frameworks, and a study of simple harmonic motion and oscillations. Connections with other fields of physics and to applications are made when appropriate to broaden, deepen, and strengthen students' physical insights and understanding.

PHYS 5305. Physics of the Micro World and the Cosmos. 3-0-3.

Prerequisite: Admission to MAT program and "C" or better grade in MATH 2202 and PHYS 2212 (or equivalent).

This course focuses on topics in non-classical physics. Students are exposed to the main ideas of 20th and 21st century physics. Special relativity is covered in some detail and the broad ideas of general relativity is introduced. The framework of quantum mechanics is presented and applications to the study of the atom and nucleus is made. More recent advances in particle physics and cosmology is described. Connections with other fields of physics and to applications to real life and technology are made when appropriate to broaden, deepen, and strengthen students' physical insights and understanding.

PHYS 5340. Electronics. 3-0-3.

Prerequisite: C or better grade in PHYS 1112 or PHYS 2212.

The primary objective of this course is to present the fundamental principles of analog and digital electronic circuitry and their application to modern technology. The course begins with basic DC and AC circuits with resistors, inductors and capacitors. Next the p-n junction is discussed and its use in diodes and transistors, with a particular emphasis on applications for signal processing. The course finishes with the development of logic gates and flip-flops and their use in digital electronics. This course serves the student in the understanding of basic workings of instruments as well as everyday electronic devices. The lab involves hands-on work with both analog and digital electronic components.

PHYS 5400. Electricity & Magnetism with Applications. 3-0-3.

Prerequisite: Admission to MAT program and a C or better in MATH 2202 and PHYS 2212 (or equivalent).

The primary objective of this course is to present the experimental and theoretical basis of the principles of electricity & magnetism and their application in everyday phenomena and devices. The course begins with the concept of an electric field and develops the idea of electric potential energy differences. Application to conductor, capacitors and simple electric circuits is discussed. Next magnetic forces and field are introduced as well as the concept of inductance and magnetic field energy. Applications to RL circuits and devices (e.g., security screens, electric generators and motors) are considered. Lastly unification of electricity and magnetism is established through the Theory of Special Relativity and culminates in the derivation of the electromagnetic waves

equation from Maxwell's Equations. To underscore all of the conceptual developments of the course, electromagnetic phenomenon is further explored in the natural world in both terrestrial and astrophysical contexts. Mathematical ideas of vector calculus (e.g., curl, divergence) and simple differential equations are developed in parallel with the course content. General concepts used and developed in this course (waves, energy conservation, special relativity, vector calculus all overlap with other courses in the sequence and significantly reinforce student learning. The lab involves hands-on work with both analog and digital electronic components.

PHYS 7900. Special Topics. 1-4.

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director of graduate study in education.

Selected special or current topics of interest to faculty and students.

PHYS 7950. Directed Study. 1-4.

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director of graduate study in education.

A concentrated investigation of selected topics of an advanced nature. The content will be determined by the instructor and the student.

Political Science (POLS)**POLS 7705. Political Ideologies. 3-0-3.**

Prerequisite: Admission to graduate study in education.

A description and assessment of the most common ideologies facing the world and their economic, social and political consequences. Emphasis will be placed on capitalism, socialism, fascism, democracy and totalitarianism.

POLS 7900. Special Topics (repeatable). 1-9. (Regular grades).

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic.

POLS 7950. Directed Study (repeatable). 1-9. (Regular grades).

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature. The content of the directed study will be determined jointly by the instructor and the student.

Science (SCI)

SCI 7725. Chemistry. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course will explore concepts and processes in chemistry appropriate for the teachers of adolescent and young adult learners. Emphasis will be placed on the nature and structure of matter, chemical reactions, fundamental aspects of kinetics and thermodynamics, and periodicity. Individual projects will focus on materials appropriate for particular age groups.

SCI 7726. Life Science. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course will explore concepts and processes in the biological sciences appropriate to the teachers of adolescent and young adult learners. Emphasis will be placed on the diversity and unity that characterize life, the genetic basis for the transfer of biological characteristics from one generation to the next, the structure and function of cells, the life cycle, the dependence of all organisms on one another and on their environment, the cycling of matter and flow of energy through the living environment, and the basic concepts of evolution of species. Individual projects will focus on materials appropriate for particular age groups.

SCI 7727. Physics. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course will explore concepts and processes in physics appropriate to the teachers of adolescent and young adult learners. Emphasis will be placed on the laws of motion, laws of conservation, electricity and magnetism, waves, and optics. Students will build devices and conduct hands-on activities that utilize inquiry based learning principles. They will learn to develop and adapt similar learning activities to use in the K-12 learning environment.

SCI 7728. Earth Science. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course will explore concepts and process in the earth sciences appropriate to the teaching of adolescent and young adult learners. Areas of exploration will include the motions of the earth and the materials and systems that compose it, the processes that shape the earth's surface and the relation of these cycling processes to the living environment. Individual projects will focus on materials appropriate for particular age groups.

SCI 7729. Astronomy. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course will explore concepts and process in space science appropriate to the teachers of adolescent and young adult learners. Areas of exploration will include: gravity and the laws of motion applied to the planets, the origin of the solar system and the Earth, light, planetary atmospheres, comparative planetology and cosmology. Individual projects will focus on materials appropriate for particular age groups.

SCI 7900. Special Topics (repeatable). 1-9. (Regular grades).

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education. Additional prerequisites vary with topic; see schedule of credit courses.

Exploration of a specifically designed topic.

SCI 7950. Directed Study (repeatable). 1-9. (Regular grades).

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

Science Education (SCED)

SCED 6416. Teaching of Science (6-12). 6-0-6.

Prerequisite: EDUC 6100, 6100L, admission to MAT Science program, approval from instructor.

An examination and application of learning theories, curricular issues, instructional design and assessment strategies for teaching middle and secondary school science in diverse classrooms. Candidates develop initial competencies for establishing a well-managed, productive learning environment, applying science content knowledge to the task of teaching adolescents, and promoting an understanding of the nature of science through inquiry-based instruction. Emphasizes practices supported by science education research and endorsed by the NSTA. Proof of professional liability insurance is required prior to receiving school placements in the co-requisite practicum.

SCED 6417. Teaching of Science (6-12) Practicum. 0-9-3.

Prerequisite: Admission to SCED 6416.

Middle and secondary school field experience in teaching science with concurrent seminars. Proof of professional liability insurance is required prior to school placements.

SCED 6475. Science Teaching Practicum II. 0-18-6.

Prerequisite: Grade of C or better in SCED 6416 and SCED 6417.

Full-time teaching experience in science under the supervision of a middle or high school mentor teacher and a college science education supervisor. Includes regularly scheduled seminars. Proof of professional liability insurance is required prior to receiving a school placement.

SCED 7750. Contemporary Issues in Science Education. 3-0-3.

Prerequisite: Admission to graduate study in education.

A study of the current research based models of science instruction and curricula. Includes the designing of science curricula based upon this research.

Social Science Education (SSED)

SSED 7750. Current Issues in Social Science Education. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course examines issues, concepts, and subject matter of the social studies curriculum in middle grades and secondary classrooms including the disciplines of history, geography, political science, economics, anthropology, and sociology. Materials available for the middle grades and secondary teachers are examined including textbooks, technology, and community resources. Assists students completing the program of study to assemble and defend the professional portfolio.

Spanish (SPAN)

SPAN 7702. Sociolinguistics. 3-1-3.

Prerequisite: Admission to the MAT program in Foreign Languages.

This course explores how social, geographic, cultural, and economic factors contribute to language variation across the Spanish-speaking world. In addition to discussing variation theory, students gain experience in conducting empirical research. Requires weekly field experiences. Course taught in Spanish.

SPAN 7704. Topics in Spanish Linguistics. 3-1-3.

Prerequisite: SPAN 7702.

An exploration of language-related issues (theoretical and/or applied) that impact the teaching and learning of Spanish as a second/foreign

language. Students gain an understanding of these issues through readings, discussion, and action research. Requires weekly field experiences. Course taught in Spanish.

SPAN 7712. Hispanics in the U.S. 3-1-3.

Prerequisite: Admission to the MAT program (Foreign Languages).

A multidisciplinary study of the migration history and cultural experience of the major Hispanic groups in the United States, including the portrayal of these groups in current events. Requires weekly field experiences. Course taught in Spanish.

SPAN 7714. Topics in Hispanic Culture. 3-1-3.

Prerequisite: SPAN 7712.

In-depth analysis of Hispanic cultural representations in the media, literature, and other artistic productions. Topics are chosen for their significance and impact on Hispanic cultures. Requires weekly field experiences. Course taught in Spanish.

SPAN 7722. Literary Masterpieces. 3-0-3.

Prerequisite: Admission to the MAT program (Foreign Languages).

This course explores the most representative masterpieces of twentieth century Peninsular and Spanish American Literature from all genres. Students examine how these works define (or defy) the aesthetic and cultural canon of the period. Requires weekly field experiences. Course taught in Spanish.

SPAN 7724. Topics in Literature. 3-0-3.

Prerequisite: SPAN 7722.

An exploration of a period, movement or genre in literature and its relationship to culture. Topics are chosen for their significance and impact on Hispanic cultures. Course taught in Spanish.

Information Systems

Contact Information for the Master of Science in Information Systems (MSIS)

Contact: Dr. Amy Woszczyński,
Director, MSIS Program

Office: CL 3060

Phone: (678) 797-2025

Fax: (770) 423-6731

Email: wsexton@kennesaw.edu

<http://msis.kennesaw.edu>

MSIS Program Description

The Master of Science in Information Systems (MSIS) program is a 36 semester-hour applied graduate program. Building upon a core of seven foundation courses and a capstone policy course, the MSIS program offers a number of elective courses: e-Business Systems, Information Security, and Systems Administration. Each of these areas prepares graduates for employment within niches of the IT profession experiencing critical shortages of employees.

General Requirements for Admission to the MSIS Program

MSIS program admission requires:

- Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University. Admission will only be granted to students showing high promise of success in the program.
- Minimum cumulative undergraduate adjusted grade-point average of 2.75 on a 4.0 scale.
- Successful completion of required undergraduate course work (or fulfillment of preparatory knowledge clusters through professional work experience and/or certification).
- Minimum score of 500 on the Graduate Management Admission Test (GMAT) with a minimum score of 30 in the verbal category, 30 in the quantitative category and 3.0 in the analytical writing category.
OR
- Minimum score of 400 in the verbal and 400 in the quantitative categories and 3.0 in the analytical writing category on the General Test of the Graduate Record Examination (GRE). (Applicants submitting scores for the GRE taken prior to October 1, 2002, must submit a minimum score of 400 in each of the verbal, quantitative, and analytical portions of the GRE.)

- Other criteria will be considered by the MSIS Admissions Committee for applicants, including:
 - performance on previous computer science, information systems, and management coursework;
 - GPA attained in junior/senior level course work; certificates of attainment in computing-related training/self-study programs;
 - accomplishment in professional activities;
 - relevant work experience.
- A current résumé.
- A Statement of Interests that states the applicant's professional career goals. This Statement of Interests should indicate how the applicant plans to leverage the MSIS degree in their career plan.

International applicants have additional requirements. See Graduate Admission section of this catalog.

Non-Degree Admission

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

Transfer Credit

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

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

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

Grades in Graduate Courses

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

Petition to Graduate

Each MSIS candidate must petition to graduate at least one semester prior to completion of program requirements. The student must contact the MSIS program office and schedule an appointment in order to complete the petition. Applicants should meet with the MSIS director and complete a graduation checklist prior to submitting their petition to the KSU's Registrar's Office.

MSIS Program of Study Preparatory Courses

The MSIS program coursework is developed on the assumption that students will be sufficiently prepared to enter the 8000-level courses. For those students who do not have sufficient preparatory knowledge, several alternatives exist:

- The student may take undergraduate courses in the fundamental technologies and functional areas of information systems. Should the student select this option, each course must be completed with a "B" or better, and may only be attempted twice at KSU;
- The student may take special MSIS-prep courses through Continuing Education scheduled each May (if available).
- The student may submit a portfolio of work for evaluation for exempting one or more preparatory courses.

Preparatory Knowledge Clusters

Successful admission to the MSIS program requires:

- Basic knowledge of computer information systems, including proficiency in the use of common PC-based software environments
- Quantitative skills including algebra, calculus, and statistics
- Programming skills
- Familiarity with systems analysis and design methodologies
- Experience using relational or object-based database management systems

All MSIS graduates will complete the Core Requirements (24 hours) and four elective courses (12 hours). The Core Requirements include a capstone IS policy course, IS 8950, which includes a substantial IS project that enables students to summarize and apply their coursework to a real world system. The elective coursework may include a Collaborative Studies elective taken outside the department, at the approval of the program director. All coursework will focus on the integration of IS theory into practice.

Master of Science in Information Systems

Credit Hours

CORE REQUIREMENTS

24

The Informatics course must be completed in the student's first semester of coursework. The IS Policy and Strategy course should be completed in the student's final semester of work.

IS 8005	Informatics (Must be completed in student's first semester in MSIS)	3
IS 8020	Object-Oriented Software Dev. Methods & Technologies	3
IS 8040	Data Communication Theory and Practice	3
IS 8050	Information Systems Project Management Methods	3
IS 8060	Information Systems Dev. Methods and Technologies	3
IS 8070	Legal and Ethical Issues in Information Systems	3
IS 8080	Database Application Design and Implementation	3
IS 8950	Information Systems Policy and Strategy	3
	(Capstone Experience - should be taken in the students last semester in the MSIS)	

ELECTIVES

12

Students must select four courses from the following list of approved electives. Students may select no more than three (3) hours of coursework from outside the department.

IS 8110	Information Security Administration	3
IS 8112	Information Security Technologies	3
IS 8120	Human-Computer Interface and Design	3
IS 8130	Query Languages	3
IS 8622	Network Implementation and Security	3
IS 8625	Advanced Data Communications	3
IS 8628	Internetworking Technologies	3
IS 8722	e-Business Systems Strategy	3
IS 8724	e-Business Technologies	3
IS 8726	e-Business Systems Solutions	3
IS 8822	Information Systems Integration	3
IS 8825	IT Leadership	3
IS 8826	Information Systems Services	3
IS 8900	Special Topics in Information Systems	3
IS 8910	Special Projects in Information Systems	3
IS 8916	Cooperative Study in Information Systems	3
IS 8918	Internship in Information Systems	3

Collaborative Studies Elective: Students may select no more than three (3) hours of coursework from outside the department. Contact the MSIS program director for a listing of approved courses.

RECOMMENDED AREAS OF INTEREST

Candidates for the Master of Science in Information Systems may coordinate their elective courses to form one of the following areas of interest.

I. e-Business Systems

The e-Business specialty area of interest in the Master of Science in Information Systems program meets the expanding demand for designers, developers, and managers of electronic business solutions. The e-Business area of interest consists of three recommended courses: e-Business Sys-

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tems Strategy, e-Business Technologies, and e-Business Systems Solutions. Each course focuses on specific aspects of how organizations are moving from traditional processes and physical products to electronic processes and digitized products. As a whole, the courses flow from analysis of business processes to core e-business technologies to implementation and management of e-business solutions. However, each course includes an overview of the issues organizations encounter as they undertake e-business initiatives. As such, while the area of interest is designed as a sequence, the graduate student may take each course in any order they choose.

- IS 8722 e-Business Systems Strategy
- IS 8724 e-Business Technologies
- IS 8726 e-Business Systems Solutions
- An elective from the approved listing

II. Information Security

The graduate student with an area of interest in Information Security concentrates on coursework and projects emphasizing the protection of the confidentiality, integrity, and availability of information while in transmission, storage, or processing through the applications of policy, education, and training, and technology.

- IS 8110 Information Security Administration
- IS 8112 Technical Aspects of Information Security

and TWO from the following list

- IS 8622 Network Implementation and Security
- IS 8628 Internetworking Technologies
- IS 8724 e-Business Technologies
- An elective from the approved listing

III. Systems Administration

The graduate student with an area of interest in Systems Administration concentrates on coursework and projects in selection and implementation of information systems; effective negotiation and marketing of information technology including human resources; information technology organizations and relationships, database application development methods, documentation practices, inter operability issues, and training of end-users.

- IS 8822 Information Systems Administration
- IS 8825 IT Leadership
- IS 8826 Information Systems Services
- An elective from the approved listing

PROGRAM TOTAL: 36

Graduate Certificate Program in Information Security and Assurance

Contact: Dr, Michael Whitman, Director,
Information Security
and Assurance Program
Office: CL 3060
Fax (770) 423-6731
email: wsexton@kennesaw.edu
<http://msis.kennesaw.edu/certificate.html>

Admission Requirements

- Baccalaureate degree from an institution accredited in a manner acceptable by Kennesaw State University. Admission will only be granted to students showing high promise of success in the program.
- Minimum cumulative undergraduate adjusted grade-point average of 2.75 on a 4.0 scale.
- Successful completion of required undergraduate course work (or fulfillment of preparatory knowledge clusters through professional work experience). Prerequisite knowledge areas includes:
 - o Basic knowledge of computer information systems, including proficiency in the use of common PC-based software environments

- o Quantitative skills including algebra, calculus, and statistics
- o Knowledge of the principles and common applications of data communications
- Minimum score of 500 on the Graduate Management Admission Test (GMAT) with a minimum score of 30 in the verbal category, 30 in the quantitative category and 3.0 in the analytical writing category.

OR

Minimum total score of 1425 on the General Test of the Graduate Record Examination (GRE) with a minimum score of 400 in the verbal and 400 quantitative categories and 3.0 in the analytical writing category.

- Other criteria will be considered by the MSIS Admissions Committee for applicants, including: -performance on previous computer science, information systems, and management coursework; -GPA attained in other junior /senior level course work; certificates of attainment in computing-related training/ self-study programs; -accomplishment in professional activities; -relevant work experience.
- A current résumé.
- Additional requirements for International Students as specified by the University.

Graduate Certificate Program in Information Security and Assurance

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

Required for certificate: (12 hours) (12 hours)

IS 8040	Data Communication Theory and Practice
IS 8110	Information Security Administration
IS 8112	Information Security Technologies

Frequency of Offering

twice annually
annually
annually

One elective from:

IS 8070	Legal and Ethical Issues in Information Systems
IS 8622	Network Implementation and Security
IS 8724	e-Business Technologies
IS 8900	Special Topics in Information Systems *
IS 8910	Special Projects in Information Systems *
IS 8916	Co-operative Education
IS 8918	Internship *

twice annually
annually
annually
annually
varies
**varies
every semester
every semester
varies

Other collaborative studies elective *

* as approved by Program Director

**available each semester

MSIS and Graduate ISA Certificate Course Descriptions

IS 8005. Informatics. 3-0-3.

Prerequisite: Full admission to the MSIS program or permission of the program director.

This course will provide students with a study of the application of computer and statistical techniques to the management of information, and the science and art of turning data into information. This course requires the student to further refine technical research and authoring skills, report writing and presentations, computer-based statistical analyses and information organization and presentation. This course is required of all MSIS students in their first semester.

IS 8020. Object-Oriented Software Development Methods and Technologies. 3-0-3.

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

Current technologies and practices of object-oriented software engineering. Topics include data structures, design optimization, file and stream processing, templates, inheritance and reusability.

IS 8040. Data Communication Theory and Practice. 3-0-3.

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

Overview of the principles of data communication including protocols, communication software, switching, networks design and management practices, and network implementation projects.

IS 8050. Project Management Methods. 3-0-3.

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

Application of project management principles to Information Systems projects. Topics include project planning and estimation techniques, management of JAD projects, budgeting, concurrent project management strategies, managing project relationship with IT customers, and controlling project risks. Project Management software will be used to facilitate team projects and project reporting.

IS 8060. Information Systems Development Methods and Technologies. 3-0-3.

Prerequisite: IS 8005.

This course examines the Systems Development Life Cycle and the technologies used to implement high-quality information systems. A variety of modeling techniques will be used by students to articulate client requirements and convert them into implementable specifications. Prototyping and methodology engineering will be covered.

IS 8070. Legal and Ethical Issues in Information Systems. 3-0-3.

Prerequisite: IS 8005.

This course is a case-based survey of contemporary legal and ethical issues faced by IS professionals. Topics include a review of applicable statutes and regulations that impact the IS organization. Students will conduct on-line research and explore ethical issues at the leading edge of the organization's technology frontiers.

IS 8080. Database Application Design and Implementation. 3-0-3.

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

This course examines contemporary strategies for the design and implementation of applications supported by back-end database systems. Topics include data administration, data mining, user-interface design, reporting, data integrity issues, and distributed databases. Relational and object-oriented technologies are covered.

IS 8110. Information Security Administration. 3-0-3.

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

Examination of current Standards of Due Care and Best Business Practices in Information Security. Includes examination of security technologies, methodologies and practices. Focus is on evaluation and selection of optimal security posture. Topics include evaluation of security models, risk assessment, threat analysis, organizational technology evaluation, security implementation, disaster recovery planning and security policy formulation and implementation.

IS 8112. Information Security Technologies. 3-0-3.

Prerequisite: IS 8040.

Detailed examinations of the application of technical controls to protect the confidentiality, integrity and availability of information and information assets. Includes tools, techniques and technologies in the protection of information from internal and external threats. Topics covered include: firewall configurations, hardening operating systems, intrusion detection systems and virtual private networks.

IS 8120. Human Computer Interface Design. 3-0-3.

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

The human-computer interface models the ways in which humans use and react to computer systems. Topics: help systems, interaction styles, visual design principles, user interface prototyping, and human factor analysis.

IS 8130. Query Languages. 3-0-3.

Prerequisite: IS 8080.

This course will provide students with in-depth understanding of SQL from the Oracle perspective. Additional topics will include SQL*Plus and PL/SQL. Objectives for the course will be organized around the Oracle certification exam for SQL and PL/SQL. The class will include a hands-on lab.

IS 8622. Network Implementation and Security. 3-0-3.

Prerequisite: IS 8040.

Design, implementation and security of small-scale computer networks that support the organization's applications. Contemporary commercial systems will be evaluated and installed. Administration, maintenance, and security issues are explored.

IS 8625. Advanced Data Communications. 3-0-3.

Prerequisite: IS 8040.

The course provides coverage of advanced data communications topics. Topics include inter-networking concepts, core data link-, network-, transport- and application-level TCP/IP protocols, and general concepts regarding wireless technologies.

IS 8628. Internetworking Technologies. 3-0-3.

Prerequisite: IS 8040.

This course examines the integration of Local Area Network (LAN) and Wide Area Network (WAN) networking environments. The course also addresses key protocols, hardware, software and networking components. Topics include: router and switch operations, Internet gateway and firewall configuration, client/server systems and internetworking security.

IS 8722. e-Business Systems Strategy. 3-0-3.

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

This course focuses on business process redesign and change management in the context of e-business. Topics include impact of e-business on business models, channel relationships and the value chain, integration of emerging technologies with legacy systems, functional and inter-organizational integration, and transaction cost issues. Applications include supply and selling chain management, customer relation management, enterprise resource planning, e-procurement, and knowledge tone applications.

IS 8724. e-Business Technologies. 3-0-3.

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

This course focuses on core e-business technologies. Topics include risk management, Internet protocols and security standards, cryptography and authentication, firewalls, electronic payment systems and intelligent agents. Students will conduct an analysis of infrastructure components from functional and management perspectives.

IS 8726. e-Business Systems Solution. 3-0-3.

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

This course focuses on analysis, design, development and deployment of e-business solutions by investigating business problems and examining emerging technologies and evolving e-business system solutions including composite applications, knowledge management systems, portals, decision support systems and business intelligence. Case study analysis will be heavily employed.

IS 8822. Information Systems Integration. 3-0-3.

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

Modern information systems contain many purchased components, which must be selected, integrated, tested, and installed. This course addresses the skills required to develop system RFPs, evaluate and manage contracts and contractors, testing methodologies, installation planning, and outsourcing.

IS 8825. IT Leadership. 3-0-3.

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

Course content examines leadership strategies in Information Technology (IT), and emphasizes software engineering perspectives. Topics of special interest include 21st century leadership, IT leadership challenges, managing diversity in the IT workplace especially as it applies to geographically dispersed software teams and a software engineering perspective on IT leadership.

IS 8826. Information Technology Services. 3-0-3.

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

Design and management of the service functions performed by the Information Systems organization. Topics include: Managing help desks, customer support, training end users, developing professional development programs for IS employees, documentation management, and marketing IT products. Internal and external clients are considered.

IS 8900. Special Topics in Information Systems. 1 to 3.

Prerequisite: Must be approved by graduate program director.

Exploration of selected contemporary topics of interest to the student and sponsoring faculty. Can be repeated for credit.

IS 8910. Special Projects in Information Systems. 1 to 3.

Prerequisite: Must be approved by graduate program director.

Special projects and/or thesis option for students who wish to pursue advanced work on a particular subject in a specialized area. Can be repeated for credit.

IS 8916. Cooperative Education. 1 to 3.

Prerequisite: Must be approved by graduate program director.

IS 8918. Internship. 1 to 3.

Prerequisite: Must be approved by graduate program director.

IS 8950. Information Systems Policy and Strategy. 3-0-3.

Prerequisite: IS 8005.

A capstone course, which integrates the program's coursework into comprehensive, IS policies and procedures, which support the organization's mission. Students will review and evaluate actual corporate IS strategies in a case-study format

Applied Exercise and Health Science

Master of Science with a Major in Applied Exercise and Health Science

Contact: Dr. Ping Johnson, Graduate Coordinator
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Program Description

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

The objectives of the program are to provide a rich learning experience for students who, upon completion of the program, will be able

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

General Requirements for Admission

1. Baccalaureate degree in Exercise and Health Science or equivalent from a nationally accredited institution with a major GPA of at least 3.0.
2. Applicants from other disciplines or related

fields (e.g., physical education, athletic training, and health education) will be considered for admission with evidence of foundational coursework in community / personal health, exercise physiology, and statistics / research methods.

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

Transfer Credit

A student may transfer up to nine semester hours of graduate credit from other nationally accredited institutions. To be transferred, course work from other institutions must correspond to Kennesaw State University's MS AEHS curriculum. The student must provide course description and syllabus for consideration and the amount of credit granted will be at the discretion of the program director. A minimum grade of "B" must have been received in the course and the course work must be no more than five years old.

Grades

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

Petition to Graduate

Candidates of MS AEHS must petition to graduate at least one semester prior to completion of their degree requirements.

Master of Science in Applied Exercise and Health Science

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

	Credit Hours
Leadership Foundational Core	12
EHS 6600 Leadership and Administration in Applied Exercise and Health Science	3
EHS 6610 Trends and Issues in Applied Exercise and Health Science	3
EHS 6620 Theoretical Foundation of Assessment and Intervention Planning	3
EHS 6900 Administrative Field Experience	3
Core Content Courses	12
EHS 6630 Research Techniques in Applied Exercise and Health Science	3
EHS 6655 Epidemiology	3
EHS 6665 Health Promotion Programming and Evaluation	3

EHS 6675	Advanced Exercise Physiology	3	Credit Hours
		3	
Capstone Experience			3
EHS 7850	Master's Project	3	
Approved Elective Courses (select 9 hours)			9
EHS 6650	Theories of Health Behavior and Health Psychology	3	
EHS 6680	Exercise Psychology	3	
EHS 7730	Applied Kinesiology & Biomechanics	3	
EHS 7750	Special Topics in Applied Exercise and Health Science	variable credit 1-3	
EHS 7760	Directed Study in Applied Exercise and Health Science	variable credit 1-3	
Selected non-EHS graduate courses with Graduate Advisor's Approval		3	

PROGRAM TOTAL: 36

**MS with a major in AEHS
Course Descriptions**

EHS 6600. Leadership and Administration in Applied Exercise and Health Science. 3-0-3.

Prerequisite: Graduate status.

This course is designed to develop understandings and skills in the areas of leadership/ advanced administration in the context of the delivery of exercise and health science related programs in a variety of settings. Effective leadership competencies/styles, fiscal management approaches, policy formulation and modification, several decision-making models/ change processes (strategic planning) in exercise and health science is emphasized. Specific implications of administrative structures, current trends & issues relevant to ethical leadership in exercise and health promotion and educational programs is addressed.

EHS 6610. Trends and Issues in Applied Exercise and Health Science. 3-0-3.

Prerequisite: Graduate status.

This course critically examines current topics in exercise science and health promotion that impact the profession and society. Topics include, but are not limited to, fitness and exercise trends, health care and public health policies and practices, expansion of the exercise and fitness industry and related career, educational, social, and health status implications.

EHS 6620. Theoretical Foundation of Assessment and Intervention Planning. 3-0-3.

Prerequisite: Graduate status.

This course addresses intervention planning for physical activity and health behaviors. Topics covered include behavior theory, exercise and health behavior determinants and influences, and intervention planning strategies. There is an emphasis on behavior change and intervention from a multi-level focus: individual, community and population.

EHS 6630. Research Techniques in Applied Exercise and Health Science. 3-0-3.

Prerequisite: Graduate status and undergraduate statistics or permission of instructor.

This course is designed to discuss concepts and methodologies employed in research design typically applied in studies dealing with Exercise and Health Sciences. The intent is to provide the student with an intuitive or conceptual understanding of theory, tools, and processes involved in designing research studies relevant to these disciplines.

EHS 6650. Theories of Health Behavior and Health Psychology. 3-0-3.

Prerequisite: Graduate status.

In this course, the most commonly used health behavior theories are discussed and applied to both individual and community-level health behaviors. By combining theory with practical application, this course prepares Applied Exercise and Health Science students to function as health behavior change professionals.

EHS 6655. Epidemiology. 3-0-3.

Prerequisite: Graduate status.

This course focuses on the basic epidemiological principles with an emphasis on the examination of human and environmental factors that enhance or diminish human health. Topics include the study of human disease determinants and distribution, strategies for health enhancement, and the application of epidemiological principles in developing health promotion interventions.

EHS 6665. Health Promotion Programming and Evaluation. 3-0-3.

Prerequisite: Graduate status and EHS 6620.

This course focuses on the components, factors, and processes that are critical to the planning, implementation, and evaluation of health promotion programs specific to a variety of settings. The content and competencies of this course is aligned with the National Commission for Health Education Credentialing Competency-Based Framework for Graduate-Level Health Educators.

EHS 6675. Advanced Exercise Physiology. 2-3-3.

Prerequisite: Graduate status and undergraduate exercise physiology or equivalent or permission of instructor.

An advanced study through readings, discussion and laboratory experiences of select and recent topics in exercise physiology. Topics include metabolic responses to exercise; neuromuscular and molecular physiology related to exercise; temperature regulation during exercise; acute and chronic physiological responses to altitude; exercise during pregnancy; and body composition and weight control.

EHS 6680. Exercise Psychology. 3-0-3.

Prerequisite: Graduate status.

This course addresses physical activity and exercise as they relate to psychological health issues. Factors related to physical activity and exercise adoption and adherence and intervention planning are also addressed. The course is taught with an emphasis on application of concepts and discussion and evaluation of the scientific research.

EHS 6900. Administrative Field Experience. 1-12-3.

Prerequisite: EHS 6600.

Supervised administrative field experience in an approved exercise science and/or health promotion setting. This individually designed experience is designed to enhance administra-

tive and supervisory skills of the graduate student relevant to the desired area of exploration or identified need area. The field experience purpose, project, duration, and site must be approved by the student's major professor and graduate committee.

EHS 7730. Applied Kinesiology and Biomechanics. 2-3-3.

Prerequisite: Graduate status and undergraduate kinesiology/biomechanics, or permission of instructor.

An advanced study through lecture, readings, discussion and laboratory experiences of select and recent topics in kinesiology and biomechanics. Topics include qualitative and quantitative motion analysis; force, force application, and material properties; linear and angular kinetics and kinematics; biomechanical aspects of movement through fluids; biomechanics of skeletal muscle; and kinesiology of the extremities.

EHS 7750. Special Topics in Applied Exercise and Health Science. (variable credit 1-3).

Prerequisite: Graduate status.

Exploration of a specific applied exercise and health science topic. Course can be repeated.

EHS 7760. Directed Study in Applied Exercise and Health Science. (variable credit 1-3).

Prerequisite: Graduate status and permission of major professor.

This course is to provide students an opportunity to explore a topic of interest at a more in depth level than covered in class or to explore a topic not specifically addressed in a regular course offering.

EHS 7850. Master's Project in Applied Exercise and Health Science. 3-0-3.

Prerequisite: Core program completed and approval from major professor and graduate committee.

A project to be comprised of a capstone experience that leads to an actual product such as a publishable journal and/or literature review article, position paper, teaching aid, instructional videotape, program or facility development, web site, on-line course materials, lab manual, curriculum development, or a similar project.

Nursing

Master of Science in Nursing (MSN)

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The WellStar Primary Care Nurse Practitioner Program and the MSN in Advanced Care Management and Leadership Program are professional degree programs that build on the background of experienced registered nurses to prepare them to function as advanced caregivers in a variety of leadership roles in the emerging world of collaborative health care.

Housed in the WellStar College of Health and Human Services, the MSN programs maintain close community ties with a variety of health care agencies and providers.

General Requirements for Admission to the MSN Programs

MSN admission requires:

1. Baccalaureate degree in nursing from a nationally accredited institution with a satisfactory GPA of at least 3.0.
2. A minimum of three years full-time professional experience as a registered nurse as documented in a professional résumé for the WellStar Primary Care Nurse Practitioner Program applicant or a minimum of one year full-time experience as registered nurse as documented in a professional resume' for the MSN in Advanced Care Management and Leadership Program applicant. This experience must have occurred within the last five years and have involved direct patient care. Preference will be given to those candidates with a greater amount of professional experience.
3. Current RN licensure in the state of Georgia.
4. A minimum combined total score of 800 in the verbal and quantitative categories and a minimum 3.5 in the analytical writing category on the General Test of the Graduate Record Examination. Applicants may make a formal written request to waive this requirement only when the applicant has completed another graduate degree program and an appropriate transcript is transmitted in support of the request.
5. A formal statement of personal goals for the program not to exceed one typed page.
6. An undergraduate physical assessment course.
7. An undergraduate research course.
8. An undergraduate statistics course.

International applicants have additional requirements. See Graduate Admission section of this catalog.

Admission decisions are based on overall evaluation of all these elements.

Transfer Credit

Up to 15 quarter hours or nine semester hours of graduate work from other accredited institutions may be transferred. This work must correspond to the Kennesaw State University MSN curriculum. Decisions regarding this transfer will be made by the program director. The credit to be considered for transfer will not be more than five years old at the time the student enters.

Course Repeat Policy

A student may repeat any individual course in the MSN curriculum only once. Earning a grade of less than **B (82)** in a course the second time it is taken will result in being dropped from the program.

Grades

Students must earn a grade of **“B” (82)** or better in every course in order to progress in the program.

Petition to Graduate

MSN candidates must petition to graduate at least one semester prior to the semester in which they complete their degree requirements. Petition to graduate forms are available in the program director’s office.

MSN WellStar Primary Care Nurse Practitioner

The WellStar Primary Care Nurse Practitioner Program is fully accredited by CCNE, the Commission on Collegiate Nursing Education. This professional degree prepares experienced registered nurses to sit for certification as a family or adult nurse practitioner. The program builds on the background of professional nurses to prepare them to function as primary care givers in the emerging collaborative world of health care.

Course Designation Core Courses		Credit Hours
		14
NURS 7715	Professional Advanced Practice Role Development and Health Care Issues	2
NURS 7725	Health Care Theory	2
NURS 7735	Advanced Health Assessment, Health Maintenance, and Health Promotion	4
NURS 7746	Research Applications & Outcome Evaluations in Advanced Practice I	2
NURS 7755	Pharmacology for Advanced Practice Nursing	2
NURS 7765	Pathophysiology for Advanced Practice Nursing	2
Areas of Concentration		8
Family		
NURS 8800	Clinical Management of Selected Common Health Conditions in Adults	3
NURS 8805	Clinical Management of Selected Common Health Conditions in Children	3
NURS 8830	Clinical Management of Reproductive Health	2
Adult		
NURS 8800	Clinical Management of Selected Common Health Conditions in Adults	3
NURS 8815	Clinical Management of Selected Chronic Health Conditions in Middle-Aged and Older Adults	3
NURS 8830	Clinical Management of Reproductive Health	2

Residency		18
NURS 8850	Primary Care Residency I <i>Prerequisite: NURS 7735</i> <i>Corequisite: NURS 8800</i>	4
NURS 8851	Primary Care Residency II <i>Prerequisite: NURS 8850; 8800</i> <i>Corequisite: NURS 8805 or NURS 8815</i>	4
NURS 8852	Primary Care Residency III <i>Prerequisite: NURS 8851; 8805 or 8815</i> <i>Corequisite: NURS 8830, 8853</i>	4
NURS 8853	Primary Care Residency IV <i>Prerequisite: NURS 8851</i> <i>Corequisite: NURS 8854, 8852, 8830</i>	4
NURS 8854	Primary Care Clinical Project <i>Prerequisite: NURS 7746</i> <i>Corequisite: NURS 8852; 8853</i>	2
PROGRAM TOTAL: 40		

WellStar Primary Care Nurse Practitioner Course Descriptions

NURS 7715. Professional Advanced Role Development and Health Care Issues. 2-0-2.

Prerequisite: Admission to MSN Program.
Within this course, role theory, change theory, and leadership theory as they apply to advanced practice nursing are examined. The issues related to the role of the advanced practice nurse in today's health care environment are explored. Ethical and legal decision-making processes are investigated. The standards and regulations governing advanced practice nursing are examined.

NURS 7725. Health Care Theory. 2-0-2.

Prerequisite: Admission to MSN Program or permission of the program coordinator.
Theories from healthcare, nursing and related fields are analyzed and critiqued from the perspective of theory development and theory utilization. Theoretical concepts are considered as they apply to the advanced practice nursing in research, communication, practice, and professional autonomy.

NURS 7735. Advanced Health Assessment, Health Maintenance and Health Promotion. 2-6-4.

Prerequisite: Admission to MSN Program.
This course is designed to develop the student's skill and critical appraisal of the history and physical examination of clients. Health promotion, risk screening, and disease prevention are emphasized while clinical strategies and interventions are critiqued utilizing research and

theoretical data. A clinical practicum provides experiences in health promotion and maintenance allowing students to develop their assessment, interpretive, and diagnostic competencies.

NURS 7746. Research Applications and Outcome Evaluations in Advanced Practice I. 2-0-2.

Prerequisite: Admission to MSN Program or permission of the program coordinator.
This course builds upon the student's basic knowledge of the research process. It explores research design, methodology, data analysis, and outcome evaluation for relevant problems encountered by the advanced practice nurse. Both quantitative and qualitative methods are examined. Students will critique relevant studies in an area of interest and develop a proposal related to a topic in their specific area of interest.

NURS 7755. Pharmacology for Advanced Practice Nursing. 2-0-2.

Prerequisite: Admission to MSN Program or permission of the program coordinator.
This course expands the experienced professional nurse's understanding of pharmacological principles, including pharmacokinetics and pharmacodynamics. Emphasis is placed on enhancing the knowledge necessary to improve client care outcomes.

NURS 7765. Pathophysiology for Advanced Practice Nursing. 2-0-2.

Prerequisite: Admission to MSN Program or permission of the program coordinator.
This course is designed to provide the experienced professional nurse with advanced content concerning normal and abnormal human physi-

ologic responses to pertinent pathophysiologic conditions. Emphasis is placed on the clinical manifestations of these conditions may successfully intervene in a variety of advanced practice clinical settings.

NURS 8800. Clinical Management of Selected Common Health Conditions in Adults. 3-0-3.

Prerequisite: NURS 7735. *Corequisite:* NURS 8850. This course addresses the common health conditions, both simple and complex, affecting individuals, aged 17 and older, frequently encountered in primary care setting. Client's clinical presentation, underlying causes, and appropriate treatment modalities are explored. The nurse practitioner's role in the clinical management of common health conditions in the adult client is the focus with emphasis on referral, follow-up, and client education. The impact of health problems on the family unit is also explored.

NURS 8805. Clinical Management of Selected Common Health Conditions in Children. 3-0-3.

Prerequisite: NURS 7735; 8800. *Corequisite:* NURS 8851.

This course is designed to provide an exploration of theories and knowledge needed for child health supervision in the primary care setting with a focus on the nurse practitioner's role in clinical management, anticipatory guidance, referral, and follow-up. Emphasis is placed upon parents as participants in assessment, decision-making, and management of common health problems and the stresses of normal development in infancy, childhood, and adolescence.

NURS 8815. Clinical Management of Selected Chronic Health Problems in Middle-Aged and Older Adults. 3-0-3.

Prerequisite: NURS 7735; 8800. *Corequisite:* NURS 8851.

This course addresses the chronic health conditions frequently encountered in the primary care of middle-aged and older adults. Clients' clinical presentation, underlying causes, and appropriate treatment modalities are explored. The nurse practitioner's role in the management of chronic health conditions is emphasized with attention to protocol development, referral, follow-up, and client education.

NURS 8830. Clinical Management of Reproductive Health. 2-0-2.

Prerequisite: NURS 8805 or 8815. *Corequisite:* NURS 8852, 8853.

This course focuses on the health care needs of essentially healthy women throughout the repro-

ductive years and beyond. Emphasis is placed on the clinical management of common health problems of women, well pregnant women and the care of the newborn. Appropriate referral and follow-up care for more complex health problems and high risk pregnancy are explored.

NURS 8850. Primary Care Residency I. 1-9-4.

Prerequisite: NURS 7735. *Corequisite:* NURS 8800.

This course consists of an introductory practicum with a nurse practitioner, physician assistant or physician preceptor approved by NP faculty. Beginning clinical management skills are the focus of the course. The theory component emphasizes student case study presentation and critique.

NURS 8851. Primary Care Residency II. 1-9-4.

Prerequisite: NURS 8850. *Corequisite:* 8805 or 8815.

A continuation of the practicum experience with appropriate preceptors. Improved clinical management skills are an expectation in a variety of clinical sites. The case study methodology is continued.

NURS 8852. Primary Care Residency III. 1-9-4.

Prerequisite: NURS 8851; 8805 or 8815. *Corequisite:* NURS 8830, 8853.

A continuation of the practicum experience with appropriate preceptors. Increasing complex clinical management skills are an expectation in a variety of appropriate clinical sites. The case study methodology is continued.

NURS 8853. Primary Care Residency IV. 1-9-4.

Prerequisite: NURS 8851; *Corequisite:* NURS 8852, 8830.

This course is the capstone practicum experience in which students synthesize all elements of their clinical management skills. Competence in the clinical management of health conditions frequently encountered is an expectation.

NURS 8854. Primary Care Clinical Project. 2-0-2.

Prerequisite: NURS 7746. *Corequisite:* NURS 8853, 8852.

The clinical project provides the student with the opportunity to synthesize and apply acquired knowledge and skills in a clinically focused project related to the role of the nurse practitioner in research, health promotion, and community education. The student identifies a problem/need and designs a project that will improve the health care of a specific population.

MSN in Advanced Care Management and Leadership

The MSN in Advanced Care Management and Leadership, a 40-semester hour program, prepares nursing graduates for leadership and administrative positions in healthcare. This program is built around required core courses and two major curricular specialty track courses (Advanced Care Leadership and Nursing Educational Leadership). These tracks include didactic and practicum courses to emphasize the required content. In addition, electives are included for some of the tracks.

		Credit Hours
Required Core Courses		24
NURS 7715	Professional Advanced Practice Role Development and Health Care Issues	2
NURS 7725	Health Care Theory	2
NURS 7735	Advanced Health Assessment, Health Maintenance, and Health Promotion	4
NURS 7755	Pharmacology for Advanced Practice Nursing	2
NURS 7765	Pathophysiology for Advanced Practice Nursing	2
NURS 7746	Research Applications & Outcome Evaluations in Advanced Practice I	2
NURS 7747	Research Applications & Outcome Evaluations in Advanced Practice II	2
NURS 8863	Advanced Leadership Project	3
NURS 7780	Ethics of Leadership for Advanced Practice Nursing	2
NURS 7785	Health Policy & Finance	2
NURS 7791	Principles of Conflict Management for Advanced Practice Nursing	1
Track courses		16
Advanced Care Leadership/CNS		
NURS 7774	Advanced Care Management Models for Practice	2
NURS 8860	Assuming Leadership Role in Advanced Care Management Practicum I	2
NURS 8861	Assuming Leadership Role in Advanced Care Management Practicum II	4
NURS 8862	Assuming Leadership Role in Advanced Care Management Practicum III	4
	Electives	4
Nursing Education Leadership		
NURS 7792	Curriculum, Instruction & Evaluation in Health Care Organizations	4
NURS 7790	Innovative Teaching and Learning Strategies	2
NURS 8870	Assuming Leadership Role in Education - Practicum I	2
NURS 8871	Assuming Leadership Role in Education - Practicum II	4
NURS 8872	Assuming Leadership Role in Education - Practicum III	4

Health Policy Leadership Track Courses

NURS 7793	Health Policy Leadership Seminar	4
NURS 7794	Advanced Leadership & Policy in Multicultural/Changing World	4
NURS 7795	Global Initiative in Healthcare	3
NURS/GBA 6150	Analytical Business Applications/Leadership Skills	4
NURS 8880	Assuming Leadership Role in Health Policy-Practicum I	2
NURS 8881	Assuming Leadership Role in Health Policy-Practicum II	4
NURS 8882	Assuming Leadership Role in Health Policy-Practicum III	4

PROGRAM TOTAL: 40

Advanced Care Management and Leadership Course Descriptions

NURS 7715. Professional Advanced Role Development and Health Care Issues. 2-0-2.

Prerequisite: Admission to MSN Program.

Within this course, role theory, change theory, and leadership theory as they apply to advanced practice nursing are examined. The issues related to the role of the advanced practice nurse in today's health care environment are explored. Ethical and legal decision-making processes are investigated. The standards and regulations governing advanced practice nursing are examined.

NURS 7725. Health Care Theory. 2-0-2.

Prerequisite: Admission to MSN Program or permission of the program coordinator.

Theories from healthcare, nursing and related fields are analyzed and critiqued from the perspective of theory development and theory utilization. Theoretical concepts are considered as they apply to the advanced practice nursing in research, communication, practice, and professional autonomy.

NURS 7735. Advanced Health Assessment, Health Maintenance and Health Promotion. 2-6-4.

Prerequisite: Admission to MSN Program.

This course is designed to develop the student's skill and critical appraisal of the history and physical examination of clients. Health promotion, risk screening, and disease prevention are emphasized while clinical strategies and interventions are critiqued utilizing research and theoretical data. A clinical practicum provides experiences in health promotion and maintenance allowing students to develop their assessment, interpretive, and diagnostic competencies.

NURS 7746. Research Applications and Outcome Evaluations in Advanced Practice I. 2-0-2.

Prerequisite: Admission to MSN Program or permission of the program coordinator.

This course builds upon the student's basic knowledge of the research process. It explores research design, methodology, data analysis, and outcome evaluation for relevant problems encountered by the advanced practice nurse. Both quantitative and qualitative methods are examined. Students will critique relevant studies in an area of interest and develop a proposal related to a topic in their specific area of interest.

NURS 7747. Research Applications and Outcome Evaluations in Advanced Practice II. 2-0-2.

Prerequisite: NURS 7746.

This course builds upon the student's basic knowledge of the research process and continues the instruction begun in NURS 7746 (Research Design and Methodology). It explores quantitative and qualitative data analyses for relevant problems encountered by the advanced care practice nurse. Students will prepare and submit an Institutional Review Board request for approval for their proposal developed in NURS 7746.

NURS 7755. Pharmacology for Advanced Practice Nursing. 2-0-2.

Prerequisite: Admission to MSN Program or permission of the program coordinator.

This course expands the experienced professional nurse's understanding of pharmacological principles, including pharmacokinetics and pharmacodynamics. Emphasis is placed on enhancing the knowledge necessary to improve client care outcomes.

NURS 7765. Pathophysiology for Advanced Practice Nursing. 2-0-2.

Prerequisite: Admission to MSN Program or permission of the program coordinator.

This course is designed to provide the experienced professional nurse with advanced content concerning normal and abnormal human physiologic responses to pertinent pathophysiologic conditions. Emphasis is placed on the clinical manifestations of these conditions may successfully intervene in a variety of advanced practice clinical settings.

NURS 7774. Advanced Care Management Models for Practice. 2-0-2.

Prerequisite: NURS 7735. Corequisite: NURS 8860.

This course focuses on the role of the clinical nurse leader in the advanced care management of individuals and populations in acute care or other appropriate health care settings. Principles of advanced care management including strategic planning, working with teams and various care management models and tools such as clinical pathways and care mapping in the managed care environment are emphasized. Additional concepts will be discussed such as clinical outcomes, documentation, and evaluation methodology in these environments.

NURS 7780. Ethics of Leadership for Advanced Practice Nursing. 2-0-2.

Prerequisite: Admission to the MSN program or permission of the program coordinator.

This course engages the student in exploration of the ethical and legal frameworks, theories, and applications that relate to leadership, management, and decision-making in health care organizations. Case analysis and presentation will be used to emphasize the student's ability to identify ethical and legal problems and work with others to resolve them.

NURS 7785. Health Policy and Finance. 2-0-2.

Prerequisite: Admission to the MSN program or permission of the program coordinator.

This course is designed to provide the practice nursing student with an overview of the factors involved in understanding the current state of health care policy in the United States. Various methods of health care financing, organization, role of government in health care, and an historical perspective will be explored. Issues such as access, the roles of health care providers, primary care, and organizational structures will be discussed.

NURS 7790. Innovative Teaching Strategies in Advanced Care Management. 2-0-2.

Prerequisite: Admission to the MSN program or permission of the program coordinator.

This course is designed to assist the in understanding the development and implementation of educational courses, seminars, workshops, or community programs for staff, students, clients, or community members. The content will focus on classroom, clinical, and online settings. The student will consider several best practice strategies as well as the use of technology to enhance or present content. A course or a workshop that may be used in a practice setting will be developed.

NURS 7792. Curriculum, Instruction, & Evaluation in Health Care Organizations. 4-0-4.

Prerequisite: NURS 7790, NURS 8870.

Corequisite: NURS 8871.

This course is designed to provide the advanced practice nurse the theoretical underpinnings of curriculum development, instruction, and evaluation needed in diverse health care organizations, including academic nursing programs. The knowledge gained can be applied to the educator role in a university setting, a health care agency, or in corporate settings focused on health care.

NURS 7793. Health Policy Leadership Seminar. 4-0-4.

Prerequisite: Admission to MSN program.

This seminar provides students with an advanced understanding of the issues of leadership and health policy as it relates to nursing. The course addresses theories and models of the health policy process with a focus on integrating health service research theory and methods. Students engage in intensive study of trends in health policy, leadership issues related to policy, and the active engagement of the advanced practice nurse in forming health policy. Perspectives on agenda setting, media roles, advocacy, policy innovation, diffusion, and implementation are also integrated with examples of specific nursing policy problems.

NURS 7794. Advanced Leadership & Policy in Multicultural, Changing World. 3-0-3.

Prerequisite: Admission to MSN program.

This course develops proactive leadership skills in leading and shaping organizations and health policy through the myriad of changes that are occurring in the health care environment and in a multicultural society. The course examines the impact of family and welfare policy on health status, health care access, and health outcomes.

It allows the opportunity to explore global policy that influences diverse populations. Transformational leadership skills, organizational assessment, business ethics, climate analysis, communication, cultural competency and information management will be emphasized to effect leadership and policy in a changing, multicultural world. Diversity and cultural competence will be studied in relation to the changing populations seen globally. Emphasis will be placed on improving organizational performance and creating a learning healthcare organization.

NURS 7795. Global Initiatives in Health-care, Changing World. 3-0-3.

Prerequisite: NURS 7715, NURS 7793, NURS 7794.

This course focuses on the global perspective of policy development and implementation in health care. By examining global perspectives, intercultural engagement and global citizenship, the student will recognize and incorporate a worldview of health care and the advanced practice nurse.

NURS 8860. Assuming Leadership Role in Advanced Care Management. 2-6-2.

Prerequisite: NURS 7735. *Corequisite:* NURS 7774. This course consists of an introductory practicum with a preceptor/site identified as being appropriate for the student's area of interest and approved by the faculty. Advanced care management skills are the focus of the course with students analyzing and evaluating clinical care models and participating in their implementation in the delivery of client care. The theory component emphasizes case study presentation and critique. or present content.

NURS 8861. Assuming Leadership Role in Advanced Care Management – Practicum II. 4-12-4.

Prerequisite: NURS 8860; NURS 7774.

This course is a continuation of the practicum experience with appropriate preceptors/sites. Advanced practice management skills continue to be the focus of the course with greater expertise an expectation. The case study methodology and critique is continued.

NURS 8862. Assuming Leadership Role in Advanced Care Management – Practicum III. 4-12-4.

Prerequisite: NURS 8861. *Corequisite:* NURS 8863.

A continuation of the practicum experience in which students synthesize all elements of their advanced care management skills in the implementation of clinical care models in a variety of appropriate settings. Competence in advanced care management is an expectation.

NURS 8863. Advanced Leadership Project. 3-0-3.

Prerequisite: NURS 7747. *Corequisite:* NURS 8862 or NURS 8872.

This course is an experience that provides the student with the opportunity to synthesize and apply acquired knowledge and skills in a focused project related to the role of the advanced practice nurse in advanced care management or nursing education leadership. The student identifies a problem/need and designs a project that will enhance care management or nursing education in a selected practicum site.

NURS 8870. Assuming Leadership Role in Nursing Education – Practicum I. 2-6-2.

Prerequisite: NURS 7735. *Corequisite:* NURS 7790.

This course consists of an introductory practicum with a preceptor/site identified as being appropriate for the student's area of interest in the nursing education leadership track and approved by the faculty. Advanced educational concepts and principles are the focus of the course. The theory component emphasizes case study presentation and critique at increasingly higher standards in incorporating teaching and instructional strategies.

NURS 8871. Assuming Leadership Role in Nursing Education – Practicum II. 4-12-4.

Prerequisite: NURS 8870. *Corequisite:* NURS 7792.

This course consists of the second practicum course with a preceptor/site identified as being appropriate for the student's area of interest in the nursing education leadership track and approved by the faculty. Increasingly advanced educational concepts and principles are the focus of the course. The theory component emphasizes case study presentation and critique at increasingly higher standards in incorporating teaching and instructional strategies.

NURS 8872. Assuming Leadership Role in Nursing Education – Practicum III. 4-12-4.

Prerequisite: NURS 8871. Corequisite: NURS 8863.

A continuation of the practicum experience in which students synthesize all elements of their advanced care leadership skills in the implementation of education models as a nurse leader in a variety of appropriate settings. Competence in advanced nursing education is an expectation.

NURS 8880. Assuming Leadership Role in Health Policy-Practicum I. 2-6-2.

Prerequisite: NURS 7793, NURS 7794, NURS 7715.

The course consists of an introductory practicum with a preceptor/site identified as being appropriate for the student's area of interest/track and approved by the faculty. Advanced health policy competences are the focus of the course for students in the Health Policy Leadership track. The theory component emphasizes case study presentation and critique related to the leadership issues associated with health policy and advanced practice nursing.

NURS 8881. Assuming Leadership Role in Health Policy-Practicum II. 4-12-4.

Prerequisite: NURS 8880.

The course is a continuation of the practicum experience with appropriate preceptors/sites. Advanced health policy competences continue to be the focus of the course with greater expertise an expectation. The theory component continues to emphasize case study presentation and critique related to the leadership issues associated with health policy and advanced practice nursing.

NURS 8882. Assuming Leadership Role in Health Policy-Practicum III. 4-12-4.

Prerequisite: NURS 8881.

A continuation of the practicum experience in which students synthesize all elements of their advanced health policy competences during the implementation in a variety of appropriate settings. The theory component continues to emphasize case study presentation and critique related to the leadership issues associated with health policy and advanced practice nursing with an emphasis on synthesis.

NURS 8900. Special Topics in Advanced Practice Nursing. 1-4.

Prerequisite: Admission to MSN Program or permission of the program director.

This course is a concentrated exploration of a selected contemporary topic within the discipline of advanced practice nursing and of interest to faculty and students.

NURS 8940. Directed Study in Advanced Practice Nursing. 1-4.

Prerequisite: Admission to MSN Program or permission of the program director.

Admission to this course requires permission of the Program Director and faculty member, who will be involved in instruction. A directed study is a special, one-time offering of a topic for a specific student. The directed study is a concentrated investigation with a well-defined proposal that is of an advanced nature, and has detailed learning objectives and deliverables. The specific content will be determined jointly by the instructor and student.

NURS/CM 7791. Seminar in Principles of Conflict Management for Advanced Practice Nursing. 1-0-1.

Prerequisite: Admission to the MSN program or permission of the program coordinator.

This course introduces advanced practice nurses to the principles, theories, and skills of conflict management. Students will explore the application of these concepts and skills to health care issues, including patient care, patient safety, and the creation of a workplace environment that supports quality care.

NURS/GBA 6150. Analytical Business Applications and Leadership Skills for Advanced Practice Nursing. 4-0-4.

Prerequisite: Admission to the MSN program or permission of the program director.

The course provides the advanced practice nurse with foundation business knowledge and analytical skills needed in the economic environments of health care organizations. The focus is on the skills needed for the successful creation, distribution, and management of health care services.



Professional Writing

Master of Arts in Professional Writing (MAPW) Contact Information

Contact: Dr. Jim Elledge, Program Director
Office: (770) 499-3335
Fax: (770) 423-6524
email: jelledg1@kennesaw.edu
Web address: <http://mapw.kennesaw.edu>

MAPW Program Description

The Master of Arts in Professional Writing (MAPW) degree is a professional graduate degree program that prepares candidates for a wide variety of writing-related positions in business, education, publishing, and the arts. Course work in three concentrations—applied writing, composition and rhetoric, and creative writing—allows students to gain theoretical and practical knowledge in various fields of professional writing. As students become experienced in producing and analyzing the business, technical, journalistic, and creative texts in these three concentrations, they develop a sophisticated understanding of style, structure, and audience. MAPW students will

become writing professionals who can move in many directions during their careers; they will become flexible writers who can tune in to the writing conventions of a given genre, adapting their writing style to the requirements of various rhetorical contexts in today's print and electronic environments.

Housed in the Department of English, the MAPW Program works in cooperation with other departments such as Communication and Visual Arts. Additional resources of special importance to the program faculty and students are the Kennesaw State University Writing Center and the Kennesaw Mountain National Writing Project.

General Requirements for Admissions to the MAPW Program

To be considered for MAPW admission, applicants must submit the following credentials to the KSU Admission Office:

1. A baccalaureate degree from an accredited college or university with a minimum 2.5 grade point average on a 4.0 scale;

2. A minimum total score of 800 (verbal and quantitative) and a minimum 3.5 (analytic writing) on the General Test of the Graduate Record Examination (GRE). The GRE requirement is waived for applicants who have earned an advanced degree.

The following items should be submitted to: MAPW Graduate Director, English Department, Mailbox Drop 2701, Kennesaw State University, 1000 Chastain Road, Kennesaw, GA 30144-5591.

3. An application letter that states the applicant's goals for the MAPW program and a rationale for the choice of concentration and support areas;
4. One copy of representative writing samples from both the concentration and the support area, not to exceed 25 pages;
5. A letter of recommendation is optional.

Provisional standing and non-degree status are not available for applicants to the MAPW program.

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

Transfer Credit

Up to nine hours of graduate work from other accredited institutions may be transferred. To be transferred, course work from other institutions must correspond to Kennesaw State's MAPW curriculum. Students will need to provide course descriptions and syllabi wherever possible, and the amount of credit granted will be at the discretion of the program director.

A minimum grade of "B" is required for any course transferred. Such course work may be no more than five years old.

Grades

Students must earn a grade of "C" or better in every graduate-level course. They must also achieve a GPA of at least 3.0 before they can advance to candidacy.

Petition to Graduate

MAPW candidates must petition to graduate at least one semester prior to completion of program requirements. Before MAPW students can petition to graduate, they must have a cumulative grade point average of at least 3.0. The student should contact the MAPW office and request a petition be mailed to their home address, or they may print the form located on the MAPW web site at: www.kennesaw.edu/english/mapw.

The student must obtain the MAPW graduate director's signature before submitting the petition to the business office and registrar.

Certificate Programs in Creative Writing and in Professional Writing for International Audiences

For information on the graduate certificate programs in creative writing or in professional writing, see pages 190-191.

Master of Arts in Professional Writing

The Master of Arts in Professional Writing Degree Program consists of 36 hours of course work. The MAPW Program is organized in three distinct parts:

Credit Hours

Writing Core Concentration

3

The Writing Core Concentration gives MAPW students the necessary tools to acquire both practical and theoretical knowledge about writing, writers, and graduate-level study skills. Students must complete the core course within their first two terms in the MAPW program:

PRWR 6000 Issues and Research in Professional Writing

Major Concentration and Support Area

24

- a. The Major Concentration and Support Area (24 hours) allows candidates to concentrate on two areas of interest. In the Major (15 hours), each student selects one concentration from the three offered below and takes five courses from this concentration, and, in the Support Area (9 hours), each student also selects one of the remaining two concentrations as the support area. The student must take three courses from this second concentration to satisfy the support area requirement.

In addition, the student will take one elective (3 hours): any MAPW course or a course in a related graduate program

3

OR

- b. Major concentration (15 hours) and two courses from each of the other two concentrations (12 hours) allow students to study all three areas of professional writing offered in the MAPW program.

Applied Writing

PRWR 6240: Technical Writing

PRWR 6260: Managing Writing in Organizations

PRWR 6280: Business and Technical Editing

PRWR 6410: Feature Writing

PRWR 6440: Professional and Academic Editing

PRWR 6550: Document Design and Desktop Publishing

PRWR 6850: Web Content Development

PRWR 6860: Intercultural Communication in Contexts

PRWR 7550: Advanced Applied Writing

PRWR 7600: MAPW Practical Internship

PRWR 7900: Special Topics

PRWR 7950: MAPW Directed Study

Composition and Rhetoric

PRWR 6150: Context, Style, and Audience in Professional Writing

PRWR 6300: Understanding Writing as Process

PRWR 6500: Teaching Writing in High Schools and Colleges

PRWR 6650: Introduction to Literacy Studies

PRWR 6750: Teaching Writing to Speakers of Other Languages

PRWR 6760: World Englishes

PRWR 7600: MAPW Practical Internship

PRWR 7900: Special Topics

PRWR 7950: MAPW Directed Study

Creative Writing

PRWR 6100: Readings for Writers
 PRWR 6460: Fiction Writing
 PRWR 6470: Poetry Writing
 PRWR 6480: Play Writing
 PRWR 6490: Screen and Television Writing
 PRWR 6520: Creative Nonfiction
 PRWR 6800: Careers in the Literary Arts
 PRWR 7500: Advanced Creative Writing
 PRWR 7600: MAPW Practical Internship
 PRWR 7900: Special Topics
 PRWR 7950: MAPW Directed Study

MAPW Capstone Project**6**

The MAPW Capstone project is designated as a thesis, portfolio, or practicum and accompanied by a rationale for its purpose and design that involves electronic and/or print media and is relevant to the student's concentration in professional writing. After submitting an approved capstone proposal, the candidate works under the direction and advice of two faculty members to produce the project. The candidate must submit the capstone project at least two weeks before either 1) a discussion about the project with the faculty committee, or 2) a public presentation about the project or a reading from the project for an audience of faculty and peers. The candidate will consult with the capstone committee chair and committee member about which option to choose.

PRWR 7960: MAPW Capstone Project

PROGRAM TOTAL: 36**M.A. in Professional Writing Course Descriptions****PRWR 6000. Issues and Research in Professional Writing. 3-0-3.**

Prerequisite: Admission to the MAPW program or permission of the graduate program director. (Students must take this course within their first two terms in the MAPW program.)

The course is the required core course in the Master of Arts in Professional Writing (MAPW) program. It introduces students to the three program concentrations—applied writing, composition and rhetoric, and creative writing—by focusing on key issues, theories, and research methods specific to each field as well as those that cut across all three concentrations. The course provides the necessary foundation of knowledge, skills, and practice—through a variety of readings on contemporary issues and through discussion, critique, and application of research methodologies—for students to complete MAPW requirements and course work within their concentration and support areas.

PRWR 6100. Readings for Writers. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director. The study of writers describing their ways of writing and/or how others' writing has influenced writers. This course studies the works listed as influential and then examines the application of such influence in later texts. Readings will vary, but will include literature, drama, poetry, essays, journalism and scientific and professional texts. This course is repeatable.

PRWR 6150. Context, Style and Audience in Professional Writing. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director. A study of the ways context, stylistic choices, and audience influence all areas of writing in action, whether in the workplace, on the Internet, in publishing, or in the classroom. Course will focus on the creation of specific texts, many by the students themselves, with attention to the rhetorical traditions behind all spoken and written acts.

PRWR 6240. Technical Writing. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the MAPW program director.

An intensive workshop focused on creating technical documents for clients, consumers, and the general public. Topics addressed will include the history, function, theory, and ethical practice of technical writing. Students will become more capable and informed technical writers and potential leaders in their organizations.

PRWR 6260. Managing Writing in Organizations. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

A foundational course introducing students to organizational writing and the planning that informs it. Students will learn to think creatively and systematically about the writing needs of businesses, nonprofit organizations, and government agencies. They will analyze the missions, constituencies, structures, and cultures of existing organizations to identify the most appropriate rhetorical strategies and products for organizations in their real-world contexts. Next, students will draft a plan for an organization, which may include a mission statement, key messages, organizational branding, a list of essential (print, electronic, audio, and video) documents, a yearly calendar of events and document releases, a budget and production plan, and a distribution plan for key documents. In addition, students will study how professional writers face situations that require ethical analysis and action to guard an organization's mission and reputation. The course will also inform students about careers available to organizational writers and the technologies they use in performing their work.

PRWR 6280. Business and Technical Editing. 3-0-3.

Prerequisite: Admission to MAPW program or permission of graduate director.

The study and practice of business and technical editing in texts found in corporate, engineering, government, high-tech, and scientific settings, including reports, proposals, manuals, company newsletters, and Internet web pages. Editorial responsibilities for document development, copy editing, and proofreading will be explored. Practice of electronic editing and hard copy editing will be stressed.

PRWR 6300. Understanding Writing as Process. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

The study of the concept of writing as process

and its implications for professional writers in various creative, workplace, and instructional situations. This course will focus on such questions as What happens when we write? Can the processes by which individuals shape written texts be observed, documented, and theorized? How does social context affect writing processes? How does understanding writing as process affect the teaching of writing?

PRWR 6410. Feature Writing. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

The study of the principles and processes of news reporting and feature writing techniques, including editorial writing, promotional communications, and informative newspaper and magazine article writing.

PRWR 6440. Professional and Academic Editing. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

The study and practice of professional and academic (trade, professional, educational, and scholarly) editing for magazines, journals, books, and textbooks. Editorial divisions of labor and approaches and responsibilities of editors, along with the introduction to text development, acquisition, and line editing.

PRWR 6460. Fiction Writing. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

Workshop course in the writing of fiction. Short stories and novellas may be studied. Small-group critique, one-to-one conferences and peer revision techniques may be used.

PRWR 6470. Poetry Writing. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

Workshop course in the writing of poetry. Study of traditional, free verse, haiku and experimental forms by means of small-group critique, one-to-one conferences and peer revision.

PRWR 6480. Play Writing. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

Workshop course in the writing of drama. Study and practice in writing monologues and dialogues, presenting stage directions and the production of one-act and multi-act dramatic works.

PRWR 6490. Screen and Television Writing. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

Workshop course in writing for cinema, radio

and television. Study and practice in effective screenplay writing techniques, on-air report writing, on-screen news writing and the principles of script writing, evaluation and promotion will be examined.

PRWR 6500. Teaching Writing in High Schools and Colleges. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director. An investigation into the theories and practices that have shaped writing instruction over the past thirty years. Students will examine student-centered instruction, writing process theories, current methods of assessment, technologies of writing, and other important advances in order to produce curricular design for high school and college writing classes.

PRWR 6520. Creative Nonfiction. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director. Readings from and writing in creative or literary nonfiction, including the personal essay, biography, travel writing, the research essay, and the nonfictional novel. Attention to the history and development of the genre and its subdivisions and to the markets for its manuscripts.

PRWR 6550. Document Design and Desktop Publishing. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director. Principles and practice in computer-aided publishing. Examine word processing and desktop publishing capabilities, develop graphic and text design experience, explore the skills needed to produce professional quality newsletters, brochures, reports, pamphlets and books.

PRWR 6650. Introduction to Literacy Studies. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director. An overview of approaches for studying and shaping literacy in a range of social contexts, including workplaces, instructional settings, and the literary marketplace. This course will explore competing definitions of literacy and their implications for professional writers with students learning to use research about literacy to enhance their work as professional writers.

PRWR 6750. Teaching Writing to Speakers of Other Languages. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director. The study of the theories and practices in the teaching writing to ESL writers. Emphasis will be placed on second language acquisition of

writing skills and ESL composition techniques and principles for various ESL writing situations.

PRWR 6760. World Englishes. 3-0-3.

Prerequisite: Admission to the MAPW program, or permission of the graduate program director. A study of the unprecedented growth of English on a global scale. Course will examine the current state of English in the world and the cultural/social factors that have given rise to a number of different varieties of English in the world. These varieties, attitudes towards them, and implications for various written media of communication will be explored.

PRWR 6800. Careers in the Literary Arts. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director. The first half of the course will survey components that make up the literature field and introduce the student to the management concerns in selected components. The survey will inform the student about professional and organization infrastructures that support the literary arts in the United States and give the student theoretical and practical knowledge concerning arts management. The second half of the course will focus on the writer's personal management. Grantsmanship and fellowship writing as well as submissions-and-publications procedures, literary promotions, and time management will be discussed.

PRWR 6850. Web Content Development. 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director. Study and practice in writing and development of Web content for multiple, diverse audiences in commercial areas, such as e-business, public relations, and advertising; in public service organizations, including nonprofit and government organizations; and in the area of personal and career development. Students will create their own professional e-portfolio and develop Web content for a commercial, nonprofit, or public organization. Course topics will include site architecture, visual rhetoric, audience analysis, collaboration with graphic designers to create Web pages, ethics, accessibility for disabled users, corporate intranet design, and international considerations.

PRWR 6860. Intercultural Communication in Context. 3-0-3.

Prerequisite: Admission to the MAPW program, or permission of the graduate program director. A study of written communication across cultures. Course will use a case studies format to explore principles for effectively communicating

in English across different cultures. Topics will include document design for international audiences, rhetorically sensitive strategies, issues of translation and contrastive rhetoric. Students will be able to study a specific type of written communication in a specific region or regions of the world according to their interests and need.

PRWR 7500. Advanced Creative Writing. 3-0-3.

Prerequisite: Admission to the MAPW program, or permission of the graduate program director, 6000-level creative writing course in the appropriate genre, and permission of instructor.

Advanced workshop course in either fiction, poetry, play, literary nonfiction, or screen and television writing. Open only to students who have already reached a fairly high level of accomplishments in the genre.

PRWR 7550. Advanced Applied Writing. 3-0-3. (Repeatable).

Prerequisite: Admission to the MAPW program or permission of the graduate program director; PRWR 6260 or permission of instructor.

This advanced applied writing course builds on the lessons of PRWR 6260 and is intended for students studying applied writing. Focusing each semester on a significant topic in applied writing, the course will offer students advanced, in-depth study of subjects critical to organizational writers such as grant and proposal writing, organizational writing for external audiences, organizational writing for internal audiences, and instruction in multimedia writing. The course will involve substantial service-learning writing assignments to prepare students for careers as professional writers in corporate, nonprofit, and governmental organizations. Students will collaborate with clients and classmates as they plan, draft, and finalize short, long, and electronic texts. In addition to reading and critiquing written texts, each course will include appearances by guest speakers whose current and previous employment experiences provide insights into the careers of those who write for organizations.

PRWR 7600. MAPW Practical Internship. 1-6. (Up to six hours may be used to satisfy MAPW degree requirements.)

Prerequisite: Admission to the MAPW program or permission of the graduate program director and/or faculty advisor.

Guided and supervised practical experience in one concentration of the MAPW Program.

PRWR 7900. Special Topics. (Repeatable) 3-0-3.

Prerequisite: Admission to the MAPW program or permission of the graduate program director. Exploration of a specifically designed topic.

PRWR 7950. MAPW Directed Study. (Repeatable once). 3-0-3.

Prerequisite: Admission to the MAPW program, or permission of the graduate program director, PRWR 6000, and a graduate course in the field of the directed study.

An intensive, advanced investigation of selected topics derived from individual courses of study. The content will be determined jointly by the instructor, the student, and the student's advisor. The proposed course of study must be submitted to the graduate director by a deadline published each term for MAPW Committee approval.

PRWR 7960. MAPW Capstone Project. 1-6 credit hours.

Prerequisite: Completion of 27 credit hours in the MAPW program and at least four courses in the concentration; approval of capstone committee.

A project designated as a thesis, portfolio or practicum and accompanied by a rationale for its purpose and design that involves electronic and/or print media and is relevant to the student's concentration in professional writing. After submitting an approved capstone proposal, the candidate works under the direction and advice of two faculty members to produce the project. The candidate must submit the capstone project at least two weeks before either 1) a discussion about the project with the faculty committee, or 2) a public presentation about the project or a reading from the project for an audience of faculty and peers. The candidate will consult with the capstone committee chair and committee member about which option to choose.

Graduate Certificate in Creative Writing

Graduate Certificate Program in Creative Writing

Contact: Dr. Jim Elledge, Program Director

Office: (770) 499-3335

Fax (770) 423-6524

email: jjelledg1@kennesaw.edu

Web address: <http://mapw.kennesaw.edu/creativewriting.shtml>

Admission Requirements

1. A completed KSU application form, indicating application to the Graduate Certificate in Creative Writing Program
2. An application fee
3. Official undergraduate transcripts
4. Official graduate transcripts, if applicable
5. A minimum undergraduate grade point average of 2.5 on a 4.0 scale or a minimum graduate grade-point average of 3.0 on a 4.0 scale
6. Immunization requirement (see Graduate Admission section of catalog)
7. A statement of purpose that explains: the genre of concentration; what the student wishes to achieve from the program; any experience the student already has in writing (i.e., workshops or literature classes, reading and writing habits, membership in writers' organizations, awards, publications, and the like)
8. A writing sample in the genre of concentration:
 - Prose Fiction and Creative Nonfiction: 25 double-spaced pages (excerpts are acceptable)
 - Poetry: 10 poems or 10 pages
 - Play writing and Screenplay Writing: 25 pages of script
9. Optional: A letter of reference from someone who can evaluate the student's: creative writing skills commitment to creative writing and academic work

Program of Study

A Graduate Certificate in Creative Writing Program is offered through the Master of Arts in Professional Writing Program in the English Department, College of Humanities and Social Sciences, at Kennesaw State University.

A unique four-course, non-degree program, its mission is to provide instruction and membership in a community of writers to qualified writing students in metro Atlanta and North Georgia who seek intensive creative writing practice but who do not want to matriculate in a graduate program.

This Graduate Certificate program allows qualified writers to study in graduate-level writing workshops taught by professional writers on the Kennesaw State University faculty.

A student coming into the Certificate Program would have to choose one of the creative writing genres offered in the MAPW program: fiction, poetry, screen writing, or creative non-fiction. Once a genre discipline is selected, the student would be expected to complete workshops in only that genre. For example, a student might select to study for the Graduate Certificate in Creative Writing and focus in fiction writing.

See creative writing courses listed in the Master of Arts in Professional Writing Program on pages 186-189.

Graduate Certificate in Professional Writing for International Audiences

Graduate Certificate Program in Professional Writing for International Audiences

Contact: Dr. Jim Elledge, Program Director

Office: (770) 499-3335

Fax: (770) 423-6524

Web address: <http://mapw.kennesaw.edu/internationalaudiences.shtml>

Professional Writing for International Audiences Certificate Admission Requirements

Applicants will be admitted to the Graduate Certificate in Professional Writing for International Audiences when they have satisfied the KSU non-degree admission requirements.

1. A bachelor's or graduate degree from an institution accredited in a manner accepted by KSU;
2. A minimum undergraduate grade point average of 2.5 on a 4.0 scale and a minimum graduate grade-point average of 3.0 on a 4.0 scale. The application documentation for this certificate consists of:
 1. A completed KSU application form, indicating application to the Graduate Certificate in Professional Writing for International Audiences
 2. An application fee
 3. Official undergraduate transcripts
 4. Official graduate transcripts, if applicable
 5. A minimum undergraduate grade point average of 2.5 on a 4.0 scale or a minimum graduate grade-point average of 3.0 on a 4.0 scale
 6. Immunization requirement (see Graduate Admission section of catalog)
 7. A statement of purpose that explains: what the student wishes to achieve from the program; any experience the student already

- has in writing, i.e., workshops, reading and writing habits, membership in writers' organizations, awards, publications;
8. A writing sample
9. Optional: A letter of reference from someone who can evaluate the applicant's writing skills

Program of Study

The Certificate will be writing-based, which distinguishes it from traditional Teachers of English to Speakers of Other Languages (TESOL) programs. The certificate is distinctive from TESOL programs because it does not focus on teaching English to non-native users. Rather the focus will be on how English users from different cultural and linguistic traditions can communicate more effectively in a variety of written media such as e-mail, Web pages, brochures, and formal documents. Consequently, there will also be an emphasis on the process of document creation that requires collaboration between native and non-native English speakers and the need for cultural and linguistic sensitivity to increase the effectiveness of the working relationship. Educators who are aware of these differences can use this insight in classrooms, particularly in cases when international students work with American students on writing projects and other classroom activities. This Certificate will also benefit professionals working in non-profit organizations, government employees, and others who work with or write for a large population of non-native English speakers.

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Required Courses		9
PRWR 6750	Teaching Writing to Speakers of Other Languages	3
PRWR 6760	World Englishes	3
PRWR 6860	Intercultural Communication in Contexts	3
Select one of the following:		3
PRWR 7600	Internship	
Applied		
PRWR 6850	Writing for the Web	3
PRWR 6250	Corporate Communication	3
Composition and Rhetoric		
PRWR 6650	Introduction to Literacy Studies	3
PRWR 6150	Context, Style, and Audience in Professional Writing	3

PROGRAM TOTAL: 12

See professional writing courses listed in the Master of Arts in Professional Writing Program on pages 186-189.

American Studies

Master Arts in American Studies Contact Information

Contact: Sarah Robbins, Coordinator

Office: Social Science 2005

email: srobbins@kennesaw.edu
amst@kennesaw.edu

Website: <http://amst.hss.kennesaw.edu/>

Master of Arts in American Studies Program Description

The mission of the American Studies program at Kennesaw State University is to promote sophisticated understanding of the meaning and place of America in a global context through models of interdisciplinary thinking and methods of interdisciplinary scholarship. Graduates of the program will be able to analyze patterns and relationships within and among American cultures and will have a pragmatic understanding of the relations shaping culture, history, and texts. Additionally, students will develop an active, intellectual engagement with their local, regional, and national communities. They will be able to apply their understanding of

key issues in American Studies to a variety of professional contexts. They will be able to use research and writing as tools for understanding American culture, promoting others' knowledge about American communities in a transnational context, and engaging in social issues as active citizens.

General Requirements for Admission to the American Studies Program

To be considered for admission to the program, applicants must submit the following credentials to the KSU Graduate Admissions office:

1. A baccalaureate degree from an accredited college or university with at least 2.75 grade point average;
2. A minimum total score of 900 on the Graduate Record Examination (GRE).

Additional items should be sent to the Director/program coordinator, M.A. in American Studies:

1. A detailed application letter outlining the student's goals for work in the program, including a rationale for why/how this

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- program will meet the potential student's professional needs;
2. A writing sample of five to seven pages, double-spaced, with content relevant to the field of American Studies.
 3. Optional curriculum vitae or résumé and/or up to three letters of recommendation.

Transfer Credit

Up to nine semester hours of graduate work from other accredited institutions may be transferred. To be transferred, course work from other institutions must correspond to Kennesaw State's Master of American Studies curriculum. Students will need to provide course descriptions and syllabi wherever possible, and the amount of credit granted will be at the discretion

of the program director. Such course work may be no more than five years old.

Grades

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

Petition to Graduate

Master of American Studies candidates must petition to graduate at least one semester prior to completion of their degree requirements.

Master of Arts in American Studies

The Master of Arts in American Studies Program consists of 33 credit hours and fulfillment of a foreign language requirement, as follows:

	Credit Hours
Core Curriculum	6
AMST 7000 American Studies Scholarship	3
AMST 7100 American Studies Methods	3
Concentrations	12
At least one course must be taken from each of the following:	
Historical Studies	
AMST 7200 US Social Movements	
AMST 7210 Historical Period	
AMST 7220 Passages to America	
AMST 7230 Public History and Culture	
Place-based Studies	
AMST 7300 American Cities, Suburbs and Countryside	
AMST 7310 Regional Studies	
AMST 7320 America in Transnational Context	
Cultural Production	
AMST 7400 The Film Industry in American Culture	
AMST 7410 Literature in American Culture	
AMST 7420 Popular Culture in America	
AMST 7430 Identities and Social Groups	

ELECTIVES**12**

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

EDL 6705	Current Issues in Educational Leadership
EDL 6730	Educational Policy and Legal Perspectives
EDUC 7781	Cultural Issues for ESOL/Bilingual Teachers
HIST 7710	Local History Research and Resources
HIST 7730	Minorities in America
HIST 7740	Economy and Society
POLS 7705	Political Ideologies
PRWR 6650	Introduction to Literacy Studies
PRWR 6800	Careers in Literary Arts
PRWR 6760	World Englishes

CAPSTONE (Thesis or Project)**6**

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

LANGUAGE REQUIREMENTS

May be met by coursework to FL 2002 at the undergraduate level with a grade of "C" or better, graduate level coursework indicating language proficiency, or equivalent (e.g., study abroad program with a language competency component) as approved by program coordinator.

PROGRAM TOTAL: 36

Master of Arts in American Studies Course Descriptions

AMST 7000. American Studies Scholarship. 3-0-3.

Prerequisite: Admission to graduate study or permission of the program coordinator.

This course explores a variety of themes, theoretical influences, and methodological approaches currently alive in American Studies and its related disciplinary fields. Particular emphasis is placed on the current controversies and scholarship focused on race, ethnicity, gender and sexuality. The course is organized around broad thematic concepts, with attention to global perspectives. The course introduces some basic conceptual building blocks in the field, as well as explores some of the historical development of American Studies.

AMST 7100. American Studies Methods. 3-0-3.

Prerequisite: Admission to graduate study or permission of the program coordinator.

Introduces students to current methods in American Studies research and public practice. The course focuses on core concepts, objects of analysis, and evolving research practices used for working in American Studies. While critiquing notable examples from the field, students consider various dynamic professional contexts for “doing” American Studies, such as professional organizations and journals, classrooms, the workplace, public settings, and other diverse communities outside the university.

AMST 7200. US Social Movements. 3-0-3.

Prerequisite: Admission to graduate study or permission of the program coordinator.

Examines the history of and relationships between selected social movements in the United States through an interdisciplinary lens. Drawing primarily on historical and sociological resources, the course analyzes the evolution and conduct of movements, as well as the evolution of academic inquiry and understanding of these movements. The course emphasizes the connections between movements in the US and those in other parts of the world. Topics discussed may include, but are not limited to, the abolitionist, labor, civil rights, American Indian, environmentalist, women’s, anti-war, reproductive rights, gay and lesbian, and anti-globalization movements among others.

AMST 7210. Historical Period. 3-0-3.

Prerequisite: Admission to graduate study or permission of the program coordinator.

Studies a particular era in American culture by interpreting social events and practices, material culture, visual culture and print publications in a variety of forms. The course will invite students to examine individuals’ impact on their historical moment as well as the influence important movements and social groups have exerted during specific periods, such as the Progressive Era, the 1960s, or the era of “discovery” of the New World. Course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7220. Passages to America. 3-0-3.

Prerequisite: Admission to graduate study or permission of the program coordinator.

Students enrolled in Passages to America examine forced and voluntary migration and immigration in the historical development of American culture, from the period of first contact to the present day. The varied experiences of these individuals and their families are discussed in the context of such topics as racial and ethnic group relations, nativism, and social class formation. We examine power relations between dominant and subordinate groups, along with debates over citizenship, Americanization policies, and legal/illegal immigration. Finally, students analyze the cultural concepts of assimilation, pluralism, and multiculturalism that frame these debates.

AMST 7230. Public History and Culture. 3-0-3.

Prerequisite: Admission to graduate study or permission of the program coordinator.

Examines the popular uses and presentation of the American past. Exploring historical memory’s role in American culture, the course draws on a range of methods (e.g., site visits, research in popular publications, study of historical documentaries) to critique ways that the past is recorded and transmitted. Course content may include a rationale and debate about defining the parameters of the historical division, as well as an emphasis upon the significance of artifacts, lore, written and oral commentary of the period, and the language that both constructs and vivifies the meanings of past. Course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7300. American Cities, Suburbs, and Countryside. 3-0-3.

Prerequisite: Admission to graduate study or permission of the program coordinator.

Offers a thematic study of cultural, social, and economic patterns of the American metropolis using texts and methods from a variety of disciplines, such as history, literature, anthropology, and sociology. Students interrogate texts ranging from landmarks to literature, personal histories to government documents, advertising to architecture, to explore the shifting relationships between and ideas about American cities, suburbs, and countryside. Course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7310. Regional Studies. 3-0-3.

Prerequisite: Admission to graduate study or permission of the program coordinator.

Offers a thematic study of cultural, social, and economic patterns of a representative region using texts and methods from a variety of disciplines, such as history, literature, and sociology. Students interrogate texts ranging from literary prize-winning novels to primary historical documents located in the earliest settlement and in contemporary literature and historical analysis. Course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7320. America in Transnational Context. 3-0-3.

Prerequisite: Admission to graduate study or permission of the program coordinator.

Examines interactions between Americans and other international groups. The course may address several time periods and locations or focus on a single case study (e.g., the impact of cross-cultural contact in a specific region or era). Besides secondary research from diverse disciplines, students use primary texts from popular culture to interpret the influence of American culture in other parts of the world (e.g., American television as viewed in other lands) and the ways that immigration of new groups has shaped the social landscape in the U.S. Course may be repeated for credit.

AMST 7400. The Film Industry in American Culture. 3-0-3.

Prerequisite: Admission to graduate study or permission of the program coordinator.

Examines the history and cultural influences of the film industry from its beginnings in America through the present. Emphasis is on how the aesthetic, economic, and technological aspects of the film industry and film have

impacted American society. Course content deals with the history of film; key eras for film and their impact, such as the 1970s; and the role of particular filmmakers, directors and producers in shaping popular culture. Students read from the texts to gain historical perspective, see documentary films dealing with aspects of film and the film industry, view and analyze selected individual films and consult reviews of films to ascertain their critical reception and impact on the community at the time of their release.

AMST 7410. Literature in American Culture. 3-0-3.

Prerequisite: Admission to graduate study or permission of the program coordinator.

Examines the history and cultural work of literature as a social practice of reading, writing and teaching in regional, national, and international American contexts. This course draws its literary readings from both “high” and “popular” culture publications. Students explore both benchmark moments in American literary production (e.g., the publication of Uncle Tom’s Cabin) and important movements in the field of American literature (e.g., the formation of “American Literature” as a school discipline, the development of publishing conglomerates, book clubs and chain bookstores).

AMST 7420. Popular Culture. 3-0-3.

Prerequisite: Admission to graduate study or permission of the program coordinator.

This course examines the emergence of mass culture in the United States, beginning with the premise that popular culture is an important site of expression, social instruction, and cultural conflict, and thus deserves critical attention. Students examine theoretical texts and primary sources, including film, television, sporting events, advertising, popular music, and theme parks, and place these expressions of mass culture in political, economic, and social contexts. Course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7430. Identities and Social Groups. 3-0-3.

Prerequisite: Admission to graduate study or permission of the program coordinator.

Examines the social construction of individual identities and social groups in American culture. Students survey and critique a range of texts expressing and representing the formation of identity constructions around such categories as race, gender, ethnicity, national origin, class, and sexuality. Students consider the various social forces that shape (and sometimes resist) various views of American identity both within

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and outside the U.S. Course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7900. Thesis/Practicum. 3-0-3.

Prerequisite: Admission to graduate study or permission of the program coordinator.

A major research project or a project using interdisciplinary methods from American Studies to investigate questions consistent with the program's mission and the student's professional goals. Students work with faculty advisors to develop a proposal, carry out research related to their topic or project aims, and complete a product drawing on the content of program courses and integrating it with new, individualized study.

Public Administration

Master of Public Administration Contact Information

Contact: Dr. Martha A. Griffith,
MPA Program Director
Department of Political Science &
International Affairs
1000 Chastain Road, Mail Box #2302
Kennesaw, Georgia 30144-5591

Office: (770) 423-6631

Fax: (770) 423-6312

email: mgriffith@kennesaw.edu

Website: <http://www.kennesaw.edu/pols/mpa>

Master of Public Administration Program Description

The Master of Public Administration (MPA) is a professional degree that prepares persons interested in public service for middle and upper level administrative positions. The program's student and teaching oriented faculty seek to contribute to the development of professional individuals with an ethos of democratic administration by providing them with a combination of solid academic learning and concrete practical experiences.

The MPA Program is located in the Department of Political Science and International Affairs. The Program works in cooperation with a number of other departments as well as the A. L. Burruss Institute of Public Service that provides community services and technical assistance to nonprofit and public organizations throughout the greater Northwest Georgia region.

Accreditation

The Master of Public Administration program is formally accredited by National Association of Schools of Public Affairs and Administration (NASPAA).

General Requirements for Admission to the MPA Program

MPA Program admission requires:

1. A baccalaureate degree from an accredited college or university with at least 2.75 grade point average;
2. A minimum combined score of 900 on the verbal and quantitative portions with a 3.5 minimum score on the analytical writing

section of the General Test of the Graduate Record Examination (GRE) or a combined score of 450 on the Graduate Management Admissions Test (GMAT). International students must also provide satisfactory TOEFL scores. (Students submitting scores for the GRE taken prior to October 1, 2002, must submit a minimum combined score of 1350 on the verbal, quantitative, and analytical portions of the Graduate Record Examination.) Applicants may make a formal request to waive this requirement only when the applicant has completed another graduate degree program and an appropriate transcript is submitted in support of the request;

3. International students must also provide satisfactory TOEFL scores;
4. An application letter that states the applicant's interest and goals for the MPA Program and the potential use of the degree;
5. A current résumé; and
6. Two letters of recommendation that address the applicant's potential for graduate study and use of an MPA degree.

Students are admitted to the program based upon

an overall review of all credentials including any work and community service experience that indicates potential success in graduate work and in professional public service.

Transfer Credit

Up to nine semester hours of graduate work from other accredited institutions may be transferred. To be transferred, course work from other institutions must correspond to Kennesaw State's MPA curriculum. Students will need to provide course descriptions and syllabi wherever possible, and the amount of credit granted will be at the discretion of the program director. Such course work may be no more than five years old.

Grades

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

Petition to Graduate

MPA candidates must petition to graduate at least one semester prior to completion of their degree requirements.

Master of Public Administration

The MPA Program is a 36 semester-hour course of study that consists of three components: A 7-course core curriculum required of all students (21 hours); a 4-course concentration of the student's choice (12 hours); and a professional exercise (3 hours).

**Credit Hours
21**

Core Curriculum

The core curriculum ensures that every MPA graduate is versed in both the theory and practice of this professional field. Courses include the history and values of democratic administration, the institutions and individuals that comprise it, and the tools used to achieve the goals of such administration.

PAD 6200	Fundamentals of Public Administration and Public Service
PAD 6250	Research Methods & Computer Applications
PAD 6300	Public Organization Theory
PAD 6350	Public Service Budgeting
PAD 6450	Governmental Relations
PAD 6700	Human Resource Management in Public Service
PAD 6500	Policy Analysis (required for the regional policy & administration concentration)
	<u>OR</u>
PAD 6600	Program Evaluation

Concentrations

12

The concentration courses enable students to prepare themselves for professional careers in the public and nonprofit sectors. Students will choose one of the following concentrations.

Community Services/Nonprofit Administration

Required:

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

Select two additional courses from the following:

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

Information Systems Administration

- IS 8050 Information Systems Project Management Methods
- IS 8070 Legal and Ethical Issues in Information Systems
- IS 8950 Information Systems Policy and Strategy

Student will select one other graduate IS or MPA course or other graduate course as approved by the Graduate Director. IS 8910, Special Projects in Information Systems, IS 8916, Cooperative Education, and IS 8918, Internship in Information Systems are among the choices available depending upon the student’s background and goals.

Governmental Administration

Required:

- PAD 7455 Administrative Law

Students will select three additional courses from the following consistent with career goals:

- CM 7100 Introduction to Conflict Management
- PAD 7130 Regional Politics and Policy
- PAD 7230 Local Government and City Management
- PAD 7120 Health Policy
- PAD 7150 Contemporary Public Issues
- PAD 7250 Leadership and Ethics in Public Service
- PAD 7430 Regional and Local Planning
- GEOG 7100 GIS for Administrators
- PAD 7390 Public Financial Management
- PAD 7470 Issues in Criminal Justice Administration

MPA PROFESSIONAL EXERCISES

3

Students select one of the following with the consent of the graduate director:

- PAD 7985 Internship in Public Service
- PAD 7995 Public Service Practicum

Program Total: 36

Master of Public Administration Course Descriptions

CM 7100. Introduction to Conflict Management. 3-0-3.

Prerequisite: Admission to graduate study.

This course presents an overview of the emerging movement toward alternative forms of conflict resolution and of conflict management as an interdisciplinary field. Readings are drawn from a broad range of academic disciplines, including law, economics, social psychology, sociology, anthropology, political science, as well as dispute resolution. Students are introduced to conflict resolution theories, dispute resolution processes, conflict management system design, and application of conflict management to the public policy environment.

GEOG 7100. Geographic Information Systems for Administrators. 3-0-3.

Prerequisite: Admission to graduate study.

This course is designed for administrators (not GIS managers) who wish to integrate a geographic information system into the operations of their local agency. Students will be introduced to basic GIS technology, but course emphasis is placed on conceptualizing and understanding how GIS can aid daily operations in administrative capacity. Guest lectures and specific case studies, including, planning and zoning, transportation, utilities, emergency services, taxation, and waste management, will be examined in class. Students at a minimum should be comfortable working in a Windows environment, have some experience working with databases, and be accomplished Internet users (ftp, browsing, etc.). No previous exposure to GIS or mapping is necessary.

PAD 6200. Fundamentals of Public Administration and Public Service. 3-0-3.

Prerequisite: Admission to graduate study.

Covers the public policymaking process, civil service and administrative agencies, and policy implementation, with brief introductory foray into motivation, leadership, decision making, finance and budgeting, and personnel. Contrasts between public and business administration will be included.

PAD 6250. Research Methods and Computer Applications. 3-0-3.

Prerequisite: Admission to graduate study.

Develops familiarity with methods of research and analysis useful to public service practitioners. Survey and research design, statistical methods such as descriptive and inferential

statistics, including multiple regression, will be covered. Involves intense hands-on computer work using statistical software.

PAD 6300. Public Organization Theory. 3-0-3.

Prerequisite: Admission to graduate study.

Offers conceptual and practical perspectives for understanding and managing organizations. A spectrum of theories of organization will be examined. The concepts and issues to be discussed include mechanical and organismic aspects of organizations, organizational culture and politics, organizational psychodynamics, and recent theories of organizing. The implications of the theories for a reflective practice will be the focus of class discussions.

PAD 6350. Public Service Budgeting. 3-0-3.

Prerequisite: Admission to graduate study.

Techniques of financial management, chiefly in local agencies, covering the origins and types of modern budgeting, from line-item, program and performance, to zero-based budgeting. Attention will be paid to both the politics of the budgetary process and the financial and accounting principles involved, with a strong emphasis on hands-on exercises.

PAD 6450. Governmental Relations. 3-0-3.

Prerequisite: Admission to graduate study.

Examines the interaction between the federal, state, and local levels of government in the United States and their interaction with nonprofit and other private sector organizations. Special attention is given to the constitutional and fiscal relationships between these levels of government.

PAD 6500. Policy Analysis. 3-0-3.

Prerequisite: PAD 6250.

Deals with the theoretical issues and practical techniques of policy analysis. Focus will be on problem definition, alternative and criteria formulation, and decision making phases of prospective policy analysis. Students will learn to conduct simple analyses for policy decisions. Policy-analytic report writing and other forms of policy communication will also be emphasized.

PAD 6600. Program Evaluation. 3-0-3.

Prerequisite: PAD 6250.

This course is designed to introduce the basic methods of policy and program evaluation. These evaluation methods are used in needs assessments, monitoring social programs, and assessing the effectiveness and efficiency of their impacts. Quantitative approaches, such as experimental,

quasi-experimental, and reflexive designs and the social, political, and ethical context of evaluation studies will be discussed.

PAD 6700. Human Resource Management in Public Service. 3-0-3.

Prerequisite: Admission to the graduate college. This course addresses theories and principles of managing people in public and nonprofit organizations. Issues that will be addressed are the application of human resources concepts and processes, the legal and political influences impacting human resource management, and the distinctive role of human resource management in public and nonprofit organizations.

PAD 7100. Philanthropy and the Nonprofit Sector. 3-0-3.

Prerequisite: Admission to graduate study. Provides students with a comprehensive overview of the historical development of community service and nonprofit organizations. Particular emphasis will be given to distinguishing the nature of nonprofit organizations from business and traditional government organizations. Also, the course will emphasize the unique philosophy of nonprofits, especially the notions of charity, philanthropy, community caring, and volunteerism.

PAD 7120. Health Policy. 3-0-3.

Prerequisite: PAD 6200.

Provides an overview of current health policy in the U.S. and government's role in it and how these have evolved in historical perspective. The organization, financing, and delivery of health care will be examined as well as issues such as access and the roles of various health care providers.

PAD 7130. Regional Politics and Policy. 3-0-3.

Prerequisite: Admission to graduate study. This course is designed to introduce students to the basic concepts in politics of local and regional governance. The history of the city and county administration in the U.S., power relations in urban areas, and the legal/structural bases of urban policymaking will be discussed in the class. The history and structure of American cities will be compared with those of European cities and the global implications of urban problems will be discussed.

PAD 7150. Contemporary Public Issues. 3-0-3.

Prerequisite: Admission to graduate study. Covers a spectrum of issues which may range from local matters such as education, housing, and urban planning to broader concerns such

as health care and economic policy as well as environmental conditions. For each issue cross-national comparisons will be explored and alternative policy solutions will be developed and discussed.

PAD 7180. Nonprofit Governance and Administration. 3-0-3.

Prerequisite: Admission to graduate study.

This course will cover how to build successful boards for responsible governance, community impact, and mission advancement; how to recruit, train, and manage staff and volunteers; how to develop resources and raise funds from institutional as well as individual contributors. It will also emphasize special ethical dimensions of nonprofit governance and administration

PAD 7230. Local Governance and City Management. 3-0-3.

Prerequisite: Admission to graduate study.

This course will cover the common practices and problems of local government administrators and city managers, with special attention to the complex environment of and interrelations in the metropolitan and regional setting. It will explore the relationship between politics and administration and between city and county managers and their multiple constituencies.

PAD 7250. Leadership and Ethics in Public Service. 3-0-3.

Prerequisite: PAD 6200.

To increase the ability of individuals to deal with public and social problems in all areas of public service, this course concentrates on understanding and developing leadership roles and ethical practices. Emphasis will be on ethical leadership in the context of teamwork, participatory decision making and employee empowerment, and on the development of organizational cultures that promote individual initiative and leadership.

PAD 7390. Public Financial Management. 3-0-3.

Prerequisite: PAD 6350.

Public Financial Management is a sequel to the public budgeting course. Public finance is the study of where and how governments acquire resources. Taxes, fees, charges, debt concepts, and public finance theories are explored with an emphasis on actual government problem solving.

PAD 7430. Regional and Local Planning. 3-0-3.

Prerequisite: PAD 6200.

This course covers the theory, history and the

technical and legal bases of regional/metropolitan and local planning. The topics to be discussed are the history of planning in the U.S. and European countries, the legal bases and politics of planning, the tools of land-use planning, community development, transportation planning, economic development and growth management, and environmental and energy planning. Particular emphases will be on the legal and technical aspects of planning in cities, counties, and metropolitan regions. The implications of citizen participation in planning for democracy and political processes will also be discussed.

PAD 7455. Administrative Law. 3-0-3.

Prerequisite: PAD 6200.

Administrative law provides students with a broad ranging analysis of how public administrators must handle constitutional and legal restraints placed on them by legislators, executives and the judiciary. The course provides an overview of those constraints then discusses in depth United States Supreme Court cases in which the law and constitution are applied to administrative actions.

PAD 7470. Issues in Criminal Justice Administration. 3-0-3.

Prerequisite: PAD 6200.

This course explores societal issues and trends which influence the administration of justice. These include liability issues; labor law applicability to a 24 hour/7 day a week operation; privatization; and diversity. It will address particular attention to the creation and impact of public policy.

PAD 7900. Special Topics. 3-0-3.

Prerequisite: Consent of the program director. (Repeatable).

Addresses topical issues in public or community services administration that are of special concern to students, faculty, and to the community.

PAD 7950. Directed Study. 3-0-3.

Prerequisite: Consent of the program director. (Repeatable.)

Concentrated independent readings and investigations of special topics of interest to individual students. Readings, research, papers, and other projects will be determined jointly by the student and the instructor.

PAD 7985. Internship in Public Service. 3-0-3.

Prerequisite: Completion of 21 credit hours in the MPA program and approval of program director. Culminating exercise required of all pre-service students; students must have permission of the graduate director prior to registering for this course or alternatively for PAD 7995. Students shall work for a minimum of 300 hours on site during the term (approximately 20 contact hours per week). Objectives for the internship, field placements, readings, and research topics will be determined jointly by the student and supervising faculty. Requires preparation of a final written paper that summarizes how internship objectives were met and culminates in an oral presentation that demonstrates how the candidate's internship has developed him/her as a public service professional. Emphasis will be placed on actual issues and problems faced by practicing administrations.

PAD 7995. Public Service Practicum. 3-0-3.

Prerequisite: Completion of 21 credit hours in the MPA program and approval of program director.

Culminating exercise required of all in-service practitioners; students must have permission of the graduate director prior to registering for this course or alternatively for PAD 7985. With the guidance of the program director, the student will select a suitable topic and develop a proposal to guide completion of a fieldwork/research project during the semester. Requires preparation of a written paper that summarizes the results of project and culminates in oral presentations that demonstrate how the candidate's work as a professional in public service will serve him/her and the community. Emphasis will be on actual issues and problems faced by practicing administrators.

Social Work

Master of Social Work (MSW)

Contact: Dr. Alan Kirk, Program Director

Office: (770) 423-6630

Fax: (770) 499-3176

email: akirk@kennesaw.edu

Web address: <http://www.kennesaw.edu/humanservices/msw>

The Master of Social Work program is designed to prepare students for entry level professional practice in social work. Upon graduation, students are eligible for the Licensed Master of Social Work (LMSW) and they may also pursue further clinical supervision requirements to become a Licensed Clinical Social Worker (LCSW). In addition, students interested in becoming a certified addiction counselor have the opportunity to take specialized courses in the area of addictions. The MSW program also offers a specialization in child welfare.

The MSW program is currently in candidacy for full accreditation by the Council on Social Work Education (CSWE). When the accreditation process is completed, all students entering the program while in candidacy will be considered graduates of a CSWE accredited social work program.

Students who satisfy the advanced standing admission requirements may qualify for the advanced standing MSW program.

General Requirements for Admission

MSW Program admission requires:

1. Have a GPA of 3.0 or better on a 4.0 scale over the last 60 hours of study, as indicated on official college or university transcript received directly from the degree-granting institution. Course work from all two and four year institutions should be submitted directly by the institutions.
2. A minimum combined score of 800 on Graduate Record Examination (GRE) taken within five years prior to application for admission. Please note: You can receive a waiver if you already have a graduate degree from an accredited US institution.
3. Hold a baccalaureate degree that reflects a broad liberal arts base in the social, behavioral or psychological sciences, human biology, the humanities or statistics. The baccalaureate degree should be from an institution accredited in a manner accepted by Kennesaw State University.
4. Three letters of recommendation
 - At least one from a faculty member familiar with the applicant's academic work;
 - Two from a former employer, field supervisor or someone else with expertise in social work
5. An autobiographical statement, maximum 750 words, double-spaced, that includes the following:

- Your experience in social work, including volunteer experience.
 - The life experiences impacted your interest in social work.
 - Your personal qualities that will be useful in serving others as a social work professional.
 - Your values that will be useful in serving others as a social worker
 - Your career goals and how social work education will help you realize these goals.
6. International applicants are subject to the MSW admissions requirements and the University's requirements including the TOEFL examination, financial statements, and acceptance of baccalaureate degrees.

Advanced Standing Admission Requirements

MSW Advanced Standing admission requires:

1. Have been granted a BSW degree, within five years from the date of anticipated enrollment in the advanced MSW program, from a school of social work, accredited by the Council on Social Work Education (CSWE), as indicated by official college or university transcript received directly from the degree-granting institution.
2. Have a GPA of 3.2 or better on a 4.0 scale over the last 60 hours within five years from the date of anticipated enrollment in the advanced MSW program at Kennesaw State University, as indicated by official college or university transcript received directly from the degree-granting institution.
3. Three letters of recommendation
 - At least one from a faculty member familiar with the applicant's academic work;
 - Two from a former employer, field supervisor or someone else with expertise in social work
4. An autobiographical statement, maximum 750 words, double-spaced, that includes the following:
 - Your experience in social work, including volunteer experience.
 - The life experiences impacted your interest in social work?

- Your personal qualities that will be useful in serving others as a social work professional?
 - Your values that will be useful in serving others as a social worker
 - Your career goals and how social work education will help you realize these goals?
5. A minimum of 800 combined score on the Graduate Record Examination (GRE) taken within five years prior to application for admission. Please note: You can receive a waiver if you already have a graduate degree from an accredited US institution.
 6. International applicants are subject to the MSW advanced status admission requirements, and the University's requirements including the TOEFL examination, financial statements, and acceptance of baccalaureate degrees.

Non-Degree Admission

Students classified as non-degree students are not permitted to enroll in the Master of Social Work program.

Transfer Credit

Students enrolled in the Master of Social Work program may be given credit for up to two courses taken at other institutions, although certain restrictions apply. Each request for transfer credit will be handled on a case by case basis.

Grades

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

Petition to Graduate

MSW candidates must petition to graduate at least one semester prior to completion of their degree requirements. Petition to graduate forms are available in the program director's office.

Master of Social Work

The Master of Social Work program consists of five areas—foundation courses, advanced clinical practice, specialized areas, elective courses, and the fieldwork component. The following is a brief description of each area:

1. **Foundation Course Sequence (Blocks 1 and 2)** - designed to introduce the student to the field of social work and provide a firm foundation to professional training.
2. **Advanced Clinical Practice (Blocks 2 and 3)** - the sequence of advanced courses assumes

- mastery of foundation courses and moves the student into more complex issues of human behavior and advanced clinical practice in areas of specialization.
3. **Specialization areas (Blocks 3 and 4)** - These consist of two specialized areas - 1) Family and Children Services; and 2) Addiction/Substance Abuse Services. The Children, Youth and Families specialization prepares students for entry level professional social work practice in the area of child welfare and protective services, and service to families, children, and youth. The substance abuse services specialization prepares students for entry level practice in the area of substance abuse prevention and intervention.
 4. **Elective courses (Block 4)** - a small group of elective courses offered to enrich the student's understanding of particular areas of social work practice and programs.
 5. **Fieldwork Component (Blocks 3 and 4)**- placement at a clinical internship site is an integral aspect of the MSW program. Fieldwork offers students direct practice learning in real-world service settings. Under the supervision of an experienced clinical social worker, students are placed in practicum settings which is an integral part of the MSW Program.

Foundation Course Sequence	Credit Hours
	30
Semester 1	15
SW 7700 Social Work Foundations: Diversity, Social Justice, & Ethics	3
SW 7701 Social Work Practice I	3
SW 7704 Human Behavior in a Social Environment I	3
SW 7706 Introduction to Social Work Research	3
SW 7708 Foundation Internship/Integrative Seminar I	3
Semester 2	15
SW 7702 Social Welfare Policy and Services	3
SW 7703 Social Work Practice II	3
SW 7705 Human Behavior in a Social Environment II	3
SW 7707 Practice Focused Research Methods	3
SW 7709 Foundation Internship/Integrative Seminar II	3
Concentration Curriculum	
Addiction/Substance Abuse Services	
Semester 3	15
SW 8701 Individual and Group Practice in Addictions	3
SW 8714 Addiction Policy in the United States	3
SW 8707 Bio-Psycho-Social Theories of Addiction	3
SW 8712 Advanced Field Placement III	3
Elective	3
Semester 4	15
SW 8814 Seminar in Substance Abuse	3
SW 8815 Theories of Addiction and Prevention	3
SW 8816 Social Work Practice with Addicted Families	3
SW 8713 Advanced Field Placement IV	3
Elective	3
Family and Children Services	
Semester 3	15
SW 8703 Social Work Practice with Children and Youth	3
SW 8704 Child Welfare Policy Affecting Children, Youth, & Their Families	3
SW 8715 Children and Youth Mental Health	3
SW 8712 Advanced Field Placement III	3
Elective	3

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Semester 4		15
SW 8801	Seminar on Clinical Practice in Child Welfare	3
SW 8812	Clinical Practice with Abused and Neglected Children and Families: Child Protective Services	3
SW 8813	Family Therapy	3
SW 8713	Advanced Field Placement IV	3
	Elective	3

Program Total: 60

Advanced Standing Course Sequence **39**

Semester 1 - Summer		9
SW 7720	Bridge to Practice I: Diversity, Social Justice, and Ethics	3
SW 7730	Bridge to Practice II: Psychopathology and Assessment	3
SW 7740	Bridge to Practice III: Practiced Focused Research Methods	3

Concentration Curriculum

Addiction/Substance Abuse Services

Semester 3 - Fall		15
SW 8701	Individual and Group Practice in Addictions	3
SW 8714	Addiction Policy in the United States	3
SW 8707	Bio-Psycho-Social Theories of Addiction	3
SW 8712	Advanced Field Placement III	3
	Elective	3

Semester 4 - Spring		15
SW 8814	Seminar in Substance Abuse	3
SW 8815	Theories of Addiction and Prevention	3
SW 8816	Social Work Practice with Addicted Families	3
SW 8713	Advanced Field Placement IV	3
	Elective	3

Family and Children Services

Semester 3 - Fall		15
SW 8703	Social Work Practice with Children and Youth	3
SW 8704	Child Welfare Policy Affecting Children, Youth, & Their Families	3
SW 8715	Children and Youth Mental Health	3
SW 8712	Advanced Field Placement III	3
	Elective	3

Semester 4		15
SW 8801	Seminar on Clinical Practice in Child Welfare	3
SW 8812	Clinical Practice with Abused and Neglected Children and Families: Child Protective Services	3
SW 8816	Social Work Practice with Addicted Families	3
SW 8713	Advanced Field Placement IV	3
	Elective	3

Program Total: 39

Master of Social Work Course Descriptions

SW 7700. Social Work Foundations: Diversity, Social Justice and Ethics. 3-0-3. Prerequisite: None.

This course is organized around the following assumptions:

1. Membership in a population-at-risk substantially affects the person's life experiences, world view.
2. Membership in a population-at-risk group increases risk factors for exposure to discrimination and economic stress.
3. Professional social work practice requires a solid knowledge of ethical standards.
4. Culturally sensitive practice is essential to intervention and,
5. Practitioners must learn to apply social justice approaches to influence assessment, planning, access to resources, intervention, and research.

This course provides a framework of values and ethical standards to evaluate practice related to ethical dilemmas in a systematic way. Supplementary readings, handouts, and cases provide students with an opportunity to explore diversity and understand the importance of culturally competent practice. Students will examine how personal and professional values affect their practice and will learn models for ethical decision-making and intervention planning. By exploring these issues and cases, students will learn about the relativity of values, the standards of their own professions, and the thinking of experts in the field.

SW 7701. Social Work Practice I. 3-0-3. Prerequisite: SW 7702.

This course provides an introduction to direct social work practice with an emphasis on work with individual clients based on an ecological/systemic theoretical perspective. The problem solving process including problem definition, assessment, goal planning, intervention, termination and outcome evaluation is examined. The task centered approach and crisis interventions are included as examples of the problem solving process in direct social work practice. The strengths perspective is emphasized in the content on assessment and problem solving processes. Mutuality in relationship building, communication skills, such as empathic and active listening, and the professional use of self are also included.

SW 7702. Social Welfare Policy and Services I. 3-0-3.

Prerequisite: Admission to the MSW program.
This course provides the historical foundation

and current overview of social welfare policy in the U.S. and the role of the social work profession. In addition, the course introduces major human service programs designed to increase the quality of life of individuals, families, and communities. The course provides students with the background to understand current social welfare policy and services, the formulation, operations and impact on vulnerable populations. Different models for policy analysis are also presented.

SW 7703. Social Work Practice II. 3-0-3. Prerequisite: Admission to the MSW program.

This second practice course in the foundation year emphasizes the on-going phase of work with individuals, families, and groups. Students develop their skills in purposeful intervention and further their ability to analyze their own practice methods, with particular attention to cultural and gender differences. The course focuses on generalist social work with families and small groups. It incorporates content on care coordination (case management) and participation in teams in relation to direct practice. Specifically, the course emphasizes assessment and intervention with clients/client systems inclusive of their risk, protective factors and strengths in the context of the supports and demands of their environment.

SW 7704. Human Behavior in a Social Environment I. 3-0-3.

Prerequisite: Admission to the MSW program.
This course designed to provide students with an understanding of human behavior in the context of social environment. The course uses a strengths perspective to develop awareness of diversity and ways of understanding behavior and problem solving. Specifically, the course focuses on the physical, social, and emotional development and mastery of growth crises from birth to death. Included in the course are current theories and research about the life cycle, with particular emphasis on the ways in which culture, ethnicity, and community influence and shape development.

SW 7705. Human Behavior in a Social Environment II. 3-0-3.

Prerequisite: SW 7704.
This human behavior course builds upon the learning begun in HBSE I. Whereas HBSE I focused on normal development, this course focuses on psychosocial dysfunction. Health and dysfunction of individuals and families are viewed within a framework that emphasizes the multiple determinants of human behavior. Content is selected and organized based on the view that healthy emotional and social development are related to biological, psychological, social and environmental factors. The course is premised

on the assumption that knowledge of etiology of psychosocial function and dysfunction provides the basis for effective prevention and intervention.

SW 7706. Introduction to Social Work Research. 3-0-3.

Prerequisite: Admission to graduate study.

The objective of this course is to apply research concepts and principles to the actual conduct of studies addressing questions relevant to direct practice with individuals, families, and groups. The course prepares students for active roles in practice and program evaluation. An introduction to the use of computers in statistical analysis is included. The course provides a beginning understanding and appreciation of the principles and techniques of social work research and statistics and their application to social work practice. Highlighted are techniques which are used to study organizations and communities

SW 7707. Practice Focused Research Methods. 3-0-3.

Prerequisite: SW 7706 or admission to advanced standing.

This course provides advanced knowledge and skills in research methods, with particular emphasis on process and outcome practice research methods.

SW 7708. Foundation Internship/Integrative Seminar I. 0-16-3.

Prerequisite: Admission to MSW program.

A supervised educational experience with specified educational objectives in an agency setting, completing the required hours per week for the duration of the field placement. Field Instruction I and II require a minimum of 560 hours.

SW 7709. Foundation Internship/Integrative Seminar II. 0-16-3.

Prerequisite: Admission to MSW program.

A supervised educational experience with specified educational objectives in an agency setting, completing the required hours per week for the duration of the field placement. Field Instruction I and II require a minimum of 560 hours.

ADVANCED STANDING BRIDGE COURSES

SW 7720. Bridge to Practice I: Diversity, Social Justice, and Ethics. 0-16-3.

Prerequisite: None.

As an introductory course, Bridge to Social Work Practice I: Diversity, Social Justice and Ethics provides a conceptual framework for the social work student by addressing the foundation

knowledge, values and skills associated with the profession, and the ethical standards and principles according to the Social Work Code of Ethics. It builds on the generalist foundation curriculum and provides knowledge relative to the concepts of discrimination, oppression, social and economic justice are explored relative to the role of the social worker as an advocate for empowerment of marginalized groups and oppressed persons based on race, gender, age, religion, social class, sexual orientation, religion, and mental and physical capabilities; and how group affiliation places one at risk for discrimination and oppression. This course provides avenues of learning that explore the value base of the profession to develop and enhance sensitivity to and appreciation for diversity. Students will be afforded opportunities to engage in in-class and out of class activities and assignments to develop skills associated with cultural and ethnic sensitive practice.

SW 7730. Bridge to Practice II: Psychopathology and Assessment. 0-16-3.

Prerequisite: None.

This human behavior course builds upon the content gained in the BSW program. To lay a foundation for study in the clinical specialization, this course focuses on psychosocial dysfunction. Health and dysfunction of individuals and families are viewed within a framework that emphasizes the multiple determinants of human behavior. Content is selected and organized based on the view that healthy emotional and social development are related to biological, psychological, social and environmental factors. The course is premised on the assumption that knowledge of etiology of psychosocial function and dysfunction provides the basis for effective prevention and intervention.

SW 7740. Bridge to Practice III: Practiced Focused Research Methods. 0-16-3.

Prerequisite: None.

This course assumes a basic knowledge of social research concepts and methodology. It adds to this fund of information by providing advanced knowledge and skills in research methods, with particular emphasis on process and outcome practice research methods. The course is basically a study of practice-outcome research. The course focuses on single case designs, needs assessment and program evaluation; recording methods; behavioral and standardized measures; applications to individuals, families, groups, programs, communities.

ADVANCED PRACTICE COURSES

Children and Family Services

SW 8703. Social Work Practice with Children and Youth. 3-0-3.

Prerequisite: None.

This advanced course will build upon basic skills covered in the foundational year practice sequence. It is designed to increase knowledge and understanding essential for effective therapeutic interventions in the psychological and behavioral disorders of children and youth. It will allow the student an opportunity to develop special skills in selected intervention techniques and modalities in working with children and youth in a variety of professional roles.

SW 8704. Child Welfare: Policy Affecting Children, Youth, and Their Families. 3-0-3.

Prerequisite: None.

Social Welfare Policy Affecting Children, Youth and Their Families builds on foundation policy courses and challenges students to think critically about how to best accomplish policy initiatives that focus on the needs of children and their families, that are in keeping with social work values and ethics, and that promote economic, political and social justice. Students will observe hearings and legislative sessions on state and local levels, and within agencies and organizations that are directed toward the living conditions of children, youth and their families. Particular attention will be given to policy affecting responses to the poor.

SW 8712. Advanced Field Placement III. 0-16-3.

Prerequisite: Admission to advanced standing MSW program or SW 7709.

Students will build on their foundation knowledge and experience from the first year internship as they begin advanced placements in their concentration area, either the development of advanced clinical skills in Children and Family Services or Substance Abuse. Students in the second year of learning will complete 480 hours of supervised internship (240 clock hours per semester) dedicating 2 full days per week (Mondays and Tuesdays) for the duration of the academic year.

SW 8713. Advanced Field Placement IV. 0-16-3.

Prerequisite: SW 8712.

Students will build on their foundation knowledge and experience from the first year internship and their first advanced field placement (fall semester) as they culminate their field experiences. Students will continue refining their

clinical skills completing 480 hours of supervised internship (240 clock hours per semester) dedicating 2 full days per week (Mondays and Tuesdays) for the duration of the academic year.

SW 8715. Children and Youth Mental Health. 3-0-3.

Prerequisite: Admission to the MSW program.

This course is designed to provide students with additional knowledge and skills related to the theory, research, and implications of child and adolescent maltreatment for child development and psychopathology. Course content will be presented within the context of child welfare practice and social work with children and adolescents in public agencies and programs. Particular attention will be given to common psychological disorders that result from maltreatment and accompanying treatment issues. Issues related to individuals, families, groups, and communities are covered and attention is given to working with ethnic minorities, women, gays and lesbians, and persons with disabilities.

SW 8801. Seminar on Clinical Practice in Child Welfare. 3-0-3.

Prerequisite: SW 7702.

This integrative seminar will allow students the opportunity to explore a variety of issues and problems in the area of child welfare and treatment. Emphasis will be placed upon sharing experiences gained during the field internship and application of the course content to assessment or problem solving.

SW 8812. Clinical Practice with Abused and Neglected Children and Their Families: Child Protective Services. 3-0-3.

Prerequisite: SW 7702.

This course begins with a review of key biopsychosocial theories that guide assessment and intervention. Focus will be given to both the sequelae and the impact of child abuse and neglect. The course will also provide content on best practices in prevention and family preservation.

SW 8813. Family Therapy. 3-0-3.

Prerequisite: SW 7702.

Building upon the generalist base developed in the foundation year Social Work Practice sequence, MSW program graduates in the substance abuse concentration will synthesize a broad range of knowledge and skills related to practice with addicted clients individually and in groups. The course presents techniques and skills needed to assess for and diagnose all categories of substance abuse and dependence. Additionally, instruction will be given on treatment planning and the continuum of care in substance abuse services.

Substance Abuse Prevention and Treatment

SW 8701. Individual and Group Practice in Addictions. 3-0-3.

Prerequisite: None.

Building upon the generalist base developed in the foundation year Social Work Practice sequence, MSW program graduates in the substance abuse concentration will synthesize a broad range of knowledge and skills related to practice with addicted clients individually and in groups. The course presents techniques and skills needed to assess for and diagnose all categories of substance abuse and dependence. Additionally, instruction will be given on treatment planning and the continuum of care in substance abuse services.

SW 8707. Bio-Psycho-Social Theories of Addiction. 3-0-3.

Prerequisite: None.

Building upon the generalist base developed in the foundation year Human Behavior in the Social Environment sequence, MSW program graduates in the substance abuse concentration will synthesize a broad range of knowledge related to the theories regarding the etiology of addiction, and of the historical and current treatment approaches to working with substance abuse. Additionally, this course will present the pharmacological affects of the various substances of abuse.

SW 8712. Advanced Field Placement III. 0-16-3.

Prerequisite: Admission to advanced standing MSW program or SW 7709.

Students will build on their foundation knowledge and experience from the first year internship as they begin advanced placements in their concentration area, either the development of advanced clinical skills in Children and Family Services or Substance Abuse. Students in the second year of learning will complete 480 hours of supervised internship (240 clock hours per semester) dedicating 2 full days per week (Mondays and Tuesdays) for the duration of the academic year.

SW 8713. Advanced Field Placement IV. 0-16-3.

Prerequisite: SW 8712.

Students will build on their foundation knowledge and experience from the first year internship and their first advanced field placement (fall semester) as they culminate their field experiences. Students will continue refining their clinical skills completing 480 hours of supervised internship (240 clock hours per semester)

dedicating 2 full days per week (Mondays and Tuesdays) for the duration of the academic year.

SW 8714. Addiction Policy in the U.S.

Prerequisite: SW 8712.

This course will explore the historic policies regarding substance abuse in the U.S., as well as looking at the current policies and policy questions affecting the field today. Students will utilize the policy analysis skills learned in the Introductory Policy course to look at addiction policies and be able to place the history of addiction within the overall social welfare history introduced in the earlier course. Additionally, this course will present the student with theory regarding the implementation of policy on an agency level, specifically as it relates to clinical supervision in addictions agencies.

SW 8814. Seminar in Substance Abuse. 3-0-3.

Prerequisite: SW 7702.

This course will cover various areas of discussion, including such topics as; HIV/AIDS, co-existing disorders, sexual orientation, and racial and cultural issues, among others. This seminar will give students the chance to help direct their learning experience by using their skills in researching topics for discussion, and communication and presentation skills, as they take a leadership role in the classroom.

SW 8815. Theories of Addiction and Prevention. 3-0-3.

Prerequisite: SW 7702.

Building upon the generalist base developed in the foundation year Human Behavior in the Social Environment sequence, MSW program graduates in the substance abuse concentration will synthesize a broad range of knowledge related to theories regarding the etiology and epidemiology of addiction, the historical and current treatment approaches to working with substance abuse, and historical and current prevention approaches to working with adolescent substance abuse, in all relevant domains, including schools, families, and communities. Additionally, this course will present the pharmacological affects of the various substances of abuse.

SW 8816. Social Work Practice with Addicted Families. 3-0-3.

Prerequisite: SW 7702.

Building upon the generalist base developed in the foundation year Social Work Practice sequence, MSW program graduates in the substance abuse concentration will synthesize a broad range of knowledge and skills related to practice with addicted families. The course

presents techniques and skills needed to work with families of addicts, as a primary means of treatment. Additionally, instruction will be given on the theory and techniques of working with individuals raised in addicted families.

Electives

SW 8721. Social Work Practice and the Law. 3-0-3.

Prerequisite: None.

This course familiarizes social work students with the legal rights of individuals, pertinent laws, and the legal process and clinical practice issues (e.g., confidentiality), thereby enhancing their ability to help their clients. Legal issues relating to HIV/AIDS, juvenile justice, child welfare, the mentally ill, and entitlement benefits are covered.

SW 8725. Social Work Practice with Domestic Violence. 3-0-3.

Prerequisite: None.

This elective examines the effects of oppression and violence on individuals, groups, and our society. The course focuses on helping practitioners recognize, assess, and intervene with persons affected by violence.

SW 8727. Forensic Social Work and Family Related Issues. 3-0-3.

Prerequisite: None.

This elective addresses the intersection of social work and the law as it relates to the protection of children, their rights to fair and equal education relative to "no child left behind", adoption, custody and child support, divorce and the family, domestic violence, juvenile law and youths, and guardianship. The role of the clinical social worker relative to the rights of children, youth and their families is explored.

SW 8729. Crisis Intervention. 3-0-3.

Prerequisite: None.

This course applies crisis theory to intervention services for suicide, rape, natural disasters, and other crises. A base of crisis theory will be developed and then applied to various types of crises including suicide; sexual assault/rape; natural and manmade disasters; personal loss; basic needs attainment; terminal illness; and life cycle crises.



Applied Statistics

Master of Science with a Major in Applied Statistics

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Program Mission

The Master of Science with a major in Applied Statistics Program (MSAS) at Kennesaw State University is a professional degree program which seeks to prepare a diverse student body to utilize cutting edge applied statistical methods to enable correct, meaningful inferences from data obtained from business, industry, government and health services. The use of a wide variety of commercial software will be emphasized to ensure graduates can effectively analyze real-world data.

Program Description

The MSAS program is a 36 semester-hour applied graduate program designed to meet the needs of business, industry and government. The program is intended for professionals or students with undergraduate degrees in the sci-

ences or business. A key focus of the program is the continuous improvement training and practice using the Six Sigma methodology of process improvement.

The MSAS program differs from traditional statistics graduate programs in the following areas:

1. Paired Block of Courses: Each semester a course is offered in a "Methods" block and an "Applied" block;
2. Building Analysis Capability Each Semester: The paired block design provides the student increasing capability to analyze problems with each successive semester;
3. Statistical Computing: Starting the first semester the student will utilize statistical programs such as SAS, JMP and Minitab to analyze data and present graphical summaries;
4. Applications Project: Students will participate in a one-hour credit project activity for each semester. Written reports of these activities will form the basis of a Statistical Methods Portfolio demonstrating the analytical skill sets mastered by the students;
5. Boot Camp Option: The summer prior to the start of the program students will have the option of taking a refresher course in calculus and statistical software that will focus on the methodology needed to be successful in courses in the Methods block.

General Requirements for Admission to the MSAS Program

Program admission requires:

- Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University. While a degree in Mathematics is not required, applicants should have at least 18 semester credit hours in mathematics or related (e.g. engineering) coursework including Calculus I and Calculus II.
- Minimum cumulative undergraduate adjusted grade-point average of 2.75 on a 4.0 scale.
- Minimum combined score of 900 on the verbal and quantitative portions of the General Test of the Graduate Record Examination (GRE) with a minimum score of 500 on the quantitative portion.

OR

- Minimum score of 500 on the Graduate Management Admission Test (GMAT) with a minimum score of 30 on the quantitative portion.
- Other criteria will be considered by the MSAS Admissions Committee for applicants, including
 - coursework
 - professional certifications
 - relevant work experience
 - professional activities

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

Transfer Credit

A student may transfer up to nine hours of graduate credit from other accredited institutions. To be transferred, course work from other institutions must correspond to Kennesaw State University’s MSAS curriculum. Students will need to provide course descriptions and syllabi whenever possible. A minimum grade of “B” must have been received in the course and the course work must be no more than five years old.

Grades

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

Petition to Graduate

MSAS candidates must petition to graduate at least one semester prior to completion of the program requirements.

Master of Science in Applied Statistics

Course Requirements

		Credit Hours
STAT 7000	Introduction to Mathematics for Statistics (non-credit)	
STAT 7010	Mathematics Statistics I	3
STAT 7020	Statistical Computing and Simulation	3
STAT 7100	Statistical Methods	3
STAT 8110	Quality Control and Process Improvement	3
STAT 8120	Applied Experimental Design	3
STAT 8140	Six Sigma Problem Solving	3
STAT 8210	Applied Regression Analysis	3
STAT 8240	Data Mining	3
STAT 8310	Applied Categorical Data Analysis	3
STAT 8320	Applied Multivariate Methods	3
STAT 8940	Applied Analysis Project (taken each semester)	1 - 3

PROGRAM TOTAL: 36

MSAS Course Descriptions

STAT 7000. Introduction to Mathematics for Statistics. 3-0-0.

Prerequisite: Admission to the MSAS program or permission of the program director.

This course provides the necessary background in calculus, linear algebra and statistics software for the students enrolled in the Master of Science program who need to refresh their knowledge. Topics in calculus include: continuous functions, derivatives, applications to finding minima and maxima of functions, integrals; elements of multivariate calculus: partial derivatives, solving optimization problems, multiple integrals. Topics in linear algebra include: matrices and operations with matrices, the inverse of a matrix, vectors in nR , linearly independent vectors in nR , linear transformations on nR , eigenvalues and eigenvectors. Statistics software topics: editing data, plotting data, performing descriptive statistics of data.

STAT 7010. Mathematical Statistics I. 3-0-3.

Prerequisite: STAT 8120 and STAT 8210.

Fundamental concepts of probability, random variables and their distributions; review of sampling distributions; theory and methods of point estimation and hypothesis testing, interval estimation, nonparametric tests, introduction to linear models.

STAT 7020. Statistical Computing and Simulation. 3-0-3.

Corequisite: STAT 7100.

Topics covered in STAT 7020 will include stochastic modeling, random number generators based on probability distributions, discrete-event simulation approaches, simulated data analysis, non-parametric analysis and sampling techniques. Given the importance of the SAS software to these types of applications, students will, by definition, refine and improve their SAS-programming skills. The class will utilize real-world datasets from a variety of disciplines including, finance, manufacturing and medicine. The course will involve lecture notes, case studies, and student projects.

STAT 7100. Statistical Methods. 3-0-3.

Prerequisite: Admission to the MSAS program.

Stat 7100 is designed to give students the foundation in statistical methods necessary for further study in the Master of Science in Applied Statistics program. The course begins with a study of statistical distributions (binomial, Poisson, uniform, exponential, gamma, chi-square

and normal), descriptive statistics, the Central Limit Theorem, t-tests (one-sample, two-sample and paired) and confidence intervals. The course then moves on to more advanced techniques including categorical data analysis (chi-square tests), correlation, simple linear regression analysis and one-way analysis of variance.

STAT 8110. Quality Control and Process Improvement. 3-0-3.

Prerequisite: STAT 7100 and STAT 7020.

Classical quality control methods, including control charts and sampling plans, will be integrated with process improvement tools such as process flowcharts and simple graphical tools.

STAT 8120. Applied Experimental Design. 3-0-3.

Prerequisite: STAT 7100 and STAT 7020.

Methods for constructing and analyzing designed experiments are considered. The concepts of experimental unit, randomization, blocking, replication, error reduction and treatment structure are introduced. The design and analysis of completely randomized, randomized complete block, incomplete block, Latin square, split-plot, repeated measures, factorial and fractional factorial designs will be covered. Statistical software will be utilized.

STAT 8140. Six Sigma Problem Solving. 3-0-3.

Prerequisite: STAT 8110 and STAT 8120

The focus of this course is applying Six Sigma methods such as DMAIC to industrial problems using the statistical methods studied in prior courses. Students will analyze industrial data and brainstorm appropriate approaches utilizing Six Sigma methods. Since Six Sigma methods will be utilized throughout the program, this course is a synthesis of prior learning. Students will take the American Society for Quality practice Green Belt exam to help prepare them for the actual Green Belt exam. The class will review exam questions and address areas where students are having difficulty.

STAT 8210. Applied Regression Analysis. 3-0-3.

Prerequisite: STAT 7100 and STAT 7020

Topics include simple linear regression, inferences, diagnostics and remedies, matrix representations, multiple regression models, generalized linear model, multicollinearity, polynomial models, qualitative predictor variables, model selection and validation, identifying outliers and influential observations, diagnostics for multicollinearity, and logistic regression.

STAT 8240. Data Mining. 3-0-3.

Prerequisite: STAT 8210.

Data Mining is an information extraction activity whose goal is to discover hidden facts contained in databases and perform prediction and forecasting through interaction with the data. The process includes data selection, cleaning and coding, using statistical pattern recognition and machine learning techniques, and reporting and visualizing the generated structures. The course will cover all these issues and will illustrate the whole process by examples of practical applications. Students will use SAS Enterprise Miner software.

STAT 8310. Applied Categorical Data Analysis. 3-0-3.

Prerequisite: STAT 8210.

This course will cover methods of contingency table analysis, including data categorization, dose-response and trend analysis, and calculation of measures of effect and association. The students will learn to use generalized linear regression models including logistic, polychotomous logistic, Poisson and repeated measures (marginal and mixed models), and apply these appropriately to real-world data. Applications to Statistical software packages such as JMP, MINITAB, and/or SAS will be used.

STAT 8320. Applied Multivariate Data Analysis. 3-0-3.

Prerequisite: STAT 8120 and STAT 8210.

Survey course in statistical analysis techniques. Through a combination of textbook and real-world data sets, students will gain hands-on experience in understanding when and how to utilize the primary multivariate methods – Data Reduction techniques, including Principal components Analysis and Common Factor Analysis, ANOVA/MANOVA/MANCOVA, Cluster Analysis, Survival Analysis and Decision Trees.

STAT 8940. Applied Analysis Project. 1-9.

Prerequisite: Must be approved by graduate program director.

Students will work with a Department faculty member on an analysis approach using real data. The data may be generated from a problem in their workplace or from any other source that illustrates the statistical method being studied. In the first part of the semester, the theory of the method will be studied to obtain a solid foundation in the methodology. Later, data will be analyzed using one or more statistical software packages. Students will prepare a written report that will become part of their Statistical Methods Portfolio.

Additional Graduate College Options

Additional Graduate College Options

1. The Accelerated Bachelor's-Master's (ABM) Program
2. Graduate Certificate in Leadership and Ethics
3. Gerontology Concentration

Accelerated Bachelor's - Master's (ABM) Degree Option

The Accelerated Bachelor's-Master's Degree Option provides qualified KSU undergraduate students the opportunity to begin graduate work at KSU in their senior year and to simultaneously satisfy some remaining requirements for the bachelor's degree and the beginning requirements of an advanced degree.

Students may use up to nine credit hours of graduate-level courses offered within a single degree program in meeting the requirements of both a bachelor's degree and a master's degree. Students applying for this program must:

1. Have completed at least 18 hours of course work at Kennesaw State;
2. Have a KSU GPA of 3.5 or better;
3. Be within 21 semester hours of graduation;
4. Have written permission of the chair of the department of the undergraduate major to use the graduate level courses as acceptable substitutes to fulfill related requirements of the bachelor's degree (students must satisfy all prerequisites for those graduate courses);
5. Meet all requirements for admission (including tests such as GMAT or GRE) into the specified graduate program (except for receipt of the undergraduate degree); and
6. Submit an application for admission to the ABM Degree Program, along with all necessary admissions documentation to the Dean of the Graduate College by the deadline dates listed below.

No more than nine semester hours of graduate credit may be completed prior to the completion of the baccalaureate degree and admission to a graduate degree program. An undergraduate student enrolled in graduate classes is limited to six semester hours of graduate course work per term and a total academic course load of 12 semester hours per semester.

For students who work closely with their advisors in planning their course of study at KSU, this option offers the opportunity of simultaneously satisfying partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate degree, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the same graduate program, and the graduate courses taken as an undergraduate can be applied toward the graduate degree.

Many combinations of undergraduate and graduate programs are possible and are not restricted to the confines of a single discipline or major. Students interested in this option

must meet with the department chair responsible for the undergraduate major as well as the Dean of the Graduate College.

For application materials, contact the Dean of the Graduate College at 770-423-6738 or go to www.kennesaw.edu/graduate. Students may not apply online for this program. Submit application materials to the Dean of Graduate College no later than the following dates:

July 9 for Fall term admission

November 12 for Spring term admission

April 8 for Summer term admission

The ABM program is not available for students wishing to take courses in the Coles Executive MBA, Master of Science in Nursing, or Master of Science with a major in Applied Computer Science programs. The accelerated option is not available for students wishing to take courses in the M.Ed. program unless the student has the required certification for admission to the graduate program. Contact the Bagwell College of Education for more information at (770) 423-6043; <http://www.kennesaw.edu/education/grad>.

Graduate Certificate Program in Leadership and Ethics

The Graduate Certificate in Leadership and Ethics, a 15 semester hour graduate study program, is designed to prepare students for ethical leadership in a variety of disciplines. Guided by leadership and ethical theory, the Certificate program provides a unique opportunity for students to explore the interface and interdependence of leadership and ethics and apply this learning to professional encounters. The knowledge and skill gained from the certificate will assist students to be better prepared for leadership positions in business, education, health care, non-profit, or community work and offers an extra dimension to master's level education. Ethically conscious organizations value graduates with this additional education. The Certificate can be taken as a stand-alone program or as an introduction to further graduate study. All courses in the certificate are offered via online and in-class options. Students

completing the Certificate will demonstrate an understanding of their own ethical and leadership capacities, comprehend the leadership and ethical challenges of modern and global societies, and become aware of methods for problem-solving and ways to engage others in a shared vision of ethical action.

Program objectives include rich learning experiences for students who, upon completion of the program, will be able to: 1) develop a team approach to problem-solving; 2) demonstrate emotional intelligence; 3) create and sustain an ethical culture through a collaborative process; 4) provide educational, support and development opportunities for staff in a global context; 5) demonstrate leadership capacity through modeling, decision making, and change management processes; and 6) improve the quality of ethical leadership through application of strong theoretical and practice foundations.

General Requirements for Admission to the Certificate in Ethical Leadership

If taken prior to admission to Graduate School:

- Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University.
- A minimum cumulative undergraduate grade point average of 2.75 on a 4.0 scale
- Minimum combined score of 900 in the verbal and quantitative categories and 3.5 on the Analytical writing category of the General Test of the Graduate Record Exam (GRE) or a minimum score of 450 on the Graduate Management Admissions Test (GMAT). Applicants may make a formal request to waive

this requirement only when the applicant has completed another graduate degree program and an appropriate transcript is submitted in support of the request.

- If you are choosing to enter a master’s degree program concurrent with the Certificate or following it, consult the graduate catalogue for admission requirements for the chosen program.
- International applicants have additional requirements. See Graduate Admissions section of this catalog.
- A current resume.

Grades

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

Courses		Credit Hours
ILEC 8800	Foundations of Ethics	3
ILEC 8810	Foundations of Leadership	3
ILEC 8980	Leading and Shaping an Ethical Culture	3
ILEC 8850	Ethical Leadership in a Global Context	3

And choose ONE of the following:

ILEC 8900	Special Topics in Leadership and Ethics	3
ILEC 8940	Directed Study in Leadership and Ethics	3

Certificate Requirements for Masters in Accounting (MAcc) Students

ILEC 8800	Foundations of Ethics
ILEC 8810	Foundations of Leadership
ILEC 8980	Leading and Shaping an Ethical Culture
BLAW 8340	Business Negotiation
ACCT 8990	Forensic Accounting

Certificate Requirements for Coles Master of Business Administration (MBA) Students

Option 1

ILEC 8800	Foundations of Ethics
ILEC 8810	Foundations of Leadership
ILEC 8980	Leading and Shaping an Ethical Culture
MGT 8050	Managing and Leading Work Behavior
MGT 8070	Ethics in Managerial Decision Making

Option 2

ILEC 8800	Foundations of Ethics
ILEC 8980	Leading and Shaping an Ethical Culture
MGT 8050	Managing and Leading Work Behavior
MGT 8070	Ethics in Managerial Decision Making

224 Additional Graduate College Options

MGT 8840 Reinventing Business Leadership

And choose ONE of the following:

ILEC 8900 Special Topics in Leadership and Ethics

ILEC 8940 Directed Study in Leadership and Ethics

Certificate Requirements for Master of Executive Business Administration (MBA) Students

ILEC 8800 Foundations of Ethics

ILEC 8810 Foundations of Leadership

ILEC 8980 Leading and Shaping an Ethical Culture

GBA 7212 Principles of Leadership

GBA 7222 The Business of Teaming and Coaching

Certificate Requirements for Master of Arts In Professional Writing (MAPW) Students

ILEC 8800 Foundations of Ethics

ILEC 8810 Foundations of Leadership

ILEC 8980 Leading and Shaping an Ethical Culture

PRWR 6260 Managing and Writing in Organizations

PRWR 6860 Intercultural Communication in Context

Certificate Requirements for Master of Science in Conflict Management (MSCM) Students

Students pursuing the MSCM must complete their master's degree prior to taking ILEC courses. Students take ILEC courses as alumni of the MSCM. Courses taken in the MSCM satisfy requirements needed, so no additional MSCM courses are needed for this certificate program.

ILEC 8800 Foundations of Ethics

ILEC 8810 Foundations of Leadership

ILEC 8980 Leading and Shaping an Ethical Culture

Certificate Requirements for Master of Educational Leadership (MEd) Students

ILEC 8800 Foundations of Ethics

ILEC 8810 Foundations of Leadership

ILEC 8980 Leading and Shaping an Ethical Culture

And choose any TWO of the following:

EDL 7100 Leadership Theory and Practice

EDL 7505 Ethical Leadership

EDL 7405 Human Resources for School Leaders

EDL 7500 Educational Law and Policy

OR

Concentration in Educational Technology

- ILEC 8800 Foundations of Ethics
- ILEC 8810 Foundations of Leadership
- ILEC 8980 Leading and Shaping an Ethical Culture

And choose any TWO of the following:

- EDL 7100 Leadership Theory and Practice
 - EDL 7405 Human Resources for School Leaders
 - EDL 7500 Educational Law and Policy
-

**Certificate Requirements for
Master of Science in Information Systems (MSIS) students**

- ILEC 8800 Foundations of Ethics
- ILEC 8810 Foundations of Leadership
- ILEC 8980 Leading and Shaping an Ethical Culture
- IS 8070 Legal and Ethical Issues in IS

And choose ONE of the following:

- IS 8110 Information Security Administration
 - IS 8900 Special Topics in Information Systems (topic approved in advance)
 - IS 8825 IT Leadership* (IS 8825 may substitute for ILEC 8810)
-

**Certificate Requirements for
Master of Science in Nursing (MSN) students**

- ILEC 8800 Foundations of Ethics
 - ILEC 8810 Foundations of Leadership
 - ILEC 8980 Leading and Shaping an Ethical Culture
 - NURS 7780 Ethics of Leadership for Advanced Practice Nursing
 - NURS 8863 Advanced Leadership Project
-

**Certificate Requirements for
Master of Public Administration (MPA) students**

- ILEC 8800 Foundations of Ethics
- ILEC 8810 Foundations of Leadership
- ILEC 8980 Leading and Shaping an Ethical Culture

And choose any TWO of the following:

- PAD 7250 Leadership and Ethics in Public Service
- PAD 6700 Human Resource Management in Public Service
- CM 7100 Introduction to Conflict Management

For Admissions Requirements, and Certificate requirements for other KSU graduate programs, go to <http://siegelinstitute.org/degree.php>.

Course Descriptions

ILEC 8800. Foundations of Ethics. 3-0-3

This course will emphasize the study of foundational texts and figures in eastern and western ethics. Before studying a particular culture, it is important to develop a world view based upon an understanding of ethics. The course begins with the study of the philosophical theory of cultural differences. Using this heuristic as a conceptual framework, the course undertakes a close reading of seminal texts in history of western and eastern ethics. The course culminates in a brief introduction to applied ethics to demonstrate how these foundational theories can be applied to specific case studies.

ILEC 8810. Foundations of Leadership. 3-0-3

Historical and contemporary leadership theories will be studied including transactional, transformational, contingency, and followership. An emphasis will be placed on the moral dimensions of leadership and ethics. Competencies of leaders and followers will be contrasted. Students will gain insights through personal leadership and character assessments.

ILEC 8850. Ethical Leadership in a Global Context. 3-0-3.

Prerequisite: ILEC 8800, ILEC 8810, or permission of faculty.

This course focuses on the challenges of effective ethical leadership. Students will emerge from this course with a greater understanding of self, others, and the global environment. They will learn about their strengths and weaknesses as leaders through leadership assessment, the development of a personal leadership theory and a leadership development plan with a global focus. Learning to understand and work with other cultural values will include studying characteristics of ethnic values and philosophy and appreciating diversity. Multiculturalism as well as situational leadership will be included in studying the environment. Additionally, developing a vision and learning how to share it will be covered.

ILEC 8900. Special Topics in Leadership and Ethics. 3-0-3 (Repeatable)

Selected contemporary topics in leadership and ethics of interest to faculty and students.

ILEC 8940. Directed Study in Leadership and Ethics 1 to 3 (Repeatable, for a maximum of 6 credit hours)

Prerequisites: Permission of instructor and approval of program director

Advanced study or special topics student projects in leadership and ethics.

ILEC 8980. Leading and Shaping an Ethical Culture. 3-0-3

This course will focus on assessing and building an ethical culture within an organization. Instruction will include a study of the legal requirement for managing and developing an ethical organization. Topics such as the Sarbanes-Oxley, the due diligence of the 1991 U.S. sentencing guidelines, methods for measuring the ethical culture of an organization and diagnosing problems, risk analysis, best practices in compliance and ethics, and how to recognize, analyze, and address ethical issues will be discussed. Students will learn how to lead in ways that create a strong ethical culture including how to identify and train 'ethical culture carriers'.

Concentration in Gerontology

This concentration is available to all KSU graduate students, regardless of program, who wish to pursue applied careers in the various fields and professions that have components in gerontology and/or geriatrics. This interdisciplinary program provides core knowledge of gerontology and lifespan human development in conjunction with more specialized and in-depth training specific to particular disciplines in which students are planning to work (e.g., nursing, public administration). The concentration features the opportunity for graduate students to develop specific sets of practical skills for use in a variety of applied markets.

The Concentration in Gerontology consists of 9 semester hours:

GERO 6100	Sociocultural Aspects of Aging
GERO 6200	Health Care for Older Adults
GERO 6300	Psychology of Aging

Course Descriptions

GERO 6100. Sociocultural Aspects of Aging. 3-0-3

Focuses on the social and cultural aspects of aging. Topics covered: demographic variables and trends, culture and socialization, social structure (family, politics, religion, work and retirement, education), social problems associated with aging (living arrangements, transportation, crime, abuse, health status, income), diversity among the aged population, issues of conflict, the health care system, programs and services, and death and dying.

GERO 6200. Health Care for Older Adults. 3-0-3

Designed to serve a variety of students who are interested in the health care of the aging adult. This course addresses the normal and psychopathological aspects of aging, treatment regimes, end of life issues, and health promotion strategies within the context of cultural perspectives.

GERO 6300. Psychology of Aging. 3-0-3

Psychological perspectives in the field of gerontology are presented. This course covers current psychological theory and research in aging as well as the practical application of these materials. The major topical areas covered include biological, cognitive, and psychosocial aspects of aging.

Any KSU graduate student may register for these classes. Decisions concerning substitution of one or more of these courses for specific graduate degree requirements are made by the Program Director of the degree program.



Information Technology and Graduate Student Services

Computing and Information Resources

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

A \$25 technology fee was collected for the first time in the 1997-98 academic year to provide students with improved technological resources including: greatly enhanced on-campus and remote access to the internet; important software packages such as Microsoft Office delivered online; student training in use of computer technology; increased access on campus through extended laboratory hours; computer connections, and an electronics study room in the Library;

upgrade of student laboratories; and, instruction in the use of advanced multimedia presentation technology in the Presentation Technology Department laboratory. The technology fee for 2008-2009 is \$50.

In addition, the Kennesaw State University Website has been constructed to provide students with course registration, reviewing of grades, easy access to information, instructional materials, services, activities, and the World Wide Web; many classrooms are connected to the internet; and selected campus classrooms continue to be upgraded to state-of-the-art multimedia and presentation sites. Each year brings new technology, creative uses of technology on campus, and services to meet our growing needs.

Mandatory KSU E-Mail Account
KSU generated e-mail accounts are the official means of communication with students. Instructions can be found at <http://students.kennesaw.edu>.

Vice President for Information Technology and Chief Information Officer

The Vice President for Information Technology and Chief Information Officer (CIO) provides leadership in the continuing advancement of information and instructional technology. This position oversees the operations of information technology which includes the Horace Sturgis Library, Information Technology Services and Enterprise Systems and Services, Online Learning Services Department, Presentation Technology Department, and Department of Archives and Records Management.

Horace W. Sturgis Library

Built in 1981 with over 100,000 feet of space, the library, named after the university's first president Horace W. Sturgis, is designed to support and advance the teaching and learning activities of the greater university community.

The Sturgis Library has more than 600,000 volumes of books and government publications. There are more than 3,300 serial publications and well over 1,500,000 pieces of microforms. The library also provides, through contractual and consortia arrangements with the Atlanta Regional Consortium for Higher Education and the University System of Georgia over 10 million items for research and study purposes. The Atlanta Regional Consortium for Higher Education includes institutions such as Agnes Scott College, Emory University, University of Georgia, Clark-Atlanta University, Georgia Institute of Technology, Georgia State University, and the Institute of Paper Science and Technology.

Use of these collections is available by an institutional access card, via five day truck delivery, institutional fax machines and through interlibrary loans.

The Atlanta Regional Consortium for Higher Education and University Systems Libraries have unique titles that augment collection development at Kennesaw and through the Georgia Union Catalog, enhance both research and teaching. Access to these extensive catalog collections are through the on-line public catalog which is available in the library, on the campus network and via telephone from remote sites.

For research purposes, faculty and students have access to a broad array of traditional print collections and full-text and full-image items through GALILEO, ProQuest, ERIC, and Lexis/Nexis. The GALILEO service provides access to world wide web resources such as the Library of Congress, full-text journal titles, newspapers, and to document delivery services.

Users of the library also have access to four special collections:

- The Children's Literature Collection named in honor of the late John DiFazio, professor of education at Kennesaw, houses an 8,000 volume library used for the professional preparation and training of P-12 teachers;
- The Teen Collection consisting of 1,500 works designed to meet the unique learning and reading needs of adolescence;
- The Bentley Special Collections brings together a world-class collection that spans the history of the written word in the Western World. This collection provides undergraduate students one of few opportunities in the nation to study original works firsthand;
- The Government Documents Collection houses print, microforms, CD-ROM databases and remote access to Federal Agencies. Sturgis Library, as part of the national depository system, make books, periodicals and agency data available to the Sixth Congressional District.

Tours, seminars and classroom instruction are provided for both small and large groups of students and faculty. Individual instruction is provided by appointment.

The library is a charter member of SOLINET, and is a member of the On-line Computer Library Center, a major international library computing network with members located in the United States, Canada, Europe and Japan.

The Sturgis Library is open 100 hours during the semester and has extended hours during exams. Between semester hours are posted at library entrances, the circulation desk and on the library website. For checkout of materials, the university identification card serves as a library card.

Computing Services

Tracking rapid evolution within the computing field, Information Technology Services and Enterprise Systems and Services constantly refine, improve, expand and advance the computing resources available to students, faculty and staff at Kennesaw State University. They provide network and desktop support for the more than 20,000 members of the KSU community.

Information Technology Services coordinates computing services for KSU students, faculty, staff, and supports over 3,000 personal computers, LANs and connections to many different computing locations. Students, as well as faculty and staff, are eligible for computer accounts affording access to services such as the Internet, KSU's library system, an active jobs database, a current scholarship database, electronic mail, FTP, Telnet, and KSU's web site server.

Faculty and staff workstations are networked for services such as electronic mail, student records, online scheduling and registration, access to the internet, as well as word processing and high quality printing. KSU faculty and staff are in communication with colleagues worldwide through internet mailing addresses, gaining access through desktop personal computers and also through remote dial-in services.

Information Technology Services also administers more than 700 student work stations located in 30 electronic classrooms and four open computer labs. All of KSU's buildings are connected via almost five miles of fiber optic cable. All open computer labs are networked and are open to students seven days a week. These labs are supervised by qualified lab assistants available to help with a wide variety of standard software packages in word processing, spreadsheet, database management, communications and graphics. KSU students with special needs have access to computers configured with features such as screen magnification and voice synthesis. Networked electronic classrooms advance diverse curricular needs by granting access to statistical and programming language software, as well as standard software packages.

Special purpose advanced labs are available to majors in accounting, computer science, education and information systems. One of the Georgia Department of Education's Educational Technology Center is located on the Kennesaw campus. Through this facility, majors in education and other fields have access to state-of-the-art technology for teaching and learning.

The rules for use of all telecommunications equipment, including telephones, computers and FAX equipment, are found the KSU Web site at: <http://its.kennesaw.edu/>. They can also be reached through the KSU Intranet home page by choosing the topic Telecommunications Policies from the Technology Resources section. Use of any of these facilities implies an understanding of and compliance with these policies.

Online Learning Services Department

Online Learning Services supports online learning systems for Kennesaw State University, including web-based course support, video servers, and systems for providing live and recorded classes over the Internet. Our mission includes the investigation and development of new technologies for online learning and for classroom use.

OLS supports the KSU WebCT system. WebCT is a system that can be used, at the option of the faculty, in any course at KSU. It is accessed over the Internet from on- or off-campus and provides a variety of instructional tools for use by faculty and students. Access to the WebCT materials for a course is restricted to students enrolled in the course. Each term, more than 50% of KSU students are enrolled in one or more courses supported by WebCT.

Additional information about resources for online learning and the services provided by OLS can be found at the web site: <http://online.kennesaw.edu/>

Multimedia Development Group (MDG)

The Multimedia Development Group (MDG) offers a wide range of multimedia services and training for faculty, staff, and students. Located on the fourth floor of the library, MDG supports audio/visual and presentation equipment on campus. In addition to maintaining KSU's multimedia presentation classrooms, MDG specializes in multimedia training and production assistance; graphics creation, multimedia file conversion, audio/video tape duplication, video editing/compression, desktop publishing, and CD-ROM recording. MDG supports some of the most cutting edge multimedia hardware and software available.

Instructional Equipment

MDG supports a wide range of equipment for classroom use. Through designated building coordinators, MDG maintains a distributed set of equipment for faculty to request. Each building coordinator has his/her own system for reserving equipment. See your departmental secretary to obtain building coordinator's contract name and number. Equipment available for pickup includes: data projection systems, video playback combo, VHS camcorders, audio cassette player/recorders, audio CD players, public address systems, slide projectors, and microphones. If you have special equipment needs, consult MDG to consider options.

MDG Media Lab Hours

The MDG multimedia lab is open to faculty, staff, and students Monday - Thursday from 8:30 a.m. - 9:00 p.m., Friday from 8:30 a.m. to 5:00 p.m., and Sunday from 1:00 p.m. - 6:00 p.m. The lab is closed on holidays.

Department of Archives and Records Management

The Department of Archives and Records Management was established in 2004 in order to preserve the history of Kennesaw State University and to oversee the management of university records. The goal of the Records Management division is to promote and ensure the proper retention, maintenance, and

disposal of records to satisfy the legal, fiscal and administrative needs of the University, and to provide assistance to staff with records management issues.

The University Archives has a wide variety of materials pertaining to the history, growth, and development of Kennesaw State University, including:

- student publications, such as *The Sentinel* (newspaper), *The Talisman* (yearbook), and *Share Magazine* (art and literary magazine);
- minutes of President's Cabinet meetings, annual reports, KSU Fact Books, budget summaries, accreditation reports and studies;
- KSU memorabilia including groundbreaking shovels and hard hat, athletic uniforms, flags and banners, and commemorative tee shirts; and
- photographs, video tapes and cassette recordings of campus life and events, prominent speakers on campus, and commencement ceremonies.

The Archives is open to all students, faculty, staff and community members.

Educational Technology Training Center

The KSU Educational Technology Training Center (ETTC) is proud to be the largest of the 13 DOE Educational Technology Centers located throughout the state. The KSU ETTC is located in the Bagwell College of Education on the second floor of Kennesaw Hall. The ETTC serves educators in the upper third of the State, including metro Atlanta. The KSU ETTC provides comprehensive instructional, administrative, and technical technology training for Georgia educators.

The KSU Educational Technology Training Center is also the founder of the "Georgia Framework for INtegrating TEChnology Program". The A+ Education Reform Act of 2000 recognized Georgia's InTech Professional Development Program as the premier technology integration training solution for Georgia educators. InTech is one acceptable path for meeting the special Georgia Technology Requirement. This year the ETTC will be

offering several new versions of InTech including: AdmInTech, Primary InTech, and Media Tech. In addition, the ETTC is expanding their course offerings in the areas of web authoring and technical support. Visit their website at <http://edtech.kennesaw.edu> for more information on available resources and services.

Teacher Resource and Activity Center (TRAC)

The Teacher Resource and Activity Center, located in Kennesaw Hall Room 2005, is sponsored by the Bagwell College of Education and open to all KSU students, faculty, and staff. Designed specifically to meet the needs of professional teachers and education majors in the teacher preparation program, the center offers a curriculum library, media services, and instructional materials. It also provides a variety of unique professional development opportunities to educators in the geographic areas served by the University, including mini-grants for innovative projects, the Project RESPECT mentoring program, and a regular workshop series.

The center maintains a large library of professional books and periodicals, textbooks for curriculum planning at all grade levels, theme-related activity guides, supplemental kits, and educational videos. It also houses a production workroom equipped with a copy machine, laminators, spiral and heat binders, poster printers, paper cutters, badge makers, and other assorted machines that support the development of classroom materials. The TRAC has an extensive die-cut collection of over 500 shapes, letters, and numbers for creating bulletin boards and learning center manipulatives. Additional equipment such as computers, opaque projector, tape recorder, CD player, and televisions with VCRs are available for use in the TRAC. Friendly staff is available to assist visitors.

Graduate Student Services

Campus Bookstore

Used and new textbooks, supplies, reference materials, and study aids as well as academically-priced software are available in the KSU campus bookstore. The exact cost of required books and peripheral items will vary depending on courses; a full load semester cost is approximately \$500. All books and supplies can be bought online. The KSU campus bookstore buys back textbooks throughout the year; the best prices will be received during finals week at the end of each term.

Textbook refunds are generally 100% within the first three weeks of the term. Refunds are 50% with the receipt and the related course withdrawal slip through the drop/add date. Thereafter, returns are made at buyback prices. New textbook packages must be intact for treatment as a new book versus a used book.

The Bookstore also offers all spirit wear and mementos, graduation items & gifts, reference and trade books, as well as snacks. Bookstore hours during the semesters are:

Monday – Thursday	7:30 a.m. to 8:00 p.m.
Friday	7:30 a.m. to 4:00 p.m.
Saturday	9:00 a.m. to 2:00 p.m.

Limited hours are maintained when classes are not in session. Please check the website at <http://bookstore.kennesaw.edu> for more information or to order online. Call the Customer Service line at 770-423-6261 if you have any questions.

Food Services

The University provides retail food services under an agreement with Sodexo Campus Services. Dining venues are located in the **Carmichael Student Center** food court, the **Burruss Building**, and the **Social Sciences Building**. In the student center, you will find national brands such as Chick-fil-A, Krystal, Krispy Kreme Donuts, Freshens, & Starbuck's Coffee. Other dining options include a hot line (offering seasonal meals), a deli serving salad plates & sandwiches made to order, Asian cuisine, and pizza by the slice, as well as "grab

'n go" items such as yogurt parfaits, hummus and pita, crudité's of vegetables, fruit (whole & cut up), pastries, cereals, and a large assortment of pre-made salads and sandwiches.

During the Fall and Spring semesters, the student center food court is open Monday – Thursday from 7:30 a.m. – 8:00 p.m. and Fridays from 7:30 a.m. – 2:00 p.m.; closed Saturday and Sunday. The Midnite Owl (Freshens, Starbuck's, and grab 'n go items) remains open until 8:30 p.m. on Monday - Thursday.

Einstein Bros. Bagels offers full service in the Burruss Building where bagels are baked fresh daily. Operating hours are from Monday – Thursday 7:30 a.m. – 8:00 p.m. and Friday 7:30 a.m. – 2:00 p.m.; Saturday 7:30 to 1:00; closed Sunday. You can also find these bagels in the Carmichael Student Center food court.

Jazzman's, which features coffee drinks, teas, smoothies, and grab 'n go soups, salads, & sandwiches, is located in the Social Sciences Building. Pastries are baked fresh daily on the premises. Hours are Monday – Thursday; 7:30 a.m. to 8:00 p.m.; Friday 7:30 a.m. - 3:00 p.m.; closed Saturday and Sunday.

Students may deposit funds on their **KSU ID** cards to use for food purchases. This can be accomplished at the **K-Cash Terminals** located around campus (Student Center near the Bursar's office, Sturgis Library, 4th floor Burruss, 3rd floor Social Sciences, 1st floor Science, 2nd floor English, and 2nd floor Bagwell). You may also manage your account online (add funds, see transactions, suspend use) at <https://kcashmanager.kennesaw.edu>.

Campus dining locations are subject to operating hours when classes are in session. Summer hours are somewhat reduced and there is no Saturday service due to lower demand. Please see our website at <http://www.kennesaw.edu/dining>, check out the signs at each venue or call 770-499-3171 for more information, menus, and hours of operation as well as catering options.

Counseling and Advising Program Services Center (CAPS)

The Counseling and Advising Program Services (CAPS) Center is a comprehensive service center where students obtain help with educational, career, and personal concerns from a trained staff of counselors, specialists, and advisors. Such assistance is intended to support Kennesaw State University's academic programs by offering relevant resources that facilitate the students' orientation to the university, contribute to personal development, enhance academic success, and facilitate career skills.

All students are invited to come to the center from 8:00 a.m. until 8:00 p.m. Monday through Thursday and 8:00 a.m. through 5:00 p.m. on Fridays, or call 770-423-6600. Programs and services offered by the CAPS Center include:

Orientation

A program designed to help the new student adjust to college. Included in the program are opportunities to meet university personnel, understand academic program offerings, and become aware of various organizations and services available to maximize student success.

Counseling and Testing

In an atmosphere of confidentiality, professional counselors offer assistance to students with a variety of concerns which may include career, personal and academic counseling. Special seminars in study skills, time management, stress management, assertiveness, test-taking and other topics are conducted each semester during the academic year. All institutional testing is coordinated by the staff.

Advising

The Counseling and Advising Program Services (CAPS) Center provides students who have not declared an academic program of study, including provisionals, audits, and Learning Support Program students with academic advising. A team of faculty and staff advisors meet with students in the CAPS Center to help students plan academic course work, choose a program of study, identify career goals, and assist new students with concerns that may arise. CAPS is part of the Kennesaw State University advising program

whereby each department within the five colleges and one school provides advising services to students who have chosen their programs of study. Once the undeclared CAPS students select a specific program of study, they are referred to the respective college or school where faculty in the academic departments advise the students until graduation.

Student Athlete Support Services

Professional staff assist KSU student athletes by helping them succeed personally and academically. Student athletes receive assistance with advising, study skills, tutoring, orientation and registration. Life skills are offered as well as opportunities to volunteer as mentors for the community.

Counseling and Advisement Services Resource Library

This room, located within the CAPS Center, is open to all students without appointment. It houses informational material about careers, other colleges and universities and graduate schools, CLEP, and free handouts about a wide range of educational, career, and counseling information. Computer terminals are available for using CASSI (Career Assisted Study Skills Instruction), Pinpoint career exploration program, and the Georgia Career Information Systems program.

Career Services Center

The Career Services Center provides a variety of opportunities and experiences which will empower our students and alumni to successfully pursue their career goals. The Center is located on the second floor of Kennesaw Hall, Room 2617. The phone number is 770-423-6555.

Services provided include:

- Resume writing assistance;
- Experiential learning opportunities (Cooperative Education and Internships);
- Videotaped practice interviewing;
- Career search strategies;
- Internet career search assistance: *careerctr.kennesaw.edu*

- KSUJOBS: listing of hundreds of degree and non-degree openings available through the University's computer network;
- Current listings of government, educational, social service and communications opportunities;
- Information on hundreds of companies;
- OwlLink: Internet system which enables you to create a resume and upload it to the Career Service database for referral to employees from the web;
- On-Campus recruiting: hundreds of companies interview our graduating students and alumni for available positions each year;
- Career Fair: Five career fairs are held each year. A general career expo and an accounting career fair is held in the fall. In the spring, an experiential education and career fair is held, as well as a teacher career fair and a non-profit government career fair.

Health Services

Kennesaw State University Health Center

The KSU Health Clinic serves students of Kennesaw State University by encouraging health promotion and disease prevention. Certified nurse practitioners and a physician provide services including physical examinations, adult immunizations, women's health, laboratory testing, health education and illness care. Medical information is confidential and will not be released without the patient's written consent except as required by law or in event of an immediate life threatening medical condition.

Health Clinic charges are expected at the time service. The Health Clinic does not submit charges to third party payers. Cash, check, VISA, and MasterCard are accepted.

The Health Clinic is located at House #52 (box #5200) on Frey Lake Road (across from University Place). Services are by appointment (770) 423-6644. The Health Center is closed on scheduled school holidays and hours limited during semester breaks.

Kennesaw State University being a nonresidential university, does not assume responsibility for the overall health and physical

well-being of its students. The university does assume, however, a reasonable degree of responsibility for the safety and welfare of its student body by encouraging students to participate in a nominally priced accident and sickness insurance plan and maintaining adequately equipped first-aid stations at strategic locations on campus.

If an individual becomes seriously ill or involved in an accident requiring medical attention, the KSU police should be contacted by dialing ext. 6666. There are police officers, who are trained in C.P.R. and State-certified First Responders, on duty during all normal office and class hours. Comprehensive medical facilities are reasonably accessible to the campus. If it becomes necessary to seek medical attention beyond minor first-aid treatment, the following steps will be taken:

- 1) If the student is conscious and alert and wants an ambulance to be called, the attending officer will comply with the request;
- 2) If the student is unconscious, he/she will be treated and transported to the hospital by ambulance. The attending officer will call the ambulance at the individual's expense to transport him/her to the nearest emergency room;
- 3) In the case of injury to students participating in sanctioned intercollegiate athletic activities, the university will assume responsibility for the expense of the ambulance;
- 4) Every reasonable effort will be made to contact parents, spouse or next of kin to inform them of the situation.

No student with a contagious disease may attend classes. Every student is held individually responsible for adhering to this regulation. Any student who needs special consideration because of any physical disability—either permanent or temporary—should have the attending physician write an explanatory letter to the vice president for student success and enrollment services giving full details of the disability and any desired limitations or special considerations requested.

Residence Life

Located in room 156 in the James V. Carmichael Student Center, the Department of Residence Life is your resource for information about where to live while attending Kennesaw State University. Kennesaw State University began offering on-campus housing in the fall of 2002. There are three on-campus apartment communities: University Village, University Place, and KSU Place. First year traditional aged residential students live primarily at University Village which houses 881 students in 2, 3, and 4 bedroom units. In addition, 700 spaces are available at University Place and 582 spaces at KSU Place for returning and new students. Apartments have private bedrooms with cable and Internet access and are fully furnished and carpeted with full kitchens. All apartments at University Village and University Place have private bathrooms and a washer and dryer.

University Village, offers high-rise living with interior hallways, computer labs, study rooms, and seven classrooms conveniently located on the plaza level. University Village is a substance-free environment. All first-year students participate in a CLASS Learning Community, where they share common classes with other first year residential students. University Village also offers a parking deck with ample parking for all residents and guests.

For more information visit <http://www.kennesaw.edu/residencelife> or call the Department of Residence Life at 770-420-4388.

Center for Health Promotion & Wellness

The Center for Health Promotion and Wellness encourages students and employees to assume more responsibility for their health and wellbeing through awareness and education. Our primary goal is to enhance and provide a balance in the intellectual, emotional, physical, social, environmental, and spiritual development of the whole person. We also strive to provide an environment that is supportive of positive health practices. Programming focuses on helping students and employees reduce lifestyle risk factors.

The Center also serves as a learning center for future exercise and health science students.

The Center for Health Promotion and Wellness, located in room 131 of the Student Recreation and Wellness Center, promotes wellness through a variety of avenues including:

- Special events: Lunch-n-learns, health fairs, guest speakers, health screenings, quit smoking classes, CPR classes, eating disorders awareness week, national collegiate alcohol awareness week, and the great American smokeout;
- Health Assessments: Check out your current level of health by having your blood pressure, heart rate, hearing, vision, body mass index, weight, and height checked;
- Fitness Assessments: How is your fitness level? We offer MicroFit computerized fitness evaluations for cardiovascular endurance, body composition, muscular strength, and flexibility. The computerized testing allows for pre and post test comparisons;
- Educational Materials: The Wellness Library contains videos, books, magazines, journals, newsletters, and brochures on a variety of health and wellness topics. The Center also has computer programs where you can analyze your diet, assess your stress level, look up prescription drug information, and get healthy cooking tips and recipes. Our hours are M-Th 9-6, Fri. 9-5 and Saturdays 9-Noon. For more information call 770-423-6394 or check our website at www.kennesaw.edu/col_nhs/wellness.

Intramural and Recreation Services

Participating in intramural & recreation programs can be one of the most fun and memorable experiences here at Kennesaw State. From flag football to table tennis, the activity schedule offers something for everybody. These programs provide an opportunity to socialize, develop positive fitness practices, cultivate a connection to the university, and just have fun. Program schedules and facility hours are available at the beginning of each semester. Additionally, a yearly academic calendar listing events gives you an opportunity to plan the activities you wish to participate in.

The recreation facilities on campus comprise the Student Recreation & Wellness Center, sand volleyball court, tennis courts, and intramural field. The Student Recreation & Wellness Center has two floors dedicated to fitness equipment, a gymnasium, equipment checkout station, circuit training room, group fitness studio, locker rooms, the Wellness Center and the Intramural & Recreation Services (IRS) office. The facilities schedule is available at the IRS Office and the IRS web page (www.kennesaw.edu/student_life/intramurals.shtml). Students may also call the facilities hotline at 770-420-4393 to hear a 24-hour recording of the open times.

In addition to the many activities, Intramural & Recreation Services also employs a number of students for various jobs. Student staff positions range from an office assistant to a sport official. There are many benefits to working, for example, registering early for classes, keeping your parking space between classes and earning extra money while on campus.

IRS programs offer competitive sports, informal recreation, fitness activities, equipment checkout, and special events. All you need to begin participating is a valid KSU ID and a completed waiver/release form. During your time at KSU, we ask that you allow Intramural & Recreation Services to be part of your college experience. For more information, stop by the Intramural & Recreation Services office located in the Student Recreation & Wellness Center or call our office at 770-499-3207.

KSU Card Services Center

The Card Services Center at KSU issues the official university ID, Parking Decals, and Keys. In addition, they manage the KSU Debit Card Program and the KSU Mall. All services require an in-person visit to our office in Suite 219 of the Carmichael Student Center. The Card Center hours of operation normally match those of the Financial Aid, the Registrar and the Bursar, but please contact us if you need service outside this time frame. The Card Center will notify campus via the KSU-furnished email when semester services begin.

First time services to students and employees are often free (e.g. IDs and Parking Decals). Replacement services are usually subject to fees. Please be prepared to present a valid government-issued document that includes a photo (e.g. driver's license or passport) for identity verification. New regulations of the Patriot Act require KSU to make a copy of the document used to validate identity. For your protection, this copy will be stored off-site.

Identification Cards

All enrolled students at Kennesaw State University are required to carry an official KSU Identification Card. The Card Services Center produces this card on campus in Room 219 of the Carmichael Student Center. The KSU ID card is honored across campus: for photo identification; in security applications; for access to events, activities and resources; and for selected retail services. Card applicants must agree to an unobstructed facial photo. All students must be prepared to present their KSU ID Card to University officials upon request.

KSU Debit Card

KSU has partnered with an internet bank to distribute funds through the KSU Debit Card Program. The KSU Debit Card program gives students the option to receive funds electronically either through direct deposit to a checking/debit account with our distribution bank or by ACH to a third-party bank. Students may still opt for a paper check but are encouraged to instead choose electronic distribution to receive their funds quicker. Students are not required to open an account with our partner bank but must use the card provided to setup their media choice online.

Parking Decals

All vehicles on campus must display a valid KSU Parking Decal. Vehicles without a valid decal will be ticketed and/or booted. New decals are issued annually only to campus residential students. All other parking decals are valid for the duration of your official status with KSU. One-day passes are available as appropriate. Parking decals must be picked up in person at the Card Services Center. It is the responsibility of all KSU employees and students to review and abide by the Kennesaw State University Parking Policies

and Procedures available online at <http://www.kennesaw.edu/parking>.

Please visit, call or email the Card Services Center for details on any of these programs. Information is also available on our website at <http://www.kennesaw.edu/idservices>.

KSU Mall

The KSU Mall is a web-based shopping cart application that is appropriate for sales of goods and services offered by internal departments to the general public. Current offerings may be viewed by selecting the KSU Mall Quick Link from the KSU public website at www.kennesaw.edu. Contact the Card Services Center for more information.

Notice for New Students: The services listed here are reserved for registered students and Orientation attendees.

Notice for New Hires: The services listed here require that your information be appropriately entered into the KSU enterprise database(s). Please follow the instructions found online at <http://www.kennesaw.edu/hr/newhires> to verify service eligibility.

Please visit, call (770-499-3436) or email the Card Services Center (idservices@kennesaw.edu) for details on any of these programs. Information is also available on our website at <http://www.kennesaw.edu/idservices>.

Copy/Print Services

Printing and making copies at Kennesaw State University is very easy. Here's how it works:

When you receive your KSU ID card at the Card Services office, you will note that it has a "mag stripe" on the back just like a debit card. The data encoded on your card enables the KSU system to know which account to access for billing. You must put money into your account before you can use your card to make copies or to print jobs from any of the computer labs. You add cash to your account at any of the K-Cash machines located around campus. Just follow the instructions on the K-Cash device. They are located in the following locations:

- ITS Computer Lab Area:
4th floor Burruss Building

- Kennesaw Hall:
2nd floor Education Wing
- Library: Copy Room
- Science Building: 1st floor vending area
- Carmichael Student Center:
2nd floor hallway
- Humanities: 1st floor hallway
- Social Sciences: 3rd floor hallway

You can also add money to your account via the K-Cash Manager Web site by using your KSU NetID and PWD to log in to: <https://kcashmanager.kennesaw.edu/>. This site will also let you review recent transactions and temporarily disable your card should you misplace it. Parents can add value via this interface as well. All they need to know is your NetID. If you choose to give them your password they will have access to all the other features of the site as well.

To make a copy, just swipe your ID card through the device attached to the copier. Follow the instructions on the swipe device and the system will determine whether you have sufficient funds for the job that is submitted. Be sure to press clear “CLR” when your job is complete so that someone else doesn’t end up using your account.

To print, you can send jobs from the various labs around campus or from the Cyber Café located in the Student Center Food Court. Most labs have printers inside or just outside the lab. Detailed instructions on how to use the print function are posted in the Labs you use for your classes.

If you don’t have your ID card with you, simply purchase a Guest Card at any of the K-Cash machines. Guest Cards work just like your ID card for printing or copying.

Call 678-797-2200 or extension 2200 from a campus phone to ask questions about these services or when you encounter any problems.

Additional information may be found on the KSU web site at <http://www.kennesaw.edu/copyprint/>.

The Institute for Global Initiatives

The Institute for Global Initiatives (IGI) provides academic programs and services to internationalize the curriculum and expand international opportunities for KSU faculty, staff and students and the larger community that KSU serves. It supports and promotes KSU’s mission of international education by initiating programs, responding to external funding opportunities, and providing leadership for the institution’s regional centers. It collaborates with divisions, colleges, schools, departments, and other units to ensure the infusion of international dimensions into teaching, scholarship, and community service. At the heart of the IGI is the Office of International Services and Programs (OISP). The OISP coordinates a wide range of international programs and events, including study abroad and the annual country-study program, and also assists international faculty and students with visa issues.

CSL Student Leadership Programs

Leaders IN Kennesaw (LINK): A signature leadership experience sponsored by the Center for Student Leadership (CSL). A multi-tiered student leadership development experience, LINK provides KSU students with comprehensive ethical leadership education and practical service application.

Endorsed by the RTM Institute for Leadership, Ethics, & Character (ILEC), LINK is an educational, experiential program designed to:

- develop ethical leadership skills and knowledge,
- promote student success, and
- enhance the holistic development of students.

Hallmarks of LINK are service leadership projects, an electronic portfolio, and competency-based assessment (by self and others) of skill and knowledge application.

Students in LINK progress through three phases of leadership development. LINK-Emerge, LINK-Ascend and LINK-Leads. Upon completion of the three-tiered program, students will be awarded an Ethical Leadership Certificate.

Center for Student Leadership (CSL) Fellows: The CSL Fellows are selected each

spring and serve as trustees for the CSL. While focused on the principles of knowledge-based decision making, these students contribute to the development of programs and services sponsored by the CSL.

Presidential Fellows: The Presidential Fellows Program for KSU juniors, seniors and graduate students, focuses students on the larger global community. The program raises awareness of the need to be civically engaged throughout life. Applications are accepted fall semester.

Northwest Crescent Leadership Alliance: Made up of six colleges and universities in northwest Georgia, the northwest Crescent Leadership Alliance connects six students from each institution in leadership training. An initiative of the Institute for Leadership, Ethics & Character (ILEC), the program promotes civic engagement and connection with the northwest crescent of Georgia.

New Hope for Georgia Leadership Program: The New Hope for Georgia program at KSU, developed by Dr. Betty Siegel, seeks to provide leadership education to all HOPE scholarship recipients. KSU sees the HOPE program not only as a scholarship, but as an investment in the long-term growth and development of our state. To ensure that our HOPE students become ethical leaders capable of functioning effectively in an increasingly complex world, our students will be provided comprehensive ethical leadership training.

The Nancy S. King/Rebecca S. Casey Women's Leadership Initiative: Named for the women leaders who trailblazed the development of the Center for Student Leadership, the King/Casey Women's Leadership Initiative focuses on gender differences in leadership styles and connects first-year women with women leaders at KSU as well as the larger community. The program is held each March.

The Arts Leadership Initiative (ALI): The ALI targets KSU students seeking degrees in the College of the Arts. Students participate in an array of events intended to enhance and further develop leadership skills within the context of their discipline. Applications are accepted fall semester.

Continuing Education at KSU

Continuing Education at Kennesaw State University is a creative and flexible way to learn new skills throughout your life. Offering more than 2,100 noncredit programs, online and in the classroom, Continuing Education at KSU is your professional development and personal enrichment partner, proudly serving 21,000 community members annually.

If you already have a college degree or are already in the workforce, we can help you gain current, practical, professional skills to help you advance or even make a career change through classroom or online courses. Certificate programs are available in a wide variety of areas including management & leadership, landscape/horticulture, health-care, paralegal, personal trainer, human resources, event planning, TESOL, web design, technical writing, project management, and advanced technology areas.

A wide variety of personal interest courses in culinary art, fitness, visual arts and home and garden are available throughout the year. In addition, Continuing Education offers specialized, age-appropriate programs through Summer University (K-12), and The Osher Lifelong Learning Institute (Ages 50 and older).

Continuing Education Units (CEUs) are assigned to all professional development programs with one CEU awarded for 10 contact hours of participation. Several selected courses carry PLUs for teacher recertification. Transcripts of earned CEUs are available upon request.

Visit the Continuing Education website at <http://www.kennesaw.edu/ConEd> or call 770-423-6765 for more information and to request a current course catalog.

Student Development Center

The Student Development Center coordinates support services, programs, and activities to enrich the college experiences of specifically identified student populations, including minority students, international students, adult learners, and students with disabilities. In addition, the department provides an avenue for individuals to engage in volunteer

service in the community through Volunteer Kennesaw State University (VKSU). Through its three satellite centers – the Cultural Awareness and Resource Center, Lifelong Learning Center, and Global Village - students are provided a place to gather, a broad array of information, access to computers and other equipment, and knowledgeable, friendly support staff to ensure that students have a positive and supportive “home” on campus. The Student Development Center, located in the Carmichael Student Center, Suite 267, is open weekdays from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and 8:00 a.m. to 5:00 p.m. on Friday, and can be reached by phone at 770-423-6443.

The Odyssey Program, a peer mentoring program, is also coordinated by the Student Development Center. The Odyssey Program helps first year and transfer students make a smooth transition to college life at Kennesaw State by pairing them with a qualified peer mentor.

Adult Learner Programs

Adult Learner Programs at KSU offer a variety of innovative programs and services to meet the needs of the “nontraditional” student, those students who are 25 years of age or older or who have “nontraditional” life-styles such as family and employment. Offerings include a peer mentor service, workshops and individual consultations for students reentering school, parenting workshops, and programs for the college students’ children. Staff in Adult Learner Programs act as liaisons and advocates in helping non-traditional students succeed in college. Childcare information is provided as well as an opportunity for students to participate in a childcare subsidy program. A major program sponsored by Adult Learner Programs is the WINGS Ceremony for graduating seniors to recognize those individuals that have helped them through college. KSU students, faculty, and staff interested in adult learner concerns are provided resource materials, consultation services, and networking opportunities. The office, housed in the Lifelong Learning Center, Carmichael Student Center Room 261, is a resource center for adult learners.

Disabled Student Support Services

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to help disabled students with their academic work. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services and arrange an individual assistance plan. Certification of disability is required. Special services are based on medical and/or psychological certification of disability, eligibility for services by outside agencies, and ability to complete tasks required in courses. Any individual with a disability who wishes to participate in an activity or program offered by the institution and needs accommodations should contact the office sponsoring the program at least five days prior to the date of the program so that arrangements can be made.

Accommodative services may include, but are not limited to, handicap-accessible parking spaces, special test rooms, classroom accessibility, modifications of printed materials, sign language interpreters, assistance with getting class notes, tape recording course lectures, library and laboratory assistance, adaptive computer equipment, and referral to community resources.

Eligible students deliver certification letters to faculty at the beginning of each semester identifying the approved accommodations. The Assistant Director for Disabled Student Support Services works with faculty members to assure that students with special needs receive appropriate accommodations.

Students taking courses online or at other sites than the main campus should contact the Disabled Student Support Services office by phone (770-423-6443) or email (cpope@kennesaw.edu) to make arrangements to submit documentation, register with the department, arrange accommodations, etc. Accommodations and services at remote locations may require additional time to arrange, so please start early.

Workshops on relevant topics designed to meet the unique needs of disabled students are offered frequently during each semester. Individual assistance with study skills, assignment completion, and test preparation is available.

Students, faculty and staff are encouraged to become active members of the Disabled Student Support Services Advisory Committee and to have a part in promoting awareness of the important contributions made by students with disabilities to the life of the university and the community. The committee also works to increase the accessibility of the university and to represent the interests of students with disabilities to the university administration. Individuals with hearing impairment may contact the university's Assistant Director for Disabled Student Support Services by TTY at 770-423-6480.

International Student Retention Services

The Office of International Student Retention Services (OISRS) serves as an advocate and resource for international students. The OISRS provides counseling and advising pertaining to cross cultural adjustment, academic concerns and referrals regarding financial matters. Once students become enrolled at KSU it is the goal of the OISRS to retain them until they receive their degrees. The OISRS is also responsible for implementing the mandatory International Student Orientation. All newly admitted F1 graduate, undergraduate and transfer students must attend this orientation. The office seeks to provide international students with pertinent information that will enhance their matriculation and success at Kennesaw State University. International students should note that they must maintain full time academic status during the fall and spring semesters but may be part time in the summer or choose not to attend.

The Coordinator of International Student Retention Services develops and implements educational, social and cultural activities, programs and workshops for international students. Services such as the International Student Association, Liaison Program and Friends of Internationals Community Program are available to assist students in their adjustment to a different culture. International students

may come to Kennesaw State University by themselves but they are not alone. Once a student is enrolled he/she automatically qualifies for mentoring under the Odyssey Peer Mentoring Program. This program matches each new international student with a currently enrolled experienced international student. The Office of International Student Retention Services takes the responsibility of retaining international students very seriously. In addition to the above, the OISRS offers international students exposure to the Global Village, a gathering place for internationally centered activities, resources, discussions, exhibits, and to an International Student Handbook that is on-line. The OISRS helps coordinate KSU's requirement of mandatory International Health Insurance for medical protection for each international student.

The Assistant Director of the OISRS is also the advisor for the International Student Association (ISA). The ISA brings together students of all nations for intercultural, social and athletic exchanges. The International Festival is one of the largest projects sponsored by the ISA. The International Student Association also sponsors trips to American historic and cultural sites.

For more information about the Office of International Student Retention Services (OISRS), contact the Assistant Director at 770-499-3313 or come by the OISRS located in Room 258 in the Student Center. http://www.Kennesaw.edu/stu_dev/isrs/handbook.html

Lifelong Learning Center

The Lifelong Learning Center (LLC) serves as a resource center for adult learners (students over the traditional college age or living "nontraditional" college life-styles such as family and employment). The center makes the university experience more pleasant and beneficial by providing programs and services specifically designed for students returning to college or starting college later in life. Located in Room 261 of the Carmichael Student Center, the center is open from 8:30 a.m. to 7:00 p.m. Monday through Thursday and 8:30 a.m. to 4:00 p.m. on Friday. 770-423-6701.

Resources in the LLC include information and referral services, literature racks with academic, campus activities/ community services information, and audio/ video equipment for student use. The LLC offers a resource library with books, and audio and videotapes and DVD's are available for students to check out. The LLC also houses a study/ socializing area with a free telephone, kitchenette complete with microwave, refrigerator, toaster oven, free coffee and tea. Academic support services include eight computers networked to Information Technology Services, laptop ports and wireless internet access as well as a FAX machine, equipment and resources for completing papers and projects. In addition, tutors are offered to assist with writing, English and math. Childcare information is available in both written form and on the website. Other services include workshops and programs on a variety of topics including parenting skills, succeeding in college, and programming for children.

Minority Student Retention Services

A number of factors have a direct or indirect impact upon retention of students of color at major institutions of higher education. Kennesaw State University is no exception. These factors include the quality of support services, professors' expectations and attitudes, campus climate with regard to socialization and programming, and the sense of belonging experienced by the students.

The Office of Minority Student Retention Services (OMSRS) provides minority students with essential resources, services, and opportunities to aid in their retention, progression and completion of their academic careers at Kennesaw State University. This office facilitates academic success for minority students by offering the following resources:

Minority Advising Program (MAP), which tracks, monitors, and facilitates academic success and retention strategies for minority students enrolled in each of Georgia's 34 public colleges and universities; The **Cultural Awareness and Resource Center (CARC)**, located on the second floor of the Carmichael Student Center in Room 263, which offers an

array of tutorial services, technical, and media resources that cater to the needs of African, African American, Hispanic American, Asian American, and Native American students; **KSU Professionals Empowering Our Potential Leaders for Excellence (P.E.O.P.L.E)**, a program that matches students with faculty and staff members for mentoring and/ or informal academic advising; **Making the Grade**, a series of workshops on a range of subject matters including career and relationship development to help students excel in various aspects of life at, and beyond, KSU; **Sources of Scholarship (S.O.S.) Program**, a services that informs students about scholarships and grants; **KSU Minority Report**, an annual newsletter circulated each semester for the purpose of keeping members of the Kennesaw State University (KSU) of our efforts and initiatives to serve our minority students; and the **KSU Black History Celebration Committee**, a group of KSU students, faculty, and staff who collaborate to provide events to inform KSU and surrounding communities of the achievements and history of Black people during the Spring Semester.

The OMSRS also actively encourages students to become involved in the various student organizations on campus. The **African American Student Alliance (AASA)** is the student organization that is directly affiliated with this office and provides leadership and funding for the annual **KSU Black History Celebration**. Other minority student organizations include the Mexican American Student Alliance, the KSU Chapter of the NAACP, Distinguished Black Gentlemen, Ladies of Distinction, KSU Gospel Choir, and KSU Black Alumni society. This office also collaborates with members and leaders of the National PanHellenic Council (NPHC) for historically Black Greek letter organizations.

The KSU African American Male Initiative is the newest initiative by the Office of Minority Student Retention Services, being developed in partnership with faculty, staff and students to specifically address the retention needs of African American males at KSU through assessment, intergenerational mentoring initiatives, and celebration of academic and leadership achievements. A new student

organization, **Distinguished Gentlemen**, is currently in the process of becoming an official student organization, whose purpose is to elevate the minds and academic standards of African American men on campus and those who are specifically invested in their interests. Part of this initiative also includes the utilization of current resources to aid in the retention of African American males on campus.

For more information about the OMSRS and the CARC, contact either the Assistant Director for Minority Student Retention Services at 770-423-6443, or the Manager of the CARC at 770-423-6512. All are encouraged to come by the CARC during our business hours. We are located in the Student Development Center, Carmichael Student Center Room 267, or the CARC in Room 262, or you can visit us online at http://www.kennesaw.edu/stu_dev/msrs.

Student Community Service/ Volunteer Kennesaw State University

Student Community Service is an important outreach for Kennesaw State University. It affords students an opportunity to serve the community in keeping with the mission of the University. Utilizing partnerships with a number of organizations and non-profit agencies, the University seeks to address various community needs.

Information regarding community service projects can be obtained through Volunteer Kennesaw State University (VKSU), a campus center that coordinates a variety of service placements and projects. Information may also be obtained at the VKSU web site, http://www.kennesaw.edu/stu_dev/vksu. VKSU matches student volunteer skills and talents with community needs. Since 1984, in cooperation with more than 300 community agencies, VKSU has served as a clearinghouse for volunteer placements, which include: Habitat for Humanity, Red Cross Blood Drives, MUST Ministries, and providing tutoring/mentoring services to at risk children from Cobb County and Marietta Schools. In addition to traditional volunteer placements, VKSU also regularly coordinates group service projects called Involve to Solve.

VKSU also serves an educational role by providing a practical opportunity for students to explore career options and experience volunteer services in their major fields of interests. Public service can provide valuable job experience as a prelude to career opportunities. Students are invited to stop by the VKSU office where student employees will help them review service opportunities. The office is located on the second floor of the Carmichael Student Center, Room 264, and is open Monday through Thursday 9:00 a.m. to 6:30 p.m. and Friday 9:00 a.m. to 4:00 p.m. during fall and spring semesters. Summer semester hours are 9:00 a.m. to 5:00 p.m. every day.

Judiciary Program

The University Judiciary Program was developed in 1985 to adjudicate infractions of the University's Student Code of Conduct and other University policies. Through a system of campus courts and trained advisers, reported infractions are considered and appropriate sanctions are assessed. The University Judiciary Program strives to assure a fair and impartial consideration of charges of misconduct against any student.

The University Judicial Panel is composed of at least fifteen selected students and twenty-two appointed faculty/staff members who are trained to participate knowledgeably in the judiciary process. The training enables panel members to hear complaints, arrive at fair and impartial conclusions and deliver clear and direct recommendations.

The Judiciary structure includes the University Court, which handles charges against students for alleged violations of the KSU Student Code of Conduct, and the traffic court, which hears appeals of student parking citations. Each court is composed of both faculty/staff and student members of the Judiciary. In addition, if requested, a Judiciary member may have the opportunity to act as an advisor on behalf of the student or faculty member, assisting in the preparation and presentation of a case before the university court.

Students are invited to apply to become a member of the Judiciary Panel. Requirements include:

- a minimum 2.8 overall G.P.A.;

- a strong interest in protecting the reputation of the University by assuring that the rules of the Code of Conduct are upheld;
- successful personal interview(s);
- two personal references who will testify to your character and integrity;
- a commitment to uphold the Judiciary Code of Ethics, attend meetings and training sessions, and volunteer to serve on campus courts when available.

For more information, please contact the Director for University Judiciary Programs at (770) 499-3403 or visit the KSU Judiciary Program Web Page at www.kennesaw.edu/judiciary/

Intercollegiate Athletics

Initiated in the fall of 1982, KSU's intercollegiate sports program is a member of the Atlantic Sun Conference (A-Sun) and Division I of the National Collegiate Athletic Association (NCAA). The A-Sun's membership includes: Belmont, Campbell, East Tennessee, Gardner-Webb, Jacksonville, KSU, Lipscomb, Mercer, North Florida, and Stetson. The Fighting Owls currently sponsor six sports for men (baseball, basketball, cross-country, golf, indoor track and outdoor track) and eight for women (basketball, cross-country, golf, soccer, softball, tennis, indoor track outdoor track and volleyball). Varsity cheer and dance are also part of both the men's and women's basketball programs and compete for their respective national championships each year.

Students receive free admission, with a valid ID, to all of KSU's home contests and are encouraged to become involved as either a team participant through a tryout, an athletic staff member, or a regular spectator.

Club Sports

Club Sports at Kennesaw State University are designed to provide opportunities for students of the university community to participate in a variety of sports and recreational activities. Club Sports are organized and conducted by students under the direction of the Campus Intramural and Recreation Services Department. A Club Sport must be active and approved through the Club Sports office. Each club is formed by individuals with a common interest in a sport or activity that

exists to promote and develop interest in that particular activity. Clubs may be instructional, recreational, competitive, or some combination thereof. Characterized by being student-initiated and student-managed, the basic structure of clubs allow members numerous opportunities for leadership and decision-making. The actual success and strength of each club is dependent on effective leadership of the officers and the degree of involvement of its club members.

Kennesaw State University currently has the following clubs: Cricket, Cycling, Ice Hockey, Roller Hockey, Men's and Women's Lacrosse, Rugby, Men's Soccer, Ultimate Frisbee, Wakeboarding, and Wrestling. New Clubs are regularly added based on current student interest and desire to facilitate the process. All participants in the Club Sport teams must be KSU students and maintain a *MINIMUM* 2.0 GPA and be in good academic standing. Club Sports offer students the opportunity to meet new people, stay fit, be involved at KSU and build life long friendships.

KSU Club Sports compete against other local and regional team that might include UGA, GT, Emory, Duke, Clemson, Alabama, Mercer, Auburn, Georgia Southern, UT and many more road trips. Get involved! College is what you make of it!

Please visit www.ksuclubsports.com to get additional information or contacts for individual teams.

The club's participants must meet any financial obligations, including insurance and playing expenses.

Kennesaw State University Alumni Association (KSUAA)

Chartered in 1977, the Kennesaw State University Alumni Association, Inc. is a nonprofit, educational corporation. The association places particular emphasis on and concentrates the majority of its energies and resources toward providing programs and services for alumni, fostering institutional pride, developing and enhancing KSU's public image and meeting needs by raising and administering funds for educational purposes at Kennesaw State University. The

affairs of the association are guided by a 19-member board of directors including a five-member executive committee. Each director serves for a term of three years.

Kennesaw State University employs a full-time staff, including an executive director, to support the association and direct Alumni Affairs' programs and activities. All graduates of KSU and its predecessors, Kennesaw State College, Kennesaw College and Kennesaw Junior College, are eligible for regular membership in the association. Former students who were regularly matriculated, active and retired members of the faculty and administrative staff and parents of former or present students are eligible for associate membership. Both types of membership demonstrate support for KSU and carry several entitlements including receipt of *Kennesaw* magazine and access to most campus facilities and services. Annual dues are \$25.

Student Services Fee

Upon registering, each student pays a student services fee of \$253. Of this amount, \$142 goes to the intercollegiate athletics program, \$71 to student activities, and \$40 to the Student Recreation and Wellness Center. Student activity funds support a variety of programs, activities and organizations to provide all students with opportunities to develop leadership skills, form social networks, maintain a healthy mind and body, and enjoy a variety of entertainment. Activities supported by student fees include student publications, intramural activities, indoor recreation, campus activities board programs, student government programs, performing arts, clubs, organizations, student leadership training programs, the Center for Health Promotion & Wellness and the Lifelong Learning Center. Because student fees help to pay for these activities, students receive publications at no additional cost and can participate in workshops, seminars, entertainment and other activities usually at no additional cost.

Student activity fees go into the student activities budget, which is handled by the Business Office under the ultimate authority of the vice president for business and finance. Expenditures are supervised by the vice president for student success and enrollment services. Authority for yearly allocations has been delegated by the president of the university to the vice president for student success and enrollment services, who acts on the advice of the Student Activities and Budget Advisory Committee (SABAC). The committee meets during spring semester to plan the next fiscal year's budget. During the year, it considers deviations from the budget that occur as a result of changes in the university's financial situation or as a result of changes in situations affecting organizations or programs funded by student fees. The student activities budget begins with SABAC. It solicits budget requests from funded organizations and holds hearings to consider whether each organization should be given the amount requested. Hearings are open to the public. Students are welcome to attend and voice their opinions about how the allocation of the funds.

Statement of Student Rights and Responsibilities

Preface

Students of Kennesaw State University are guaranteed all of the rights, privileges and freedoms granted to a citizen of the United States. In addition, they are entitled to an environment that is conducive to learning and individual growth. To this end, students enrolling at Kennesaw State University assume a responsibility to abide by the policies and regulations expressed in this Statement of Student Rights and Responsibilities. By doing so, students may fulfill their responsibilities and enjoy the exercise of their own rights while also respecting the rights of others.

Interpersonal Relations and Non-Discrimination Position Statements and Policies

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

Intellectual Diversity and Interpersonal Relations Position Statement

Kennesaw State University is an educational community comprised of individuals from different ethnic, racial and religious groups and of different genders, political beliefs, ages, abilities and sexual orientations. In light of this diversity, Kennesaw State University is resolved to contribute to the development of an integrated, pluralistic society in which individuals model and support humaneness and respect for the individual.

Kennesaw State University is committed to a diversity of intellectual viewpoints. We trust in a genuine free marketplace of ideas where faculty and students are encouraged to express their considered opinions openly. We further believe that this intellectual exchange is healthy, democratic, and produces new insights. The exchange of ideas is also a splendid means of encouraging “critical thinking” as long as it is conducted within an atmosphere that respects the dignity of all concerned.

The University is also committed to providing quality education, which is enhanced by the perspectives provided by individuals and groups with varying backgrounds and views. Racism, sexism and other discriminatory attitudes and behaviors impede learning and working. Conversely, respect for differences enhances educational and work experiences. Kennesaw State University is dedicated to creating an environment that cherishes and nourishes this diversity.

KSU Diversity Vision Statement

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

Americans with Disabilities Act (ADA)

Kennesaw State University does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities.

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications.

Qualified individuals with disabilities are encouraged to apply for employment opportunities with the University. Individuals with disabilities who require reasonable accommodation to participate in any portion of the application, interview and/or testing process must advise the University's Department of Human Resources in advance. Upon request, applicants must provide documentation confirming a disability and the need for an accommodation. Advance requests for reasonable accommodation(s) should be directed to the Director of Human Resources. The office telephone number is (770) 423-6030 V/TDD. The FAX number is (770) 423-6570. The Web

address for employment opportunities is <http://www.kennesaw.edu/hr>

The following individuals have been designated by the President of the University to provide assistance and ensure compliance with the ADA. Should you require assistance or have further questions about the ADA, please contact either the ADA Compliance Officer for Students at (770) 423-6443; the ADA Compliance Officer for Facilities at (770) 423-6224; or the Director of Human Resources, ADA Compliance Officer for staff and faculty at (770) 423-6030.

Kennesaw State University Policy on Accessibility in Facilities, Programs and Employment

Kennesaw State University is committed to providing accessibility to all individuals, regardless of disability. As a recipient of federal funds, KSU has maintained compliance with Section 504 of the Rehabilitation Act of 1973 in providing accessibility to programs and services for students with disabilities. The Americans with Disabilities Act of 1990 has expanded the accessibility requirements to include employment, public accommodations and telecommunications accessibility.

The University's ADA response team includes the Director of Human Resources, the Director of Plant Operations, and the Assistant Director for Disabled Student Services. The team has promoted compliance with the Americans with Disabilities Act through training of supervisors in hiring and employment practices, conducting a campus facilities survey to determine physical accessibility and purchasing, and placement of telecommunication devices for the deaf in primary offices around campus. Students who require accommodation in facilities, services, or programs should contact the Assistant Director for Disabled Student Services to arrange an individual assistance plan.

Accommodation may include classroom accessibility, modified computer equipment, handicap parking, assistance with note-taking, sign language interpreting services, class materials in alternate format, library and

laboratory assistance, and other accommodations. Determination of appropriate accommodations to be provided will be based upon documentation of the extent of disability.

Offices which may be contacted by means of a telecommunication device for the deaf (TDD) include Admissions, Registrar, CAPS Center, Continuing Education, Sturgis Library, Bursar's office, Human Resources, Public Safety, the disabled student support services office and the central operator.

Acquired Immune Deficiency Syndrome (AIDS) Policy

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

Sexual Harassment

Kennesaw State University follows the established policy on sexual harassment of the Board of Regents of the University System of Georgia. That policy (802-18 in the Regents' Policy Manual) is as follows: Federal law provides that it shall be an unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. Harassment of an employee on the basis of sex violates this federal law. Sexual harassment of employees or students in the University System is prohibited and shall subject the offender to dismissal or other sanctions after compliance with procedural due process. Unwelcome sexual

advancements, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment. Sexual harassment can occur in situations where one person has power over another, but it can also occur between equals. Both men and women can be sexually harassed, though women are most often victimized. A relationship between a faculty member and a student should be considered one of professional and client in which sexual relationships are inappropriate.

Procedures for Handling Complaints of Sexual Harassment

Informal Resolution

Early efforts to control a potential harassment situation are very important. Sometimes an individual can stop sexual harassment by telling the person directly that he/she is uncomfortable with the person's behavior and would like it to stop. Writing a letter to the person can also be effective.

Formal Complaints and Grievances

Formal complaints of sexual harassment by students against faculty or staff will be resolved according to established grievance procedures (see Grievance Procedures for Students- Grievance Procedure for Discrimination, Harassment, and Retaliation in this catalog). Sexual harassment is a form of sexual discrimination. A formal complaint of sexual harassment by one student against another student will be resolved through the student judiciary process (contact the Director of Judiciary Programs at 770-499-3403).

President's Statement on Sexual Harassment

"The mission of Kennesaw State University is to provide a learning environment in which all members of the University community are free to pursue their professional and personal goals. Sexual harassment is not only illegal, but an intolerable interference with the attainment of our mutual goals. Unwelcome sexual advances and conduct seriously damage the learning and work climate, and it is the University's intention to protect our environment from such abuses. Resolution of complaints of

sexually harassing behavior should be attained as informally as possible, but in the absence of that cooperation, we will enforce our policies to the fullest, up to and including dismissal.”

KSU Freedom of Assembly and Expression

Kennesaw State University recognizes and upholds First Amendment Rights of Freedom of Speech and Assembly. Demonstrations and assemblies can be valid expressions for dissenting opinions provided they do not disrupt academic and administrative functions of the institution. The opinions expressed by organizations, groups or individuals using Kennesaw State University’s facilities do not necessarily reflect the position of Kennesaw State University. Kennesaw State University affirms its commitment to the freedom of speech, assembly and expression even though the language or ideas of those seeking a venue for free expression may contradict university ideals and policies or the personal views of university employees and students. The institution expects members of the faculty, staff, and student body to refrain from, and discourage, behaviors that threaten the rights, freedoms and respect every individual deserves.

Administrative procedures and guidelines pertaining to Freedom of Assembly and Expression are detailed in the KSU Student Handbook.

Rights Pertaining to Student Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- (1) The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student

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

- (2) The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- (3) The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee,

such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

NOTE: Directory information may be released by the university without the student’s written consent. Directory information consists of name, address, telephone number, major, advisor, holds, participation in recognized activities and sports, weight and height of athletic participants, dates of attendance and degrees received. Students may deny the release of directory information by requesting in writing to the registrar that such information not be released each semester they are enrolled. However, requests that directory information be withheld from a written publication must be received in sufficient time to prevent a delay in processing that publication.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Types of Educational Records and Officials Responsible for Their Maintenance

The following are lists of student records and the officials responsible for their maintenance. Access to these records will be made available to students upon individual written requests. Such requests must be addressed to the official responsible for the maintenance of the record.

Director of Admissions

Application for Admission
Application Processing Fee
High School, College, and University Transcripts
University Entrance Exam SAT or ACT Scores

General Equivalency Development (GED) Examination Scores
GRE and GMAT Examination Test Scores
International Admission Documents, TOEFL

Director of Student Financial Aid

Loan Processing Request
Financial Aid Application
Award Notification

Chair of University Studies

University Placement Examination Scores (Placement and Exit)
International Regents’ Test

Registrar

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

Director of Counseling and Advising Program Services (CAPS)

Individual Standardized Tests
Georgia and U.S. History & Constitution Test Results
CLEP Tests
ISAT Tests
COMPASS Exam

Vice President for Student Success and Enrollment Services

Letters of Recommendation

Director of Judiciary Programs

Discipline Files

Health Clinic

Health Insurance Brochures

Student Code of Conduct

I. Preamble

Students of Kennesaw State University are guaranteed all of the rights, privileges and freedoms granted to a citizen of the United States. In addition, they are entitled to an

environment that is conducive to learning and individual growth. To this end, students enrolling at Kennesaw State University assume a responsibility to abide by the University's student conduct regulations, just as they assume a citizen's responsibility to abide by federal, state and local laws. Violation of statutory laws or of the University student conduct regulations or specific departmental rules may lead to disciplinary action(s) by Kennesaw State University. By adhering to these policies and regulations students can fulfill their responsibilities and enjoy the exercise of their own rights while also respecting the rights of others.

II. Academic Honesty

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

A. Plagiarism and Cheating

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures,

graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.

B. Unauthorized Access to Official University Materials

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

C. Misrepresentation, Falsification of University Records or Academic Work

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

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

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

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

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

F. Student Identification Cards

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

G. Revisions of Academic Honesty Regulations

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

III. Disruption of Campus Life

It is the purpose of the institution to provide a campus environment which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found responsible for such misconduct may be subject to immediate dismissal from the institution. In addition, university disciplinary proceedings may be instituted against a student charged with a violation of a law which

is also a violation of this student code without regard to the pendency of civil litigation in court or criminal arrest and prosecution. Proceedings under this student code of conduct may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus.

A. Disorderly Assembly

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

B. Disruptive and Dangerous Conduct

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

C. Disruptive Speech

That speech is prohibited which: a) presents an immediate or imminent clear and present danger, b) is disruptive to the academic functioning of the institution, or c) constitutes a threat against an individual(s) such that it would provoke that individual(s) to imminent violent reaction.

D. Physical Attack

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

E. Sexual Harassment/Assault

No student shall subject another person to unwelcome sexual overtures or conduct, either verbal or physical.

F. Theft or Damage of Personal Property

No student shall take, sell or attempt to take or sell, damage or destroy any items belonging to students, faculty, staff, guests of the university, or student groups without proper authorization. Nor shall any student make or attempt to make unauthorized

use of the property of any other person or organization while on the KSU campus. Sale of a textbook or other item that is not one's own will be regarded as prima facie evidence of theft. Items should be turned in to a Lost and Found area.

G. Theft or Damage of University Property

The taking of or malicious, unwarranted, or irresponsible destruction or damaging of items of university property (including library items), items rented, leased, or placed on the campus at the request of the institution, or items belonging to the students, faculty, staff, guests of the university, or student groups or organizations is prohibited.

H. Possession of Weapons or Fireworks

Students are prohibited from possessing fireworks, firearms or other weapons on university property or at university sponsored events, except with the specific permission of the Department of Campus Safety and Security. Peace officers recognized by the State of Georgia are exempt from this firearms regulation.

I. Unauthorized Entry or Use of University Facilities

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

J. Fire Safety and False Alarms

1. No student shall tamper with fire safety equipment.
2. No student shall set or cause to be set any unauthorized fire in or on University property.
3. No student shall make, or cause to be made, a false fire alarm or a false notification of the presence of a bomb.
4. All occupants of a building must leave the building when the fire alarm sounds or when directed to leave by properly identified University faculty or staff while these persons are in the performance of their duties.

K. Littering and Sanitation

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

L. Kennesaw State University Is a Smoke-Free Environment

Smoking is prohibited on KSU campus except in areas specifically designated for smoking.

M. Gambling Is Strictly Prohibited

N. Raffles

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

O. Advertising, Selling, and Fund-raising

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

P. Campus Elections

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

Q. Shared Responsibility

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

R. Residential Code of Conduct Violations

A violation of the residential code of conduct is also a violation of this student code of conduct. The procedures for a student to file a charge against another student for a violation of the residential code can be found in section XII (entitled Enforcement and Grievances) of the residential code of conduct.

IV. Financial Responsibility**A. Financial Responsibility**

Students are required to meet all financial obligations to the university.

B. Use of Student Activities Funds

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

V. Use and Possession of Drugs, Including Alcohol

Use or possession of drugs (controlled substances) or both is prohibited.

A. Kennesaw State University expressly prohibits the use, possession, sale or distribution of alcoholic beverages on campus by any campus constituency. Alcoholic beverages may be served at off-campus activities to adults of legal drinking age for the state in which the activity is being held, providing that a responsible organization representative acknowledges responsibility for monitoring alcohol consumption. Student activity funds or institutional funds may

not be used for the purchase of alcoholic beverages. Kennesaw State University is committed to recognizing, upholding and enforcing the laws of the State of Georgia. Violation of those state laws shall not be condoned on the campus or at any activity held off campus by any constituency. Exceptions to the policy of no alcohol on campus may from time to time be permitted at the discretion of the president, and there are other limited exceptions to this policy within the residence halls by those over the age of 21. See section I of the residential code of conduct.

- B. All student organizations must submit an "Acknowledgment of Alcohol Policy" form to the vice president for student success and enrollment services during the first week of classes each fall semester and each time there is a change in either the president or advisor of the organization. By their signatures, the president and advisor are assuring Kennesaw State University that they and the individuals responsible for the group's social events understand the Kennesaw State University Alcohol Policy and state laws regarding the service and consumption of alcoholic beverages.
- C. Alcoholic beverages will be allowed only for functions at which alcohol is not the focal point, reason for, or the "drawing card" for the event. Organizations choosing to advertise the service of alcoholic beverages at functions will not make reference to the quantity of or overindulgence in alcoholic beverages. Reference will also be made to serving of food and alternative beverages, and the checking of driver's licenses.
- D. Any activity (especially those competitive in nature) contributing to the overindulgence of alcohol is, by these guidelines, prohibited.
- E. Any violation of this policy at any organization activity shall be reported to the vice president for student success and enrollment services by the designated monitor(s) verbally within 24 hours of returning to campus and followed by a written report within three working days. The Kennesaw State University police shall report any violation of this policy, whether at an activity or on an individual basis, to the vice presi-

dent for student success and enrollment services, who shall then be responsible for disciplinary action according to established University non-academic disciplinary procedures. Possible sanctions shall be the same as those for other violations of non-academic University rules and regulations as provided for in the University Student Code of Conduct.

VI. Jurisdiction of the University Code of Conduct

Generally, KSU's jurisdiction and discipline shall be limited to conduct which occurs on university premises, university housing, and contiguous areas such as streets and sidewalks. Nevertheless, the university reserves the right to extend its jurisdiction and discipline to KSU students whose off-campus conduct violates the university's student code of conduct and adversely affects the KSU community or the pursuit of its objectives.

In addition, the following regulations apply to off-campus activities including outings or field trips for classes of Kennesaw State University, off-campus University athletic events, study abroad programs, co-ops, internships, or any officially sanctioned off-campus activity such as those under the auspices of a Kennesaw State University class, an officially recognized University organization, or a Kennesaw State University group or organization that is seeking official University recognition.

The following regulations apply to off-campus activities including outings or field trips for classes of Kennesaw State University, off-campus University athletic events, any officially sanctioned off-campus activity such as those under the auspices of a Kennesaw State University class, an officially recognized University organization, or a Kennesaw State University group or organization that is seeking official University recognition.

- A. Students involved in off-campus activities shall not act in a disorderly or disruptive fashion, nor shall they conduct any dangerous activity.
- B. Students involved in off-campus activities shall not take, damage, destroy or attempt to

take, damage or destroy property of another.

- C. Use and possession of Drugs, including alcohol: Use and/or possession of drugs (controlled substances) is prohibited. Alcohol regulations appear in Section V of this code.

VII. Organizations

A student organization is subject to the authority of the Court in the following situations:

- An alleged offense was committed by one or more members of an organization, and was sanctioned by the officers.
- An alleged offense was committed by one or more members of an organization and organization funds were used to finance the venture.
- An alleged offense was committed by one or more members of an organization and was supported by a majority of the organization's membership.
- An organization has chosen to protect one or more individual offenders who were members or guests of the organization.
- The court, after hearing the case, deems that the offense, by its nature, was an organization offense and not the action(s) of the individual members.
- An alleged offense occurred as a result of an organization sponsored function.

A. Disorderly or Disruptive Assembly

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

B. Use of Alcohol or Other Drugs

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

C. Hazing

Hazing in any form is prohibited. Hazing is defined as follows: Any action taken, or situation intentionally created, on or off the premises of the university, to produce mental or physical discomfort, embarrassment, harassment, ridicule or suffering as a means to gain entry into an organization. These activities include, but are not necessarily restricted to, paddling in any

form; creating excessive fatigue; physical or psychological shocks; wearing, in public, apparel that is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; morally degrading or humiliating games and activities; and/or any other activities not consistent with the regulations of Kennesaw State University.

D. Theft and Disregard for Property

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

E. Unauthorized Entry

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

F. Fire Safety

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

G. Academic Honesty

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

H. Official Recognition

All student groups and organizations shall follow the appropriate procedures, as set forward by the Office of the vice president for student success and enrollment services, to become officially recognized Kennesaw State University student organizations.

I. Gambling Is Strictly Prohibited

J. Raffles

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

K. Sales, Fund-raising and Advertising

Unauthorized selling of any kind (including bartering), unauthorized fund-raising, and unauthorized advertising of fund-raising

ing or any other type of event is prohibited. Organizations shall follow the guidelines set down by the Office of the Vice President for Student Success and Enrollment Services for all such activities.

L. Proper Planning

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

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

M. Shared Responsibility

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

VIII. Contempt and False Statements Under Oath

- A. All students shall fully comply with the instructions of the courts of the Kennesaw State University Judiciary.
- B. No student shall make a false statement while under oath in a university disciplinary hearing.
- C. No student shall disrupt the proceedings of the Kennesaw State University

Judiciary, behave in a manner which is intended to lessen the authority or dignity of the Kennesaw State Judiciary, or otherwise obstruct justice on the campus.

- D. All students are expected to serve as witnesses when summoned by the Kennesaw State University Judiciary unless excused by the vice president of student success and enrollment services.

IX. Revisions of the KSU Code of Conduct excluding those pertaining to Academic Honesty

Any student, faculty member, or administrator can initiate any revisions, additions, or deletions from the Student Campus Code of Conduct Regulations. Recommendations shall be submitted to the acting student government president. The student government president shall ensure discussion on the proposed change in the student government senate. When the student government senate has decided on an official recommendation to comment on the proposal, the student government president shall forward all recommendations with comments to the vice president for student success and enrollment services no later than 90 days from the date of the initial proposal. In the event that 90 days should expire without a recommendation being given to the vice president for student success and enrollment services, the proposal shall be passed directly to the vice president's office for consideration and deliberation. The student government president, upon delivering the recommendation to the vice president's office, shall also forward copies to the director of judiciary programs and the chair of the university senate. The university senate shall be afforded the option of passing a motion from that body which either approves or disapproves of the entire recommended change, and this official motion shall be delivered to the president of the student government and the vice president for student success and enrollment services in a recommendation capacity. The university senate shall have no more than 40 days from which the chair is notified to approve said motion. The vice

president, in turn, shall either accept or reject the student government's recommendations. If the recommendation is accepted, the vice president shall distribute the recommendation with comments to the university president and cabinet.

X. Disciplinary Measures

A. For students

1. **Expulsion:** permanent severance of one's relationship with the university.
2. **Probated expulsion:** further convictions of major offenses, as specified by the court, shall result in expulsion.
3. **Suspension:** temporary severance of one's relationship with the university.
4. **Probated suspension:** notice to the student that further convictions of major offenses, as specified by the court, shall result in suspension.
5. **Disciplinary probation:** notice to the student that any further major disciplinary violation may result in suspension; this action might also include one or more of the following: the setting of restrictions on social activities, the issuing of a reprimand, and restitution.
6. **Restrictions:** exclusion from enjoying or participating in social activities or from holding office in university organizations.
7. **Reprimand:** oral reprimand: an oral disapproval issued to the student. Written reprimand: a written disapproval issued to the student.
8. **Restitution:** reimbursement for damage or misappropriation of property; this may take the form of appropriate service or other compensation.
9. **Community service:** assignment to work a specific number of hours at a community service agency.
10. **Ethics Training:** for violation of the academic honesty code, assignment to Ethics Training will be in addition to and following the prescribed suspension period. For other violations, ethics training may be assigned by the hearing panel, by the vice president for student success and enrollment services, or his/her designated representative.

11. **Other Remedies:** as imposed by the vice president of student success and enrollment services or his/her designated representatives.

B. For Student Organizations

1. Includes disciplinary sanctions 7, 8, 9, 10, and 11 listed above.
2. Suspension of the organization’s registration with student activities.
3. Probated suspension of the organization’s registration with student activities.
4. Revocation of the organization’s registration with student activities.

C. Academic Dishonesty

Any accused student found to have violated KSU regulations concerning academic honesty by a Judiciary hearing before university court or before the vice president for student success and enrollment services, or his/her designee, shall be suspended for at least one semester unless he/she has convinced the hearing body that there exist substantial mitigating circumstances to his/her offense. The appropriate grade to be assigned in the case of academic dishonesty is the responsibility of the faculty.

D. Interim Suspension

Interim suspension measures may be employed against a student by the vice president for student success and enrollment services when the vice president for student success and enrollment services, or his/her designated representative, shall determine, based on clear and convincing evidence, that the student has engaged, or threatens to engage, in behavior which:

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

Interim suspension may include any or all of the following:

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

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

Handling Student Code of Conduct Violations at KSU

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

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

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

ciary panel to assist in the preparation and presentation of their case. A detailed description of the hearing process is found at the Judiciary policies and procedures Web site, <http://www.kennesaw.edu/judiciary/procedure.shtml>.

I. Academic Misconduct

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

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

Under the informal procedure, a faculty member who has evidence that a student has committed academic misconduct may elect to resolve the issue within the confines of the class, if the student readily admits to the misconduct, without coercion or intimidation. The faculty member must first meet with the student to explain and discuss the allegations of misconduct. If the student admits the misconduct, and declines a judiciary hearing, the faculty member may assign an appropriate sanction. Informal sanctions may include additional academic work for the class, grade reduction, a grade of "F" on the assignment or in the course, etc.

However, if the student denies the misconduct, or the student and faculty member cannot reach an informal agreement regarding an appropriate penalty, the misconduct

should be reported to the judiciary program for a hearing. Academic misconduct, as determined by a judiciary hearing, carries a mandatory minimum suspension of one semester, unless substantial mitigating circumstances are proven.

II. Disruptive Behavior

It is the purpose of the University to provide a campus environment which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Code of Conduct. Students who are found in violation of the Code of Conduct may be subject to immediate dismissal from the University. In addition, those violations, which may constitute misdemeanor or felony violations of state or federal law, may also be subject to criminal action beyond the University disciplinary process.

Disruptive behavior includes, but is not limited to the following conduct (See the KSU Student Code of Conduct in the *Kennesaw State University Handbook and Planner* or the code of conduct on the judiciary Web site, <http://www.kennesaw.edu/judiciary/code.conduct.shtml> for additional categories of unacceptable student conduct.):

1. Disorderly Assembly:

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

2. Disruptive and/or Dangerous Conduct:

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

3. Disruptive Speech:

That speech is prohibited which: a) presents an immediate or imminent clear and present danger, b) is disruptive to the academic functioning of the institution, or c) constitutes a threat against an individual(s) such that it would provoke that individual(s) to imminent violent reaction.

4. Physical Attack:

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

A faculty member is responsible for maintaining discipline in the classroom setting, to the extent that all students in that class have an opportunity to participate in the learning process. Free exchange of ideas through appropriate dialogue is a necessary and important part of the learning process. Outside the classroom, other areas of the campus provide support services which are also important to the total learning process. Sometimes a faculty or staff member may be confronted with a situation where the conduct of a particular student or students is inappropriate in that it impedes the natural and necessary learning process. The faculty or staff member must then determine whether the situation is disruptive but not imminently dangerous, or both disruptive and imminently dangerous to the health and safety of others.

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

If the faculty or staff member feels that there is a significant imminent danger to the health and safety of the student(s), others, or him/herself, the faculty or staff member should immediately contact the University's Public

Safety office for assistance. The responding officer at the time of notification shall remove the student from the area immediately and refer the incident to the Vice President for Student Success & Enrollment Services, or his/her designated representative, for possible handling under the "interim suspension" policy.

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

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

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

Supplemental Program Specific Recourse

Some degree programs, such as those in education or nursing, have program-level admission and retention standards and review procedures in place beyond the generally applicable institutional admission and retention policies. If disruptive student behavior occurs in the context of fulfilling program requirements in such areas, the faculty or staff member may also have the recourse of filing a complaint with the designated program-level official and proceeding through the due process procedures established for handling such complaints. Individuals should consult the dean of the college and/or published standards as to the applicability of such program-specific recourse to the incident or incidents in question.

Resources

1. Director of the University Judiciary Program - (770) 499-3403.
2. Vice president for student success and enrollment services - (770) 423-6310.
3. Director of University Police - (770) 423-6206.
4. The KSU Student Code of Conduct
5. The University Judiciary Program Home page (which includes all rules, policies and procedures related to the Judiciary) at <http://www.kennesaw.edu/judiciary/>

III. Sexual Assault

Victims should report instances of alleged sexual assault to either the KSU Department of Public Safety (770) 423-6666 or the Student Success and Enrollment Services Office (770) 423-6310.

The victim of a sexual assault should take care to preserve any evidence that may be necessary to prove that the assault occurred. Victims are advised to consult law enforcement authorities before showering/bathing, or changing or laundering any clothing that was worn during the assault. However, the fact that the victim of a sexual assault has already bathed, showered, or otherwise compromised potential evidence should in no way dissuade the victim

from reporting the assault, as such actions may not prevent prosecution or conduct proceedings from going forward.

Students who report sexual assaults to the KSU Department of Public Safety or the vice president for student success and enrollment services shall be afforded assistance in seeking counseling and follow-up medical care, making changes to their academic situations and reporting to the appropriate criminal authorities after an assault has occurred.

Kennesaw State University recognizes and upholds the rights of victims of sexual assault, including:

- A. The right to have any and all sexual assaults against them treated with seriousness; the right, as victims, to be treated with dignity; and the right for campus organizations which assist victims to be accorded recognition.
- B. The right to have sexual assaults investigated and adjudicated by the duly constituted criminal and civil authorities of the governmental entity in which the crimes occurred; and the right to the full and prompt cooperation and assistance of campus personnel in notifying the proper authorities. The foregoing shall be in addition to any campus disciplinary proceedings.
- C. The right to be free from any kind of pressure from campus personnel that victims (1) not report crimes committed against them to civil and criminal authorities or to campus law enforcement and disciplinary officials; or (2) report crimes as lesser offenses than the victims perceive them to be.
- D. The right to be free from any kind of suggestion that campus sexual assault victims not report, or under report, crimes because (1) the victims are somehow responsible for the commission of crimes against them; (2) victims were contributively negligent or assumed the risk of being assaulted; or (3) by reporting crimes they would incur unwanted personal publicity.
- E. The same right to advisement and assistance, or ability to have others present,

- in any campus disciplinary proceeding that the institution permits the accused; and the right to be notified of the outcome of such proceeding.
- F. The right to full and prompt cooperation from campus personnel in obtaining, securing, and maintaining evidence (including a medical examination) as may be necessary to the proof of criminal sexual assault in subsequent legal proceedings.
- G. The right to be made aware of, and assisted in exercising any options, as provided by state and federal laws or regulations with regard to mandatory testing of sexual assault suspects for communicable diseases and with regard to notification to victims of the results of such testing.
- H. The right to counseling from any mental health services previously established by the institution, or by other victim-service entities, or by victims themselves.
- I. After campus sexual assaults have been reported, the victims of such crimes shall have the right to require that campus personnel take the necessary steps or actions reasonably feasible to prevent any unnecessary or unwanted contact or proximity with alleged assailant(s), including transfer of classes if requested by the victims.

NOTE: Kennesaw State University is concerned with your safety. We publish two campus safety publications: *Safe and Sound* and *Sexual Assault: Myths and Reality*. They contain such information as campus crime statistics and campus safety policies. These publications are available at the Department of Public Safety, upon request. You may also request a campus security report regarding crime statistics from this office.

IV. Parental Notification Policy: Drug and Alcohol Violations

Sections 951 and 952 of the 1998 Higher Education Amendment established that institutions of higher education could notify the parents or legal guardians when their student

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

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

In order to allow the student to have the first opportunity to notify his/her parent(s) or legal guardian(s) of the alcohol/drug violation, students will be afforded two business

days after the determination of a rule infraction before the university will attempt to issue a notification to the parent(s) or legal guardian(s). Notification will be coordinated through the office of the Vice President for Student Success and Enrollment Services. Written notification will detail the fact that the student has been found responsible for an alcohol or other drug offense. Written notice will not include specific details of the offense(s) for which the student is found responsible, the circumstances surrounding the offense(s), or the specific disposition of the case. The notification will include a listing of campus/community services that are available to address the student's alcohol or drug situation. Parents/guardians interested in gaining more information about the violation or disposition of the case are encouraged to discuss the case with their student or request that the student sign a written consent to have this information revealed to his/her parents. Questions or concerns regarding these guidelines should be directed to Kennesaw State Judiciary Programs, Student Center Room 285, 770-499-3403.

Environmental Health and Safety

KSU Position Statement on Environmental Awareness

Kennesaw State University endeavors to encourage in each student, faculty, staff member, and the community, a respect for the worth of the environment and a desire and capacity to recycle, to conserve energy and to take other measures to help conserve limited resources. This institution focuses on developing an environmental ethic that promotes excellence, responsibility and stewardship in environmental affairs and is committed to educating the community about environmental issues.

KSU Mission Statement on Occupational Health and Safety

It is the goal of Kennesaw State University to protect employees and property of KSU and to provide safe work places. To this end, the Department of Environmental, Health & Safety

of Kennesaw State University will ensure compliance with local, state, and applicable federal codes, provide technical assistance, conduct routine facility audits and empower the employees of KSU through training in hazard recognition and accident prevention.

KSU is a Restricted Smoking Campus

Smoking is prohibited on KSU campus except in areas specifically designated for smoking.

Visits by Children

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

Drug and Alcohol Policy

I. Introduction

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

and are applicable to all full-time, part-time, and temporary faculty, staff, students, and administrators. The University supports and endorses these provisions of federal and state laws and insists on strict compliance with these statutes by its students, staff, faculty, and administrators at all levels.

II. Alcohol Policy

Kennesaw State University expressly prohibits the use, possession, sale, or distribution of alcoholic beverages on campus by any campus constituency. Alcoholic beverages may be served at off-campus activities to adults of legal drinking age for the state in which the activity is being held, providing that a responsible club or organization representative acknowledges responsibility for monitoring alcohol consumption. Student Activity funds or institutional funds may not be used for the purchase of alcoholic beverages. Kennesaw State University is committed to recognizing, upholding, and enforcing the laws of the state of Georgia. Violation of those state laws, incorporated into the Kennesaw State University Alcohol Policy shall not be condoned on the campus or at any activity held off campus by any constituency. Exceptions to the policy of no alcohol on campus may from time to time be permitted at the discretion of the president, and there are other limited exceptions to this policy within the residence halls by those aged twenty-one or older who do not reside in substance-free communities. See the Residential Code of Conduct for more information. <http://www.kennesaw.edu/residencelife/body/code.htm>

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

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

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

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

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

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

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

University judiciary policies and procedures require that all student organizations planning to serve alcohol at any off-campus function must submit an “Acknowledgment of Alcohol Policy” form to the vice president for student success and enrollment services during the first week of classes each fall semester and each time there is a change in either the president or advisor of the organization. By their signatures, the president and advisor are assuring Kennesaw State University that they and the individuals responsible for the group’s social events understand the Kennesaw State University Alcohol Policy and state laws regarding the service and consumption of alcoholic beverages.

Alcoholic beverages will be allowed for functions at which alcohol is not the focal point, reason for, or the “drawing card” for the event. Organizations choosing to advertise the service of alcoholic beverages at functions will not make reference to the quantity of or overindulgence in alcoholic beverages. Reference will also be made to serving of food and alternative beverages, and the checking of drivers’ licenses. Any activity (especially those competitive in nature) contributing to the overindulgence of alcohol is, by these

guidelines, prohibited. Any violation of this policy at any club or organization activity shall be reported to the vice president for student success and enrollment services by the designated monitor(s) verbally within 24 hours of returning to campus and followed by a written report within 3 working days.

The Kennesaw State University Department of Public Safety shall report any violation of this policy, whether at an activity or on an individual basis, to the vice president for student success and enrollment services within 24 hours of the occurrence. The vice president for student success and enrollment services shall then be responsible for disciplinary action according to established university nonacademic disciplinary procedures. Possible sanctions shall be the same as those for other violations of nonacademic university rules and regulations as provided for in the university student code of conduct.

III. Drug-Free Workplace and Campus Policy

As a recipient of Federal funds, Kennesaw State University supports and complies with the provisions of the Drug-Free Schools and Communities Act of 1989 and the Drug-Free Workplace Act of 1988. The unlawful possession, manufacture, distribution, dispensation, and use of illicit drugs and alcohol by employees or students on the university campus is prohibited and violations of this policy will result in appropriate disciplinary action.

Faculty, staff and students are expected to adhere to the policies of the university and observe the basic standards of good conduct, meet appropriate standards of performance, and observe all local, state and federal laws relative to unlawful use of illicit drugs and alcohol. Penalties for violations of these standards range from warnings and probation to expulsion, loss of academic credit, suspension, temporary or permanent suspension and withdrawal of organization recognition, referral to the legal system for prosecution, demotion, and termination of employment. Detailed sanctions are defined in the Student Handbook (Student Code of Conduct), Board of Regents' Policy Manual, Classified

Employee Handbook and in the complete policy statement available in the Office of the Provost and Vice President for Academic Affairs upon request.

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

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

V. Drug and Alcohol Education Programs and Assistance Available

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

The CAPS Center, (770) 423-6600, is located on the second floor of Kennesaw Hall. The Center currently has nine professional counselors qualified to work with those persons who have problems associated with alcohol

and drug abuse. At present, two counselors are certified as Prime for Life facilitators. The counseling center offers in-house counseling and educational alcohol and drug abuse programs. CAPS counselors use the Bacchus Gamma on-line educational program as needed. CAPS also performs in house evaluation for alcohol and drug abuse and uses the SASAA-3 Substance Abuse Subtle Screening Inventory as well for alcohol abuse screening. It also maintains a listing of referral agencies for off-campus assistance when such assistance is more appropriate. CAPS Center services are available to students, faculty and staff. CAPS works closely with the KSU Health Clinic, Wellness Center, and the Residence Life Department to provide alcohol and drug education programming across campus.

The Department of Human Resources, (770) 423-6030, is located in the Campus Services Building. The Drug-Free Workplace coordinator is the Director of Human Resources. Employee Assistance Programs (EAP) relating to drug and alcohol abuse are available for KSU employees (staff and faculty). KSU's EAP is provided by EAP Consultants, Inc. Employees and their family members may contact them at 770-951-8021 or 800-869-0276 or online at www.eapconsultants.com or see <http://www.eapconsultants.com/drugfree.html>

The Department of Public Safety, (770) 423-6206 (non-emergency number), is located in the Public Safety Building #20 near the West Parking Deck. The KSU police are a co-sponsor of annual National Collegiate Alcohol Awareness week in October and will speak to groups or classes upon request about safety and alcohol and drug awareness issues.

The Wellness Center, (770) 423-6394, is located in the Student Recreation and Wellness Center, Bldg. 3, RM 131. The mission of the Center for Health Promotion and Wellness is to improve the health and well being of students and employees through awareness and education, and the Center makes available computer programs, Alcohol 101, and prescription drug information to further this mission. The Wellness Center also participates each year in National Collegiate Alcohol

Awareness week in October, sponsoring many interactive programs designed to educate students, faculty, and staff to issues associated with alcohol use and abuse.

The KSU Health Clinic, (770) 423-6644, is located on Campus Loop Road, House 52, across from University Place Housing. The clinic provides services to KSU students, faculty, and staff. Alcohol and drug use and abuse programming is presented in conjunction with the Wellness Center.

The Department of Residence Life (770) 420-4388, is located on the first floor of the Carmichael Student Center (room 156). It provides alcohol and drug education to residential students on a continuing basis throughout the year through programs presented to small groups of residents. The Residential Life professional staff together with staff from the CAPS Center also conducts a monthly two-hour alcohol education course for all interested students. Students who are first time violators of campus alcohol rules generally are required to attend.

VI. Annual Distribution of KSU Drug and Alcohol Policies Required

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

Administrative Withdrawal of Students

A student may be administratively withdrawn from the university when, in the judgment of the vice president for student success and enrollment services, and the director of counseling services, and after consultation with the student's parents and personal physician, if any, it is determined that the student suffers from a physical, mental, emotional or psychological health condition which: **(a)** poses a significant danger or threat of physical harm to the student or to the person or property of others or **(b)** causes the student to interfere with the rights of other members of the university community or with the exercise of any proper activities or functions of the university

or its personnel or (c) causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the Student Code of Conduct and other publications of the university. Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to a final decision concerning his/her continued enrollment at the university.

Grievance Procedures for Students

Grievance Procedures for Admissions, Privacy Rights and Other Non-Academic Matters

Within the framework of students' relationships to Kennesaw State University, several avenues exist for the expression of grievance. Provision for hearing appeals by applicants denied admission to the university is outlined in Article VI, Section C, paragraph 2a, of the Bylaws of the Board of Regents. Appeal procedures for grievances related to students' privacy rights are contained in the university catalog (see section on confidentiality of student records). Charges against students and student organizations for violations of the KSU Student Code of Conduct will be handled through the University Judiciary Program. Grievances related to loss of athletic scholarship and other forms of financial aid are heard by the Financial Aid Appeals Committee.

Grievance Procedure for Discrimination and Retaliation

Please check the on-line versions of the undergraduate and graduate catalogs for updated grievance procedures for discrimination and retaliation that were not available at the time of the printing of these books.

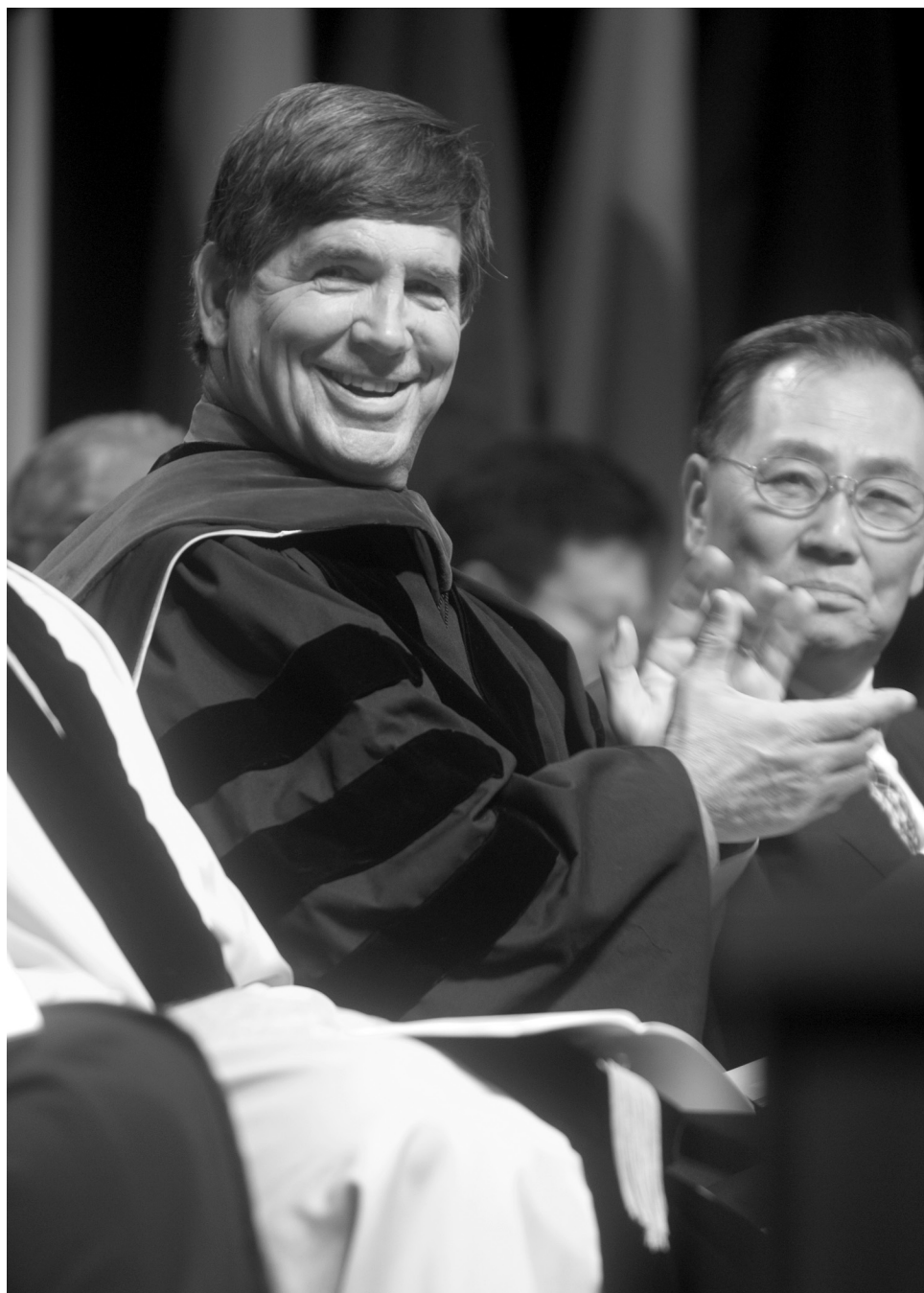
All student grievances or complaints alleging (1) retaliation against him/her because of the student's prior report of discrimination or harassment, or because of the student's cooperation in any investigation, or (2) discriminatory practice(s) based on race, religion, color, sex, sexual orientation, handicap, or national origin, shall be addressed in writing to the appropriate EEO's office (currently the vice president for student success and enrollment services) with the following caveat. If the student believes that

his/her final grade in a course is unfair because of retaliation or discrimination by an instructor, the complaint shall be addressed as specified in this catalog under Academic Policies-Grade Appeal Procedures section II (Grade Appeal Procedure When There Is an Allegation of Discrimination or Retaliation). Otherwise, once the EEO office has received a written complaint containing specific allegations of discriminatory practices or retaliatory actions the following process shall take place.

- A. The EEO officer (or his/her designee) must notify in writing the person(s) whose actions or behavior is/are at issue of the allegation of discrimination and/or retaliation and of the pending investigation within one week of receiving the complaint in writing from the student.
- B. If the EEO officer (or his/her designee), after investigation, finds that the student does not have reasonable grounds for complaint he/she shall so notify in writing the student and the person(s) about whom the complaint is made. The investigation and notification will take place within sixty days of the written allegation's receipt by the EEO's office.
- C. If the EEO officer (or his/her designee), after investigation, finds the student may have reasonable cause for complaint he/she will so notify in writing the student and person(s) about whom the complaint is made. The investigation and notification will take place within sixty days of the written allegation's receipt by the EEO's office. On the same date that written notification is delivered to the parties, the EEO officer (or his/her designee) will contact the chair of the university senate. The chair of the senate will then be responsible for establishing an ad hoc committee of three faculty/administrative faculty/staff members and two students to hear the discrimination complaint and make recommendations. The names and contact information of the five members of the ad hoc committee shall be communicated by the chair of the senate to the EEO officer (or his/her designee).
- D. Prior to the hearing the EEO officer (or his/her designee) will arrange that the ad hoc committee shall meet and elect a chair from among the five members. The chair will

conduct the hearing. The chair may participate in all deliberations, but will not vote except in the case of a tie.

- E. The hearing committee may draw up its own rules of procedure, and the committee is not bound by any formal rules of legal proceedings and may hear any information that may be of value in determining the issues involved, but minimum due process shall include the right of both parties to be notified in writing at least ten business days in advance of the date, time, and place of the hearing; the right of the person against whom the complaint has been made to be informed in writing of the specific nature of the complaint against him/her and of the evidence and/or witnesses on which it is based; and the right of both parties to present evidence and witnesses on their behalf and to question witnesses. The EEO officer (or his/her designee) shall act to make certain these due process rights are met. The EEO officer (or his/her designee) will attend the hearing as an observer. The EEO officer (or his/her designee) is not a party to the case, nor is he/she an advocate for either party. The EEO officer (or his/her designee) shall retain all records associated with the complaint, his/her investigation, the hearing, the committee's written report, and the president's written decision for such length of time as required by Georgia law.
- F. Each party has the right to a non-attorney adviser to assist in preparing and presenting his/her case before the committee. Those present during the hearing will be the members of the ad hoc committee, the EEO officer (or his/her designee), the parties to the complaint, one non-attorney adviser for each party, and such witnesses as are necessary. Each witness shall be present only when his/her presence is necessary to present information and/or answer questions. No other persons shall be present unless agreed upon in writing by the chair of the committee, both parties, and the EEO officer (or his/her designee).
- G. All decisions and recommendations will be based on a majority vote, and be rendered according to the principle of the preponderance of evidence. Only the five members of the ad hoc committee should be present during deliberation except that the EEO officer (or his/her designee) may be present to answer policy questions.
- H. The hearing committee will be expected to produce a written report summarizing the information presented, indicating and explaining its decision, and making recommendations, if desirable, to any party or parties. Copies of the written report will be submitted to each party in the case, the EEO officer (or his/her designee), the chief legal officer for the university, and the president of the university within five business days from the completion of the hearing. The chair of the hearing committee shall act to make certain the written report is delivered to the proper persons. The opinions and recommendations of the ad hoc committee are advisory and in no way bind the president to the recommended actions.
- I. After consideration of the ad hoc committee's written report, the president shall make a decision and communicate it in writing within five business days to the student, the party or parties against whom the complaint has been made, the EEO officer (or his/her designee), the chief legal officer of the university, and the supervisor(s) of the employee(s) against whom the complaint has been made if that person or persons is/are KSU staff, administrative staff, or faculty. There will be no supervisor if the person against whom the complaint has been made is a KSU student who is not also an employee of the university.
- J. Should the aggrieved student remain dissatisfied with the president's decision, further redress may be sought through internal channels by applying to the Board of Regents for a review of the decision, pursuant to the Bylaws of the Board of Regents, Article IX, p. xxvii.



Graduate Faculty

Ex Officio Graduate Faculty

University President: Daniel S. Papp, Ph.D.

Provost and Vice President for Academic Affairs:

Lendley C. Black, Ph.D.

Dean, College of the Arts: Joseph D. Meeks, M.M.

Dean, Michael J. Coles College of Business and Tony

& Jack Dinos Eminent Scholar Chair of Entrepreneurial Management: Timothy S. Mescon, Ph.D.

Interim Dean, Bagwell College of Education: Frank Butler, Ph.D.

Dean, WellStar College of Health and Human Services: Richard L. Sowell, Ph.D.

Dean, College of Humanities and Social Sciences: Richard Vengroff, Ph.D.

Dean, College of Science and Mathematics:

Laurence I. Peterson, Ph.D.

Dean, The Graduate College: Teresa M. Joyce, Ph.D.

Dean, University College: Ralph J. Rascati, Ph.D.

Department Chairs

Accounting: William "Ken" Harmon, Ph.D.

Biology and Physics: Ronald H. Matson, Ph.D.

Chemistry and Biochemistry: Mark B. Mitchell, Ph.D.

Communication: Birgit Wassmuth, Ph.D.

Computer Science and Information Systems:

Donald L. Amoroso, Ph.D.

Economics, Finance, and Quantitative Analysis:

Govind Hariharan, Ph.D.

Educational Leadership: (Interim) Charles Bowen, Ph.D.

Elementary & Early Childhood Education:

(Interim) James R. Cope, Ed.D.

English: Herbert William Rice, Ph.D.

First Year Programs: Keisha L. Hoerrner, Ph.D.

Foreign Languages: William C. Griffin, Ph.D.

Geography and Anthropology: Garrett C. Smith, Ph.D.

Health, Physical Education and Sport Science:

Mitchell Collins, Ed.D.

History & Philosophy: E. Howard Shealy, Ph.D.

Inclusive Education: (Interim) Deborah Wallace, Ph.D.

Leadership and Executive Development: Michael S. Salvador, Ph.D.

Management & Entrepreneurship: Richard M. Franza, Ph.D.

Marketing & Professional Sales: R. Keith Tudor, Ph.D.

Mathematics and Statistics: Victor E. Kane, Ph.D.

Music: Peter Witte, M.M.

Political Science & International Affairs:

Chien-Pin Li, Ph.D.

Psychology: (Interim) Sharon M. Pearcey, Ph.D.

Secondary & Middle Grades Education: (Interim)
Susan Stockdale Ph.D.

Social Work and Human Services: Alan Kirk,
Ph.D.

Sociology and Criminal Justice: Samuel Abaidoo,
Ph.D.

Theatre and Performance Studies: John Gentile, Ph.D.

University Studies: Rebecca J. Casey, Ph.D.

Visual Arts: Linda A. Hightower, Ed.D.

Graduate Teaching Faculty

ADAMS, A. FRANK (2000) Aronoff Professor of Family Business and Associate Professor of Management. Ph.D. Auburn University, 1996. M.B.A. Berry College, 1982. B.S. Shorter College, 1980.

ADUDELLE, KATHIE A. (2003) Director, Community Health Clinic Program and Associate Professor of Nursing. Ed.D. Pepperdine University, 1999. M.S.N. University of Texas Medical Branch at Galveston, 1978. B.S.N. University of Virginia, 1976.

AKANBI, LINDA B. (1992) Professor of Reading Education. Ed.D. State University of New York at Buffalo, 1978. M.Ed. State University of New York at Buffalo, 1971. B.S.Ed. West Virginia State University, 1966.

AMOROSO, DONALD L. (2007) Chair, Computer Science & Information Systems and Professor of Information Systems. Ph.D. University of Georgia, 1986. M.B.A. University of Georgia, 1984. B.A. Old Dominion University, 1980.

ASTRACHAN, JOSEPH H. (1992) Wachovia Eminent Scholar Chair of Family Business and Professor of Management. Ph.D. Yale University, 1989. M.Phil. Yale University, 1986. M.A. Yale University, 1985. B.A. Yale University, 1983.

BAGCHI, ANIRUDDHA (2006) Assistant Professor of Economics. Ph.D. Vanderbilt University, 2006. M.A. Vanderbilt University, 2004. M.A. University of Delhi, 1998. B.A. University of Delhi, 1995.

BAIRAN, L. ANNETTE (1972) Professor of Nursing. Ph.D. Georgia State University, 1985. M.S.N. Emory University, 1972. B.S.N. Medical College of Georgia, 1970.

BAKER, HOPE M. (1994) Associate Professor of Decision Sciences. Ph.D. University of South Carolina - Columbia, 1987. B.S.B.A. East Carolina University, 1981.

BAKER, WILLIAM E. (2003) Assistant Professor of Political Science. Ph.D. Auburn University, 2001. M.A. University of Alabama at Birmingham, 1978. B.A. University of Alabama at Birmingham, 1972.

BANDYOPADHYAY, TRIDIB (2006) Assistant Professor of Computer Science & Information Systems. Ph.D. University of Texas at Dallas, 2006. M.B.A. University of Texas at Dallas, 2001. M.B.A. University of Delhi, 1995. B.E. University Of North Bengal, 1985.

BARRIER, ROBERT G. (1976) Professor of English. Ph.D. University of Georgia, 1980. M.A. Vanderbilt University, 1967. B.A. Berea College, 1965.

BARROW, JANICE M. (2004) Assistant Professor of Finance. Ph.D. University of Houston, 1990. M.B.A. Barry University, 1982. B.S. Univ of the West Indies Mona Campus, 1980.

BELL, MARLA (1994) Professor of Mathematics. Ph.D. Clemson University, 1993. M.S. Clemson University, 1989. B.S. Western Carolina University, 1986.

- BENNETT, DAVID N.** (1986) Associate Dean for Planning, Communication and Infrastructure and Professor of Nursing. Ph.D. University of Mississippi, 1987. M.S.N. University of Alabama at Birmingham, 1979. B.S.N. Jacksonville State University, 1975. B.S. Jacksonville State University, 1973.
- BESSETTE, HARRIET J.** (2001) Associate Professor of Inclusive Education and Educational Leadership. Ph.D. Boston College, 1999. M.Ed. Fitchburg State College, 1993. B.S. Salem State College, 1975.
- BILL, M. LOUISE** (1987) Professor of Social Work Administration. Ph.D. Clark Atlanta University, 1988. M.S.W. University of Georgia, 1979. M.S. Georgia State University, 1975. B.A. Georgia State University, 1971.
- BINONGO, JOSE NILO G.** (2007) Assistant Professor of Statistics. Ph.D. University of Ulster, 2000. M.Ed. University of Virginia, 2003. M.S. Sophia University, Tokyo Japan, 1990. B.S. Ateneo de Manila University, Phillipines, 1984.
- BLUMENTRITT, TIMOTHY P.** (2005) Assistant Professor of Management. Ph.D. University of South Carolina - Columbia, 1999. M.B.A. University of Minnesota, 1993. B.B.A. University of Wisconsin - Eau Claire, 1989.
- BOBO, CHARLES M.** (2007) Assistant Professor of Nursing. J.D. Georgia State University, 2000. M.S.N. Florida Atlantic University, 1997. M.B.A. Florida Atlantic University, 1995. B.A. University of Florida, 1982.
- BOWDEN, MARTHA** (1992) Professor of English. Ph.D. University of Toronto, 1981. M.A. University of Toronto, 1976. B.A. University of Toronto, 1975.
- BOWEN, CHARLES E.** (2002) Acting Chair of Educational Leadership and Professor of Educational Leadership. Ph.D. Florida State University, 1979. M.A. Duke University, 1972. B.A. Mercer University, 1971.
- BRAWLEY, DOROTHY E.** (1989) Professor of Management. Ph.D. Georgia State University, 1982. M.B.A. Georgia State University, 1972. B.A. Emory University, 1970.
- BREAULT, RICK A.** (2004) Associate Professor of Elementary & Early Childhood Education. Ed.D. Northern Illinois University, 1990. M.A. Concordia University, 1982. B.A. Concordia University, 1979.
- BROCK, STEPHEN J.** (2002) Senior Lecturer of Organizational Ethics & Executive Coaching. D.Min. McCormick Theological Seminary, 1966. B.D. Lexington Theological Seminary, 1966. B.A. Transylvania University, 1963.
- BROTMAN, BILLIE ANN** (1989) Professor of Finance. Ph.D. University of Notre Dame, 1978. M.A. University of Notre Dame, 1977. B.S. Arizona State University, 1974.
- BROWN, SUSAN** (1994) Executive Director for Teacher Support Service, Outreach and Partnerships and Professor of Special Education. Ph.D. Georgia State University, 1979. M.Ed. Georgia State University, 1971. B.S.H.E. University of Georgia, 1968.
- BROWN, THOMAS J.** (2001) Associate Professor of Elementary Science Education. Ph.D. Georgia State University, 2000. M.Ed. Georgia State University, 1995. B.S. University of Minnesota - Twin Cities, 1986. B.A. University of Saint Thomas, 1982.
- CALLOWAY, JIMMY** (2008) Professor of Health and Physical Education. Ph.D. University of Maryland at College Park, 1985. M.Ed. University of Cincinnati, 1970. B.S.Ed. University of Cincinnati, 1969.
- CAPOZZOLI, ERNEST A.** (2002) Associate Professor of Accounting & Information Systems. Ph.D. University of Mississippi, 1991. M.B.A. Lamar University, 1980. B.S. Troy State University, 1975.

- CARLEY, SUSAN S.** (1985) Professor of Marketing. Ph.D. University of Georgia, 1983. B.A. Louisiana State University & Agricultural & Mechanical College, 1975.
- CHAKRAVORTY, SATYA S.** (1992) Carastar Professor of Purchasing & Operations Management and Professor of Management. Ph.D. University of Georgia, 1992. B.E. Birla Institute of Tech & Sci, 1982. M.S. Birla Institute of Tech & Sci, 1982.
- CHAN, TAK CHEUNG** (1991) Professor of Educational Leadership. Ed.D. University of Georgia, 1979. M.Ed. Clemson University, 1976. B.A. Chinese University of Hong Kong (The), 1971.
- CHANDLER, MARY M.** (2007) Assistant Professor of Educational Leadership. Ph.D. Georgia State University, 1986. Ed.S. University of Georgia, 1980. M.A.T. Emory University, 1975. B.S.Ed. Indiana University Purdue University Ft Wayne, 1970.
- CLEVELAND, MARY C.** (2006) Assistant Professor of Accounting. Ph.D. Georgia State University, 2007. M.Tx. Georgia State University, 1999. B.S. Georgia Institute of Technology, 1996.
- CLEMENTS, BRUCE** (1992) Associate Professor of Accounting. J.D. Georgia State University, 1996. Ph.D. University of Florida, 1989. M.B.A. University of Florida, 1982. B.S. University of Florida, 1977.
- CLINCY, VICTOR A.** (2002) Professor of Computer Science. C.S.E. Columbia University in the City of New York, 1998. D.Eng. Southern Methodist University, 1993. M.S. University of Pittsburgh - Pittsburgh, 1991. M.E. North Carolina State University, 1989. B.S.E.E. Mississippi State University, 1986.
- CLUNE, RICHARD R.** (2001) Assistant Professor of Accounting. E.D.M. Case Western Reserve University, 2005. M.B.A. Kennesaw State University, 2001. B.S. Manhattan College, 1974.
- COFFEY, DEBRA J.** (2004) Assistant Professor of Elementary & Early Childhood Education. Ed.D. University of Tennessee, 2004. M.S. University of Tennessee, 1982. B.S. Carson - Newman College, 1980.
- COLE, PAMELA B.** (1995) Professor of English Education & Literacy. Ph.D. Virginia Polytechnic Institute & State University-Blacksburg, 1994. M.S. Radford University, 1984. B.A. Emory & Henry College, 1982.
- COLLARD, CAROL S.** (2007) Assistant Professor of Social Work. M.S.W. University of Georgia, 2001. B.A. Loyola University New Orleans, 1979.
- COLLINS, MITCHELL A.** (1988) Chair, Dept of Health, Physical Education & Sports Science and Professor of Health, Physical Education & Sport Science. Ed.D. University of Georgia, 1985. M.Ed. North Georgia College & State University, 1982. B.S. North Georgia College & State University, 1980.
- COPE, JAMES R.** (1999) Interim Chair, Dept of Elementary & Early Childhood Education and Professor of English. Ed.D. University of Georgia, 1990. M.Ed. University of Georgia, 1987. B.S.Ed. University of Georgia, 1983.
- CRAWFORD, PATRICIA M.** (2005) Assistant Professor of Inclusive Education. Ph.D. University of Virginia, 2000. M.Ed. Georgia State University, 1994. B.S. Louisiana State University & Agricultural & Mechanical College, 1989.
- CREELY, THOMAS E.** (2007) Assistant Professor of Educational Leadership. Ph.D. Salve Regina University - Saint Mary Academy at Bay View, 2006. M.D.I. New Orleans Baptist Theological Seminary, 1984. M.B.A. University of Mississippi, 1981. B.B.A. University of Mississippi, 1977.

- CROVITZ, DARREN R.** (2005) Assistant Professor of English & English Education. Ph.D. Arizona State University, 2005. M.A. University of Central Florida-South Orlando Campus, 1997. B.A. Flagler College, 1993.
- DABUNDO, LAURA S.** (1987) Professor of English. Ph.D. Temple University, 1987. M.A. Bryn Mawr College, 1977. B.A. Bucknell University, 1975.
- DANIELL, BETH** (2004) Director of Composition and Associate Professor of English. Ph.D. University of Texas - Austin, 1986. M.A. Georgia State University, 1973. A.B. Mercer University, 1969.
- DEMAIO, JOSEPH** (1996) Associate Professor of Mathematics. Ph.D. Emory University, 1996. M.A. Emory University, 1994. M.A. Wake Forest University, 1990. B.S. Wake Forest University, 1988.
- DEMBLA, PAMILA S.** (2006) Assistant Professor of Information Systems. Ph.D. University of Memphis (The), 2003. M.B.A. University of Mumbai, 1997. B.S. University of Mumbai, 1993.
- DERADO, JOSIP** (2001) Assistant Professor of Mathematics. Ph.D. University of Connecticut, 1999. M.S. University of Connecticut, 1995. B.S. University of Zagreb, 1990.
- DESMAN, ROBERT A.** (1987) Associate Professor of Management. Ph.D. Arizona State University, 1983. M.B.A. Arizona State University, 1971. B.S. Arizona State University, 1970.
- DEVILLAR, ROBERT A.** (2004) Director of the Center for Hispanic Studies and Professor of Education. Ph.D. Stanford University, 1987. M.A. Stanford University, 1983. M.A. San Jose State University-, 1975. B.A. University of the Americas, 1967.
- DIAS, MICHAEL J.** (2001) Assistant Professor of Biology Education. Ph.D. Georgia State University, 2000. M.Ed. State University of West Georgia, 1992. B.S. Western Kentucky University, 1987.
- DORMAN, B. REGINA** (1983) Professor of Nursing. Ph.D. Georgia State University, 1993. M.S.N. Georgia State University, 1983. B.S.N. Medical College of Georgia, 1977. A.S.N. Kennesaw State University, 1973.
- ELLEDGE, JAMES M.** (2006) MAPW Director and Professor of English. Ph.D. University of Illinois Chicago, 1986. M.S. Eastern Illinois University, 1973. B.A. Eastern Illinois University, 1971.
- EPPS, KATHRYN K.** (2004) Assistant Professor of Accounting. Ph.D. Georgia State University, 2002. M.Acct. Georgia State University, 1997. B.A. Emory University, 1990.
- FATEHI, KAMAL** (2000) Professor of Management. Ph.D. Louisiana State University & Agricultural & Mechanical College, 1976. M.B.A. Western Illinois University, 1972. B.S. Bowling Green State University, 1971. B.A. College of Business Sciences, 1965.
- FORRESTER, JR., WILLIAM R.** (1990) Professor of Marketing. Ph.D. University of Tennessee, 1986. M.B.A. University of Tennessee, 1979. B.S. University of Tennessee, 1970.
- FOX, MARIAN** (1997) Professor of Mathematics & Mathematics Education. Ph.D. Georgia State University, 1989. M.S. George Washington University, 1973. B.S. Mississippi University for Women, 1969.
- FRANZA, RICHARD M.** (2002) Chair, Dept of Management and Entrepreneurship and Associate Professor of Management. Ph.D. Georgia Institute of Technology, 1997. M.B.A. Duke University, 1983. B.S. University of Notre Dame, 1981.
- FUNK, M. LEIGH** (1997) Data Manager, Bagwell College of Education and Assistant Professor of Special Education and Educational Technology. Ph.D. Capella University, 2005. M.Ed. East Carolina University, 1994. B.S. University of North Carolina - Chapel Hill-, 1991.

- GADIDOV, ANDA** (2003) Associate Professor of Mathematics. Ph.D. Texas A&M University, 1996. M.S. University of Bucharest, 1982. B.S. University of Craiova, 1981.
- GARNER, MARY L.** (1988) Associate Professor of Mathematics. Ph.D. Emory University, 1998. M.S. Georgia Institute of Technology, 1987. B.S. University of Florida, 1975.
- GARRIDO, JOSE M.** (1999) Associate Professor of Computer Science. Ph.D. George Mason University, 1996. M.S. George Mason University, 1994. M.S. University of London - University College, 1982. B.S. Universidad De Oriente, 1975.
- GIDDENS, ELIZABETH J.** (2001) Associate Professor of English. Ph.D. University of Tennessee, 1990. M.A. University of Tennessee, 1983. B.A. University of Tennessee, 1980.
- GILLETTE, ANN B.** (2004) Associate Professor of Economics & Finance. Ph.D. Texas A&M University, 1991. M.S. Texas A&M University, 1980. B.B.A. Texas A&M University, 1979.
- GRAMLING, AUDREY A.** (2005) Associate Professor of Accounting. Ph.D. Arizona State University, 1995. M.P.Ac. Georgia State University, 1990. B.B.A. University Of Toledo, 1985.
- GRAY, KIMBERLY C.** (2005) Associate Professor of Adolescent Education. Ph.D. University of Virginia, 1998. M.Ed. University of Virginia, 1996. B.A. Mary Baldwin College, 1991.
- GROOMS, TONY M.** (1994) Professor of Creative Writing. M.F.A. George Mason University, 1984. B.A. College of William & Mary, 1978.
- GUILLORY, NICHOLE A.** (2006) Assistant Professor of Adolescent Education. Ph.D. Louisiana State University & Agricultural & Mechanical College, 2005. M.Ed. University of Louisiana at Lafayette, 1998. B.S. Louisiana State University & Agricultural & Mechanical College, 1993.
- GUIMARAES, MARIO** (2000) Associate Professor of Computer Science. Ph.D. Pontificia Universidade Catolica de Rio de Janeiro, 1995. M.S. Pontificia Universidade Catolica de Rio de Janeiro, 1984. B.A. Federal University of Rio de Janeiro, 1981.
- HADDAD, HISHAM M.** (2001) Professor of Computer Science. Ph.D. Oklahoma State University, 1992. M.S. Northrop University, 1988. B.S. Yarmouk University, 1986.
- HAIR, JR., JOSEPH F.** (2005) Professor of Marketing & Professional Sales. Ph.D. University of Florida, 1971. M.A. University of Florida, 1969. B.A. University of Florida, 1966.
- HARIHARAN, GOVIND** (2002) Chair, Department of Economics, Finance & Quantitative Analysis and Professor of Economics. Ph.D. State University of New York at Buffalo, 1991. M.A. Dehli School of Economics, 1984. B.A. University of Kerala, 1981.
- HARMON, WILLIAM K.** (2006) Chair of the Department of Accounting and Professor of Accounting. D.B.A. University of Tennessee - Knoxville, 1982. M. Acc. University of Tennessee - Knoxville, 1980. B.S. University of Tennessee - Knoxville, 1977.
- HARPER, M. TODD** (1998) Associate Professor of English. Ph.D. University of Louisville, 1998. M.A. Emporia State University, 1990. B.G.S. University of Kansas, 1988.
- HARRELL, CAROL** (1996) Professor of English. Ph.D. University of Florida, 1997. M.Ed. University of South Carolina - Columbia, 1976. B.S. University of South Florida, 1973.

- HEARRINGTON, DOUGLAS B.** (2007) Assistant Professor of Educational Leadership. Ed.D. University of Nevada - Las Vegas, 2006. M.Ed. University of Nevada - Las Vegas, 1996. B.A. San Diego State University, 1988.
- HEDEEN, TIMOTHY K.** (2002) Associate Professor of Conflict Management. Ph.D. Syracuse University, 2001. M.A. Syracuse University, 1993. B.A. Syracuse University, 1991.
- HENLEY, AMY B.** (2006) Assistant Professor of Management. Ph.D. University of Texas at Arlington, 2005. M.B.A. University of Southern Mississippi, 1998. B.S.B.A. University of Southern Mississippi, 1997.
- HERMANSON, DANA** (1993) Dinos Eminent Scholar Chair of Private Enterprise and Professor of Accounting. Ph.D. University of Wisconsin - Madison, 1993. B.A. University of Georgia, 1986.
- HESS, W. GEORGE** (1984) Associate Professor of Elementary Education. Ph.D. University of Iowa, 1974. M.A. University of Iowa, 1971. B.A. California State University, Fresno, 1966.
- HICKS-COOLICK, ANNE** (1996) Associate Professor of Social Work. Ph.D. University of Georgia, 1997. M.S.W. University of Georgia, 1990. M.Ed. Georgia State University, 1977. B.A. Georgia State University, 1968.
- HILL, MARY** (1997) Professor of Accounting. Ph.D. University of Georgia, 1993. M.B.A. University of Southern California, 1981. B.A. University of California, Los Angeles, 1978.
- HINDS, RANDY C.** (1998) Vice President of Operations and Professor of Information Systems. Ed.D. George Washington University, 1995. M.B.A. Florida Institute of Technology, 1976. B.A. University of Puget Sound, 1974.
- HOFER, CHARLES W.** (2007) Regents Professorship and Professor of Management. Ph.D. Harvard University - Graduate School of Business Administration, 1969. M.B.A. Harvard University - Graduate School of Business Administration, 1966. M.S. Harvard University, 1965. B.S. Lehigh University, 1962.
- HOGANSON, KENNETH E.** (1999) Director, Master of Applied Computer Science Program and Professor of Computer Science. Ph.D. Auburn University, 1997. M.S. University of North Carolina - Charlotte, 1990. B.S. Augusta State University, 1987. B.S. North Dakota State University, 1980.
- HOLBEIN, MARIE F.** (2007) Professor of Educational Leadership. Ed.D. Auburn University, 1987. M.Ed. University of South Alabama, 1981. B.S.Ed. University of South Alabama, 1979.
- HOLZMAN, JUDY M.** (1972) Professor of ESOL. Ph.D. Georgia State University, 1980. M.A. University of Georgia, 1972. B.A. Auburn University, 1969.
- HOWELL, LORETTA M.** (1994) Professor of Multicultural & Early Childhood Education. Ph.D. Bowling Green State University, 1994. M.P.A. Pepperdine University, 1977. B.A. California State University, Dominguez Hills, 1974.
- HUANG, RONGBING** (2004) Assistant Professor of Economics & Finance. Ph.D. University of Florida, 2004. M.S. Virginia Polytechnic Institute & State University-Blacksburg, 1998. B.A. Renmin University of China, 1994.
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University System of Georgia



The University System of Georgia includes 35 state-operated institutions of higher education located throughout the state—four research universities, two regional universities, 13 state universities, seven state colleges, and nine two-year colleges.

The 18-member constitutional Board of Regents governs the system, which has been in operation since 1932. Appointments for seven-year terms of five board members from the state-at-large and one board member from each of the state's 13 congressional districts are made by the governor, subject to confirmation by the State Senate.

The chairperson, vice chairperson and other board officers are elected by members of the board. The chancellor, who is not a board member, is the board's chief executive officer and the chief administrative officer of the University System.

Overall, programs and services of the University System are offered through three major components—instruction, public service/continuing education and research.

INSTRUCTION encompasses programs of study leading toward degrees, ranging from the two-year associate level through the doctoral level, and certificates. Each institution determines requirements for admission of students to instructional programs, pursuant to policies of the Board of Regents.

The board, which establishes minimum academic standards, leaves to each institution the prerogative of establishing higher standards. Applications for admission should be addressed in all cases to the institutions.

For students whose goal is a degree beyond the associate level, a Core Curriculum of study for the freshman and sophomore years is in effect at each institution. The Core Curriculum, which facilitates transfer of freshman and sophomore degree credits within the University System, requires 63 semester-credit-hours: 45 in general education and 18 in the student's chosen major.

PUBLIC SERVICE/CONTINUING EDUCATION encompasses, primarily, non-degree activities, including short courses, seminars, conferences, lectures, and consultative and advisory services. Some college-degree-credit courses of special types are also offered, typically through extension center programs and teacher education consortiums.

RESEARCH encompasses on-campus and off-campus investigations conducted primarily by the universities but also in moderate scope at some of the state universities and senior colleges, for discovery and application of knowledge. Research topics cover a large variety of matters related to the educational objectives of the institutions and to general needs of society.

The policies of the Board of Regents and the administrative actions of the chancellor provide for each institution autonomy of high degree in academic and administrative matters. The executive head of each institution is the president, whose election is recommended by the chancellor and approved by the board. State applications for the University System are registered by, made to and allocated by the Board of Regents. The largest share of state appropriations (52 percent) is allocated by the Board for Instruction.

Matriculation and nonresidential tuition fees for all institutions are set by the board. All resident students pay matriculation fees; out-of-state student pay nonresident tuition in addition to matriculation. Fees for student services and activities are established by each institution, subject to the board's approval.

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** Vice Chairman

INSTITUTIONS OF THE UNIVERSITY SYSTEM OF GEORGIA

Degrees Awarded: A-Associate; B-Bachelor's; J-Juris Doctor; M-Master's; S-Specialist in Education; D-Doctor's

Research Universities

- Athens 30602
 - University of Georgia, B, J, M, S, D
- Atlanta 30332
 - Georgia Institute of Technology, B, M, D
- Atlanta 30303
 - Georgia State University, A, B, J, M, S, D
- Augusta 30912
 - Medical College of Georgia A, B, M, D

Regional Universities

- Statesboro 30406
 - Georgia Southern University, B, M, S, D
- Valdosta 31601
 - Valdosta State University, A, B, M, S, D

State Universities

- Albany 31705
 - Albany State University, A,B, M
- Americus 31709
 - Georgia Southwestern State University, A, B, M
- Augusta 30910
 - Augusta State University, A, B, M, S
- Carrollton 30118
 - State University of West Georgia, A, B, M, S, D
- Columbus 31993
 - Columbus State University, A, B, M
- Dahlonega 30597
 - North Georgia College & State University, A, B, M
- Fort Valley 31030
 - Fort Valley State University, A, B, M
- Kennesaw 30144
 - Kennesaw State University, B, M
- Marietta 30060
 - Southern Polytechnic State University, A, B, M
- Milledgeville 31061
 - Georgia College & State University, B, M, S
- Morrow 30260
 - Clayton College & State University, A, B, M
- Savannah 31406
 - Armstrong Atlantic State University, A, B, M
- Savannah 31404
 - Savannah State University, A, B, M

State Colleges

- Barnesville, 30204
 - Gordon College, A, B
- Cochran, 31014
 - Middle Georgia College, A, B
- Dalton 30120
 - Dalton State College, A, B
- Gainesville 30403
 - Gainesville College, A, B
- Lawrenceville 30043
 - Georgia Gwinnett College
- Macon 31297
 - Macon State College, A, B
- Tifton 31193
 - Abraham Baldwin Agricultural College, A, B

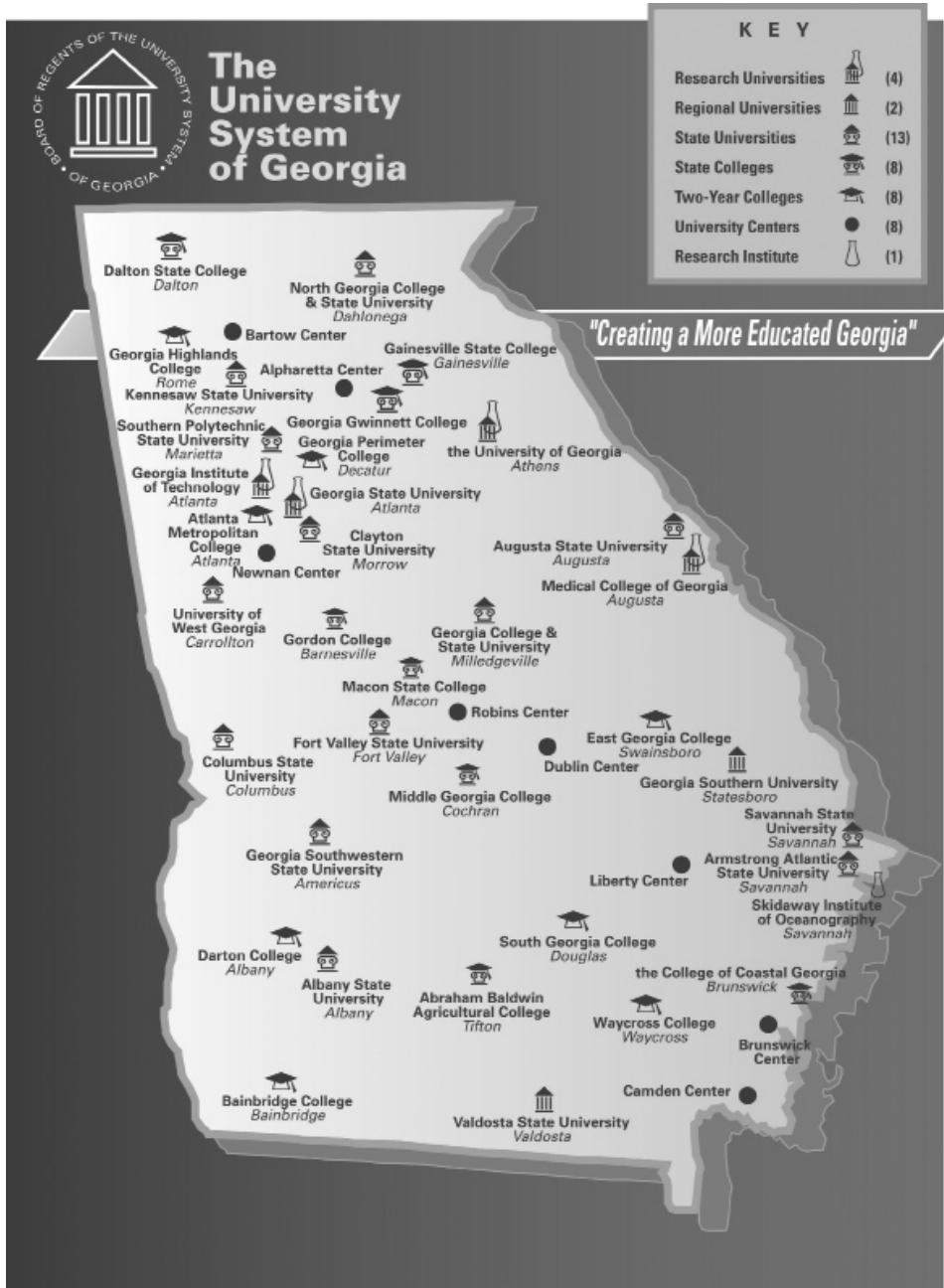
Two-Year Colleges

- Albany 31707
 - Darton College, A
- Atlanta 30310
 - Atlanta Metropolitan College, A
- Bainbridge, 31117
 - Bainbridge College, A
- Brunswick 31523
 - Coastal Georgia Community College , A
- Decatur 30089-0601
 - Georgia Perimeter College, A
- Douglas 31533
 - South Georgia College, A
- Rome 30161
 - Georgia Highlands College, A
- Swainsboro 30401
 - East Georgia College, A
- Waycross 31501
 - Waycross College, A

**University System of Georgia
270 Washington Street, S.W.
Atlanta, Georgia 30334**

University System of Georgia Map

The map below shows the location of the 35 colleges and universities of the University System of Georgia (main campus sites).



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