

Kennesaw State University

Graduate Catalog



2024-2025

Welcome to KSU's Graduate Catalog!

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

Click on the icons below to jump to helpful pages in our catalog and the Admissions and Financial Aid websites.

How the Catalog Works

- ***If you're looking for another publication (such as the undergraduate catalog, student handbook, microcredentials inventory, etc.) please use the drop-down menu in the top right corner of the catalog.***
- Advanced search features allow you to search for courses, policies, and degree programs using course prefix, course number, exact match or descriptive phrases.
- Navigating to different sections of the catalog is easily done by clicking on the menu options on the right side of the screen.
- Each section has a print-friendly view to allow for cleaner, more attractive pages when you print.
- Help icons are readily available on each page.

If you're not sure which catalog to use or have questions about choosing courses or degree programs, please reach out to an academic advisor at <http://advising.kennesaw.edu/>.

Southern Association of Colleges and Schools

Kennesaw State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, specialist, and doctorate degrees. Kennesaw State University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Kennesaw State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Catalog Information and User Guide

About the Catalog

This catalog was prepared for the 2023–2024 academic year. The content in this catalog is for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

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

Every effort will be made to keep students advised of any new information and/or changes in provisions listed in this catalog. The Schedule of Credit Courses is considered an extension of this catalog. Both the online catalog and the Schedule of Credit Courses (<https://registrar.kennesaw.edu/>) are always current.

It is incumbent upon 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 electronic listservs, and otherwise to be informed completely in regard to the programs of studies, credits, degree requirements, quality points and other facts relating to life at this university. KSU has established a free student account email system and will periodically email students with important messages. The university will use this email system exclusively to communicate with students.

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

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

Catalog Rights

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

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

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

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

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

Disclaimer

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

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

Admissions

General Information

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

University Admissions Requirements

Domestic Applicants:

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. Applicants are accepted to a specific graduate program and must reapply in order to change programs.

1. Completed online Graduate Application
2. \$60 non-refundable application processing fee*
3. Official transcripts from each college or university attended.
4. Bachelor's degree from a Regionally Accredited college or university.
5. Minimum 2.75 GPA from degree-granting institution.
6. Additional requirements by program

**Application fee may vary by program*

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, the application fee, and meet current admissions criteria for the desired program.

Once an applicant's file is complete, the respective graduate program will review the file. The graduate program will recommend admission or denial to the Office of Graduate Admissions, The Graduate College. Upon receipt of the graduate program recommendation, the Office of Graduate Admissions will make an official determination of admission status and will notify the applicant.

International Applicants:

A student should apply as an International Applicant if they are:

- Not a U.S. Citizen.
- Currently in the U.S. on an F-1 (student) visa.
- Currently living outside the U.S., and will require an F-1 visa to study in the United States.
- Currently in the U.S. on any other class of visa.
- In the process of applying for Permanent Residency status but have not yet received the Permanent Residency card.

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

1. Completed online Graduate Application
2. \$60 non-refundable application processing fee*
3. U.S. Baccalaureate degree equivalent required. Official transcripts from each college or university attended. If the institution is outside of the U.S., an international credential evaluation is required. Applicants must not send international transcripts directly to KSU.
4. Minimum 2.75 GPA (on a 4-point scale) from degree-granting institution.
5. Test of English Proficiency.
 - Applicants from the following countries are exempt from the English Language Proficiency requirement: Australia, Bahamas, Barbados, Belize, Canada, Dominica, Ghana, Guyana, Ireland, Jamaica, Liberia, New Zealand, Nigeria, Sierra Leone, South Africa, Tobago, Trinidad, United Kingdom, United States or Zimbabwe.
 - Applicants who have graduated from a college or university in the United States accredited in a manner accepted by Kennesaw State University are exempt from the English Language Proficiency requirement.
 - Applicants not exempt by A or B above can take either of the following tests:
 - Test of English as a Foreign Language (TOEFL) Minimum required score: Internet version (iBT) – 80
 - International English Language Testing System (IELTS)* Minimum required score: 6.5
6. Additional requirements by program

**Application fee may vary by program*

Additional Documentation for International Applicants:

International applicants who are requesting an I-20 for an F-1 visa must submit all of the following to the International Student and Scholar Services Office in order to enroll at Kennesaw State University:

- an affidavit of support from the sponsor
- a certified financial statement from the sponsor's bank showing that funds are available for one year of study
- a valid passport

International Student and Scholar Services Office: <https://www.kennesaw.edu/global-education/international-student-scholar-services/contact-us.php>

Admission Categories

Regular Student

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

Conditional Student

A student is considered a Conditional Student if they meet any of the following conditions:

- Applicants whose records indicate they need additional coursework or other training prior to beginning their degree program, based upon the professional judgment of graduate program faculty and The Graduate College.
- Conditionally admitted students must meet any special conditions attached to their admission, by either The Graduate College or their major department, prior to enrolling in any graduate courses that will count towards the degree.
- Full graduate status is granted when these students complete the stated conditions.
- A graduate student admitted conditionally is not eligible for appointment to an assistantship, fellowship, or tuition waiver until full graduate status is achieved.
- Conditionally admitted students who do not meet the prescribed requirements will be dismissed.

Transient Student

Incoming Graduate Students

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

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

Outgoing Graduate Students

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

Graduate Admissions Appeals

Process for Graduate Admissions Appeals

Appeals of graduate admissions decisions at Kennesaw State University are made to the Dean of The Graduate College. *KSU Graduate Catalog*, "Graduate Admissions." This memorandum details the process such appeals will follow:

1. Notice to applicants: Applicants will be apprised of their ability to appeal admissions decisions through postings on the University's Office of Graduate Admissions and The Graduate College's websites, as well as contemporaneously with admissions decisions

- Notification of Admissions Decisions. Contemporaneously with notifications of admissions decisions, applicants will be informed of their ability to appeal those decisions and directed to the University's web resources detailing the appeals process.

2. The Appeal:

A. Basis for appeal. Appeals of admissions decisions may follow different processes based on the grounds of the appeal:

- Discrimination. If the applicant believes her or his admissions decision is impermissibly based upon the applicant's real or perceived gender identity, sexual orientation, veteran status, spiritual beliefs, physical

abilities, racial and ethnic background, and economic status, the applicant may directly contact the University's Office of Diversity & Inclusion at 470-578-2614.

- Other basis. If the applicant wishes to appeal his or her admissions decision based on other factors, the applicant needs to submit a written appeal to the Dean of The Graduate College.

B. Written Appeal. Within fourteen (14) days of the mailing date of the admissions decision, the applicant may file an appeal. The appeal should, at a minimum, contain the following:

- An explanation of the admissions decision;
- An explanation of why the applicant believes the decision was incorrect;
- Identification of any evidence the applicant believes supports her or his position. The applicant may be asked to provide this information to permit The Graduate College to process his or her appeal;
- Any other information the applicant believes is relevant to her or his appeal.

Effective appeals will typically involve information the applicant may not have provided in his or her original application, but which might have influenced the University's decision regarding her or his application.

For example, following notification of an unsuccessful application, an applicant for the Master of Science in Criminal Justice might speak to a professor regarding his or her application. During that conversation, the applicant notes her or his five (5) years of successful service as a law enforcement officer. The professor notes this was not included in the original application and states the program faculty might believe it relevant to their consideration of the application. The professor then suggests the applicant file an appeal, providing specific evidence of his or her successful law enforcement record and an explanation of why the applicant believes it contributes to his or her strength as a graduate student in that discipline.

Please note: The Graduate College is unlikely to be influenced by arguments in which the applicant is challenging the judgment of a program's faculty regarding particular aspects of the program's application. This is particularly true regarding the faculty's assessment of an applicant's undergraduate grade point average or his or her scores on an admissions examination required by the program (e.g., GRE, MAT) or the weight to give such items in the faculty's evaluation of the applicant.

C. Submission of Appeal. The appeal may be submitted electronically or in writing to The Graduate College. It should be submitted to:

*Kennesaw State University
Office of The Graduate College
3391 Town Point Drive, MD# 9109
Kennesaw, Georgia 30144-5591*

The Graduate College will acknowledge receipt of the appeal electronically or through US Mail.

3. Review Process:

Upon receipt of the appeal, The Graduate College will identify an appropriate process for reviewing the appeal. This process may vary based upon the grounds of the appeal (such as a need to solicit input from the graduate program faculty). After identifying and receiving information and evidence relevant to the appeal, The Graduate College will empanel a group of at least three (3) members of the University's Graduate Faculty to review the appeal. The Graduate Faculty members will make a recommendation regarding the appeal to the Dean of The Graduate College.

4. Decision:

In the absence of exceptional circumstances, within fourteen (14) of the receipt of the appeal, the Dean of The Graduate College will issue a decision regarding the appeal. It will be communicated to the applicant through U.S. or electronic mail.

5. Appeal of The Graduate College's Decision:

Within fourteen (14) days of the mailing date of the Dean's decision, the applicant may appeal The Graduate College's determination by sending a written appeal to the Provost of Kennesaw State University.

Statement of Competitive Admission

All qualified persons are equally welcome to seek admission to Kennesaw State University, and all persons may apply for and accept admission confident that the policy and regular practice of the University will not discriminate against them on the basis of race, religion, gender, sexual orientation, veteran status, or national origin.

Projections of the number of graduate students to be admitted and enrolled in any year will be determined (a) by the capacity of the University, (b) by the capacity of the admitting program, and (c) by approved enrollment levels. If the number of eligible applicants for admission exceeds the number of applicants who can be admitted and enrolled, those to be offered admission will be selected on the program director's recommendation of the applicant's relative qualifications for satisfactory performance in the University/program/research area.

Verification of credentials and certification of compliance with University policies shall be the responsibility of the Office of Graduate Admissions. Policies and procedures that are approved by the Board of Regents of the University System of Georgia, Office of the President, The Graduate College, and the Graduate Policies and Curriculum Committee shall be applied in determining eligibility for consideration for graduate study. From those eligible candidates, final admission recommendations will be the responsibility of the admitting program. Satisfying minimal standards, however, does not guarantee admission since the number of eligible applicants generally exceeds the number of places available. As a result, many qualified applicants may not be accommodated.

The criteria used in determining each applicant's eligibility for consideration shall include:

1. evidence of award of a baccalaureate degree or its equivalent (prior to matriculation) from a regionally accredited institution;
2. evidence of preparation in their chosen field correlating to likely success in graduate study;
3. other qualifications consistent with standards in their degree and discipline.

For international applicants, satisfactory completion of requirements can be found on our website. For eligible candidates, programs may make final admission recommendations based on a combination of factors, including academic degrees and records, the statement of purpose, letters of recommendation, test scores, and relevant work experience. Also considered is the appropriateness of the applicant's goals to the degree program in which they are interested and to the research interests of the program's faculty. In addition, consideration may be given to how the applicant's background and life experience holistically contributes to creating a community of scholars.

Right of Refusal

The Graduate College maintains the Right of Refusal to applicants who meet any of the following conditions:

- is on probation, suspension, expulsion, or any other type of academic warning at any previously attended institution
- is ineligible to enroll at any previously attended institution
- is currently charged with, or has been found guilty of, any violation of academic honesty, honor code, or conduct regulations of a previously attended institution
- left a previous institution while there were pending charges of any violation of academic honesty, honor code, or conduct regulations
- is currently charged with or has been found guilty of any violation of a federal, state, or municipal law, regulation or ordinance other than minor traffic violations, including offenses for which any type of first offender status has been granted
- has ever entered a plea of guilty, no contest, nolo contendere, or an Alford plea, or has otherwise accepted responsibility for the commission of a crime
- has received any type of discharge from military service other than honorable discharge

If an applicant is refused on the basis of one of the above conditions, then the applicant may request that their case be reviewed in order to insure that the applicant meets the satisfactory academic performance, good character, and good conduct requirements as noted above. If, after a letter of acceptance has been issued, information comes to light that shows that an applicant did not meet all admission requirements, or that an applicant's application contained omissions or misrepresentations, the applicants offer of admission will be automatically revoked. If this information comes to light after the student has enrolled, the applicant's enrollment at Kennesaw State University will automatically be terminated and any earned credit may be revoked.

Any changes in a student's record prior to enrollment will necessitate a new review of the application. Any omissions or misrepresentations on a student's application for admission will automatically invalidate consideration by, acceptance to, and continuation at Kennesaw State University.

Readmission to Graduate Study

Students who have not enrolled in three or more consecutive terms (including Summer) of matriculation at Kennesaw State University and who are not academically dismissed must apply for readmission to The Graduate College by completing the Graduate Application for Readmission. If the student has attended any other institution since last attending KSU, official transcripts from that institution are required.

KSU Graduate Students Applying for Additional Graduate Degrees

KSU students who have completed or are currently completing a graduate degree at KSU and wish to be considered for an additional graduate degree at KSU (e.g., doctorate, specialist, or masters) must complete a new application through the Online Graduate Application. This may include updating supporting documents and/or test scores. Please refer to the appropriate program's section of the catalog for admission requirements.

Immunization Requirements

All students are required to satisfy immunization requirements of Kennesaw State University.

Verification of Lawful Presence

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

Policy 4.3.4, Verification of Lawful Presence

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

Students may provide any of the following to verify Lawful Presence:

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

Special Accommodations

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

Tuition, Expenses, & Financial Aid

Tuition and Fee Payment

Expenses include in-state tuition, out-of-state tuition, out-of-country tuition, mandatory student 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 or out-of-country tuition, for enrollment in all courses even if no credit is earned.

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

Collection of outstanding balances

Kennesaw State University reserves the right to use a collection agency and to pursue legal action in order to collect the balance of any debt. Once an account is placed in collection or legal action is pursued by the collection agency, the student will be liable for all collection fees, which may be based on a percentage at a maximum of 15 percent of the delinquent account in addition to the amount of the original debt. At this point, the student will no longer be able to pay the University directly, and any communication or correspondence with the University about such debt must be directed through the collection agency.

Tuition Rates

Per Board of Regents' policy, tuition rates for all University System of Georgia (USG) institutions and programs shall be approved annually no later than the May meeting by the Board of Regents to become effective the following fall semester. Exceptions to this requirement may be granted upon recommendation of the Chancellor and approval by the Board of Regents. (BOR 7.3.1.1). Approved tuition and fee schedules will be made available upon receipt by

Kennesaw State University. All tuition, fees or other charges are subject to change at the end of any academic term without prior notice to comply with federal, state and institutional policies.(BOR 10.2.3)

Tuition charges can vary based on state residency status and degree program. Residency status is determined by the Office of Admission at the time of acceptance in accordance with the regulations of the Board of Regents of the University System of Georgia. See <http://fiscalservices.kennesaw.edu/bursar/tuition-fees/tuition-fees.php> for the latest information on tuition and fees.

Motor Vehicle Parking Fee

A parking permit fee (\$26.00 maximum) may be assessed separately if you are a student who drives to campus and needs a parking space. All vehicles used on campus must be registered. Vehicles that are not registered will be ticketed and/or booted. Vehicle registrations are electronic, no physical parking decal is needed and students may enroll multiple vehicles.

It is the responsibility of all KSU students to review and abide by Kennesaw State University Parking Policies and Procedures available online at <http://parking.kennesaw.edu/>. Questions may be directed to Parking Operations located in House 3499:

Office Hours: Monday – Friday, 8:00AM – 5:00PM

Email: parking@kennesaw.edu (Parking)

Email: shuttle@kennesaw.edu (Transportation)

Phone: 470-578-6506 (Kennesaw Campus)

Phone: 470-578-5114 (Marietta Campus)

Mandatory Student Health Insurance

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

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

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

Housing Fees

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

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

Coles Doctor of Business Administration Program Fees

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

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

Coles MBA (Kennesaw and Galleria) Fees

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

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

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

Coles Executive MBA Program Fees

The cost for the 19-month program is \$57,500. This fee includes a nonrefundable deposit of \$500 which is due upon acceptance to the program. The remaining \$57,000 is prorated over the length of the program. Included in the cost of the EMBA Program are: textbooks and course materials, meals on class weekends and meals and lodging for Opening Residency and International Residency.

Georgia WebMBA

The cost of the Georgia WebMBA is \$22,170, or \$739 per credit hour + \$300 Institutional fees billed at \$4,734 per term, plus a one time orientation fee of \$700. This includes tuition and mandatory fees for five consecutive semesters of two courses each. Costs associated with travel to the program orientation, books and other course materials, and graduation fees are not included in this total. All costs are subject to change without notice.

Special Fees and Expenses

- **Diploma Fee:** A diploma fee of \$50.00 is required of all degree candidates and is payable at the time a petition to graduate is presented to the Registrar. The fee is nontransferable and nonrefundable. It entitles the student to one diploma.
- **Diploma Replacement Fee:** When a request is received to reorder a diploma (lost in fire, move, etc.), a fee of \$30.00 will be assessed.
- **Academic Transcript Fee:** A fee of \$5 per individual request is assessed for academic transcripts.
- **Fax Fee:** Priority fee for electronic transmission (fax) of unofficial transcripts or certifications forms/letters will be \$10.00 per document.
- **Late Registration Fee:** A \$50 late registration fee will be assessed to students enrolling for the first time during drop/add. This includes students who failed to pay by the final payment deadline and were dropped for nonpayment.
- **Penalty Fee for Returned Check:** A penalty fee of \$25 will be assessed for each electronic or paper check returned by the bank.

Registration Fee Waiver for Senior Citizens

Pursuant to the provisions of an amendment to the Georgia Constitution, legal residents of Georgia who are 62 years of age or older on the first day of class for a term may have their standard tuition and fees waived (with the exception of supplies, laboratory fees, special

course or major fees, premium program fees and online tuition). A driver's license or birth certificate together with the Application for Senior Citizen Waiver must be presented to the Bursar's Office.

Details are available at: <http://fiscalservices.kennesaw.edu/bursar/tuition-fees/billing.php>.

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

Withdrawal/Refund of Student Fees

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

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

KSU Institutional Refund Policy

The refund amount for students withdrawing from the institution shall be based on a pro rata percentage determined by dividing the number of calendar days in the semester that the student completed by the total calendar days in the semester. The total calendar days in a semester includes weekends, but excludes scheduled breaks of five or more days and days that a student was on an approved leave of absence. The unearned portion shall be refunded up to the point in time that the amount earned equals 60%. Students who withdraw from the institution when the calculated percentage of completion is greater than 60% are not entitled to a refund of any portion of institutional charges. (BOR 7.3.5.1).

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

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

Students should refer to the Registrar Academic Calendar webpage for specific dates of each refund period.

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

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

Refunds will be disbursed by the university's internet bank partner. Students may use Personal Code number received from Card Services to select a refund payment method: electronic fund transfer or paper check

<https://www.refundselection.com/refundselection/#/welcome/continue>. Details are available at: http://cardservices.kennesaw.edu/docs/Brochure_2016_O_88914_55441.pdf.

Military Service Refunds and Re-enrollment

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

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

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

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

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

Tuition Classification

Under guidelines established by the Board of Regents (BOR) of the University System of Georgia (USG), Kennesaw State University is required to determine the tuition classification for tuition payment purposes of all applicants or students of the University in accordance with BOR Policy 4.3.2 Student Residency.

A student's initial tuition classification is determined by the answers they provide on their application for admission. If the student does not agree with their initial tuition classification, they can appeal the decision to the Tuition Classification Officer in the Office of the Registrar.

Should the student enroll as a Non-Resident and later want to be considered a Resident, the student must submit a Petition to Change Tuition Classification. To ensure the student's tuition classification is corrected before the payment deadline the student should submit the Petition to Change Tuition Classification at least two weeks prior to final payment deadline. Otherwise, the student has until 30 days after the first day of class of the term they are trying to get in-state tuition to appeal their tuition classification. If approved, the change is not retroactive to prior semesters. If a petition is denied the student may appeal the decision beginning with the Office of the Registrar. Appeals will not be heard by the Board of Regents of University System of Georgia.

If a student enrolls as an out-of-country student and is not eligible to be reclassified to in-state tuition, they may be eligible to reclassify to out-of-state tuition. The student should

contact the Tuition Classification team to discuss which documents are required to be reclassified.

Information regarding this process and the form can be obtained on-line at <https://www.kennesaw.edu/tuition-classification/> or by contacting the Tuition Classification Officer at tuitionclassification@kennesaw.edu.

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

USG BOR policy on classification of students for tuition purposes and out-of-state tuition waivers may be found in the BOR Policy Manual sections 4.3.2 and 7.3.4.1 at <https://www.usg.edu/policymanual>.

Financial Aid

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

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

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

For more information, visit the Financial Aid Office, view the website at financialaid.kennesaw.edu, call our automated telephone system at 470-KSU-INFO (470-578-4636), fax at (470) 578-9096, email at finaid@kennesaw.edu, or write to:

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

Determination of Need-Based Awards

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

Prior to completing the electronic FAFSA, students and parents of dependent students should obtain a FSA ID at fsaid.ed.gov/npas/index.htm.

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

Loan Programs

Federal Stafford Loan – Unsubsidized

Students borrowing through the Unsubsidized Stafford Loan Program are responsible for the interest on the loan. The interest rate is 4.3% for graduate students. The origination fee for Stafford Loans is 1.057% if disbursed prior to October 1, 2021. Funds are disbursed to the student through the university in two installments. The student must be enrolled in at least 5 hours each term to receive a Federal Unsubsidized Stafford Loan as a graduate student. For the most up to date information on interest rates and loan fees, please visit <https://studentaid.gov/understand-aid/types/loans/interest-rates>.

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

Federal Graduate PLUS Loan

Graduate students are eligible to borrow under the PLUS Loan Program up to the cost of attendance minus other financial assistance. Students must not have an adverse credit history. The fixed interest rate is currently 5.3%. While the student borrower is enrolled in school on at least a ½ time basis (5 credit hours), the student is eligible for an in-school deferment that allows postponement of payments until graduating or dropping below ½ time. The Federal Direct Grad PLUS Loan has a federal origination fee of up to 4.228% if disbursed prior to October 1, 2021. Students are required to complete the FAFSA application. For the most up to date information on interest rates and loan fees, please visit <https://studentaid.gov/understand-aid/types/loans/interest-rates>

Emergency Loan Program

Tuition and Fees and Personal Loans

The Emergency Loan Program is designed to provide temporary assistance to students during their matriculation at KSU. An emergency loan for in-state tuition and fees or an

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

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

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

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

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

For more information on the Emergency Loan Program, please visit: <https://financialaid.kennesaw.edu/types-of-aid/loans/emergency.php>.

Alternative Loan Program

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

Graduate Student Work Opportunities

Graduate Research Assistantships

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

Federal Work Study Program (FWS)

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

Institutional Employment

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

Career Services

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

Satisfactory Academic Progress Standards Policy

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

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

Quantitative and Qualitative Requirements

1. Quantitative Requirement – The quantitative requirement has two parts:

- A maximum time frame
- A required completion ratio

Undergraduate Students

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

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

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

Graduate Students

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

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

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

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

Policy Details

When is SAP determined?

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

What happens when you do not meet the requirements?

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

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

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

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

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

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

How do you regain eligibility?

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

Appeal Requirements:

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

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

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

Academic Circumstances that Affect Your Status:

- ***Changes in major, double majors or minors*** – may cause you to reach your maximum attempted hours, and lose your eligibility before earning a degree.
- ***Incomplete grades, missing grades, failing grades, course withdrawals*** – all reduce your completion ratio, because they are counted as attempted, but not earned credits. They also count against your maximum attempted hours.

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

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

Veteran's Benefits

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

Students using Chapter 33 (Post 9/11) benefits under the GI Bill® are required to pay (by the Final Payment Deadline) any tuition and fees not covered by the VA. The VA does not pay tuition and fees to Kennesaw State University for students using Chapter 30, Chapter 1606, or Chapter 35 benefits. These students are responsible for payment of their tuition and fees by the payment deadline, since they are paid benefits directly through Veterans Affairs.

Students using VA Chapter 33 or VA Chapter 31 education benefits will be allowed to attend and participate in their course of education provided they have submitted to their Veteran Certifying Official a current Certificate of Eligibility or Statement of Benefits "eBenefits" (for Chapter 33) or a current VA Form 28-1905 (for Chapter 31). If the VA delays in submitting funds to KSU for these students, these students will have full access to their classes, libraries, and other institutional facilities. They will not be required to borrow funds and will not have penalties or late fees imposed because of the VA's delay.

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

Eligible veterans and the children and widows of veterans must make application for the benefit to their regional Veterans Affairs. The Military and Veteran Services Office can assist with the application process.

Veterans who wish to use VA Chapter 31 Vocational Rehabilitation benefits must contact the VA Regional Office to be assigned a counselor to help with the application process. All other benefits can be applied for online at www.vets.gov. Students in training under Chapter 31 are responsible for making sure their counselor has provided a current VA Form 28-1905 for their benefit, and should check with the University Business Services Office regarding the handling of their account for fees, supplies, etc.

Students attending on the GI Bill® are certified for VA benefits only for those courses required in their particular programs of study. Courses taken for audit are not payable by the VA. Such students must maintain Kennesaw State University standards for academic performance. Those students who are academically dismissed from school will have their benefits interrupted. Upon readmission and re-certification for benefits at Kennesaw State University,

the VA will decide if further benefits may be paid for continuation of the program in which the academic deficiency occurred.

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

Any veteran or dependent wishing to use the GI Bill® benefits must contact their VA Certifying Official. The offices of the VA Certifying Officials are located in the Office of the Registrar.

Students using VA education benefits must submit their letter of eligibility to their Veteran Certifying Official no later than the first day of the course of education. Students must also submit KSU's Veteran's Enrollment Data Sheet and VA Education Benefits Statement of Understanding. Students who do not have the full Chapter 33 benefit (less than 100%), or who enroll in classes not required for their degree program, or who have other financial obligations to Kennesaw State University, are still responsible for their portion by the payment deadline (as listed in the Academic Calendar on the Registrar's website). Failure to pay non-VA covered charges are subject to deletion of classes and late fees.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

Computing and Information Resources

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

A technology fee is collected each term to provide students with improved technological resources including: greatly enhanced access to the internet; general and academic-specific software packages delivered online via virtual computing labs; training in the use of computer and audio visual technology; extended computer laboratory hours; electronic study rooms in the Kennesaw Campus library, and extended hours for technical support for campus applications.

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

Mandatory KSU E-Mail Account

KSU generated e-mail accounts are the official means of communication with students. Instructions can be found at <http://www.kennesaw.edu/myksu/>.

KSU's Chief Information Officer & Vice President of Information Technology

The Chief Information Officer (CIO) & Vice President of Information Technology provides leadership in the continuing advancement of information and instructional technology. This position oversees the operations of information technology, which includes the University Information Technology Services division and the technical infrastructure of the KSU Library System.

The Kennesaw State University Libraries

The KSU University Libraries includes two libraries, the Horace W. Sturgis Library located on the Kennesaw Campus, and the L.V. Johnson Library located on the Marietta Campus. Their locations and contact information are as follows:

Horace W. Sturgis Library (Kennesaw Campus)

385 Cobb Avenue NW, MD1701

Kennesaw, GA 30144

Departments & Services:

Check Out Desk - 470-578-6202

Research Help - 470-578-6325

Interlibrary Loan - 470-578-6002

L. V. Johnson Library (Marietta Campus)

910 Hornet Loop

Marietta, GA 30060

Departments & Services:

Check Out Desk - 470-578-7276

Research Help - 470-578-7471

Mission / Vision

The mission of the Kennesaw State University Libraries is to support and further KSU's mission of being a powerful, diverse, student-centered, and research-driven university. The Library System carefully cultivates resources, services, and spaces that enhance teaching, learning, scholarship, and creative endeavors for our users. These efforts focus upon supporting student success – especially advancing undergraduate programs, supporting the graduate programs, furthering research with relevance, and promoting lifelong learning.

The vision of the KSU University Libraries is to advance student success, lifelong learning, and research with relevance through teaching, access, and discovery with the expertise and dedication of our professional faculty and staff.

Library Resources

The Kennesaw State University Libraries holds a growing number of carefully cultivated resources and services designed to assist students and faculty. Collections include over 104,000 e-journal titles; 800,000 e-books; 14,000 Federal Serial Sets (approximately 9.7 million pages); 62,000 federal maps; 1,300,000 music scores; over 10,000,000 audio recordings; and 100 collections of data-sets representing over 12,000,000 data points. The KSU University Libraries proudly hosts and maintains the university's institutional repository, the Digital Commons, which is home to 13,374 resources and over three million downloads worldwide.

Because the KSU University Libraries is a participating member of GALILEO Interconnected Libraries (GIL), students and faculty have access to and borrowing privileges from the collections in all of Georgia's public college and university libraries as well as a number of private university libraries. GALILEO and GIL provide access to the collections of the finest doctoral research university libraries in the state. The comprehensive holdings of Georgia's virtual library system include over 10 million volumes and thousands of full-text periodicals accessible through 384 electronic databases. Consequently, the discipline-specific library resources available to support the KSU colleges and programs are extensive. KSU is also a charter member of LYRASIS, a national and international bibliographic cooperative in library resource management. LYRASIS uses its large library membership to secure discounted purchasing prices and licensing fees for a wide variety of eResources and eContent materials.

Federal Government Documents Depository

Located at the Johnson Library on the Marietta campus, the KSU University Libraries houses a partial Federal Government Documents Depository for the 11th Congressional District.

Library Services

As a physical and digital library system, we emphasize access to library services regardless of location or need, whether that is, on campus, at off-campus locations, and/or via distance learning technologies. The physical libraries are open about 100 hours per week on each campus with extended hours during exams. For research assistance, the libraries offer both assistance in the libraries as well as a 24/7 chat service where users can receive remote assistance from a librarian at any time. The University Libraries also offers in depth one-on-one research consultations, both remote and in person. Online library resources are accessible via individual user login authentication all day, every day, and online and distance

education students also benefit from ubiquitous access to high-quality information resources. Each library offers orientation sessions and information literacy instruction in a variety of formats, including course integration. For resources external to the KSU University Libraries, the libraries offer robust borrowing and loan programs. The university's Archives and Special Collections are also located within the libraries and are available via appointment.

Study Spaces

Both individual and group study spaces are available at both libraries. In the Sturgis Library, the ground floor provides a community space where students have access to computers and printers. The 1st floor learning area is called OwlSpace, and it is a "noisy" space where students are free to collaborate and work on group projects. OwlSpace also includes computers and multiple presentation rooms. The third floor offers a quieter study area containing individual study cubicles as well as seven glassed-in study rooms for quiet group study, and a printer and microfilm reader.

In the Johnson Library, the first floor Hive area is a "noisy" community space where students have access to computers and communal seating. The second floor provides access to quiet study rooms for group study and individual study cubicles.

Borrowing Privileges

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

Digital Commons

The KSU University Libraries hosts the DigitalCommons@Kennesaw State University. The Digital Commons is a digital resource for KSU's intellectual and creative out-put. With the increase in KSU's graduate programs, the University Libraries uses the Digital Commons to self-publish dissertations, theses, and capstone projects and make them available online. These resources are fully searchable by keyword or author and are indexed by major search engines such as Google Scholar.

For more information about the libraries visit our webpage at library.kennesaw.edu.

University Information Technology Services (UITS)

University Information Technology Services (UITS) provides KSU with the technical resources for students to carry out scholarship, academic collaboration, research, and innovation. Students can expect the state of the art technology they require for learning management, research and study, course registration, in addition to university classrooms fully equipped with modern audio-visual technology.

Students are assigned a KSU email account, personal web space, and cloud file storage. Students are also eligible to participate in online and face-to-face training sessions for commonly used software, multimedia development, production assistance and information security.

Student software applications are accessed via a single sign-on authentication with one login ID (NetID) and one password. Student Help Desks with extended hours, telephone and email support, and walk-up services are available at the Kennesaw and Marietta campuses to answer any questions and provide technology advice. Wireless access is available on all campuses and continues to expand as the University grows.

UITS maintains both traditional computer labs with printing and copying services as well as Virtual Labs that allow students to use productivity- and academically specific- software at home on their own devices.

UITS AV Circulation is a free service provided to students for academic and "Not for Profit" usage on both the Marietta and Kennesaw Campuses. Examples of available equipment include items such as: HD video and still DSLR cameras, professional video production cameras, microphones and lighting equipment, tripods, PA systems, data projectors and projection screens. Walk-ins are welcome; however, advanced reservations are preferred to ensure item availability. Reservations may be made in person or online at avcheckout.kennesaw.edu.

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

Visit uits.kennesaw.edu to learn more about the technology services available for students and to find contact information and operation hours for the KSU Service Desk.

1.0 GENERAL UNIVERSITY REGULATIONS

1.1 Student Responsibility

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

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

1.2 Student Records

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

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

1.3 Directory Information

The items listed below are designated as "Directory Information" at Kennesaw State University and may be released for any purpose without written consent at the discretion of Kennesaw State University:

- student's name
- major field of study
- academic advisor
- dates of attendance
- degrees awarded
- participation in officially recognized activities or sports
- awards and honors received
- KSU student email address

- enrollment status (part/full time)

Directory information will be withheld if requested by the student. To withhold directory information, the student must complete and submit the Release of Directory Information form or hand deliver the request to the Office of the Registrar located in Kennesaw Hall or email the request to registrar@kennesaw.edu.

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

For additional directory information, please visit <https://www.kennesaw.edu/ferpa/>

1.4 Student Email

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

1.5 Telecommunication Policies

The policies for use of all telecommunications equipment, including telephones, computer and FAX equipment, are found on the Kennesaw State University (KSU) Web Site at www.kennesaw.edu/ or they can be reached from the KSU Intranet Home Page by choosing the topic Issue Specific System Policies from the "Computing Resources" section.

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

1.6 Disclaimer

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

2.0 REGISTRATION POLICIES

2.1 Registration Access

Access to registration will be granted by time tickets in Owl Express based on a student's number of overall earned hours (this includes transfer hours). No course additions/deletions are permitted after Drop-Add period has ended.

2.2 Holds on Registration

Holds may be placed on a student's registration in order to satisfy an obligation owed to the University. Failure to return equipment, books, or lab supplies may also result in a financial hold. Registration, transcript, and diploma requests may not proceed unless all holds are removed.

2.3 Maintaining Eligibility to Register

Students enrolled in a Graduate degree program must register for at least one course in at least one semester per academic year in order for the original program requirements for their degree to remain unchanged unless a Leave of Absence has been approved. If a student is not enrolled three (3) consecutive terms (including summer), the student must apply for readmission. See the Admissions section of this catalog for additional details.

2.3.1 Continuous Enrollment While Completing Dissertation, Thesis or Capstone Project Work

- If dissertation, thesis, capstone, or project courses comprise 50% or more of a student's credit hours in any semester students must be enrolled every semester (including summer) when they are receiving thesis, dissertation or project guidance or intend to use campus resources. If a student is not receiving thesis, dissertation, or project guidance and does not intend to use campus resources, then the student is not required to register in the summer and the student should request a leave of absence.
- Students who have completed all coursework and are planning to submit a dissertation, thesis, capstone, or project in partial fulfillment of the requirements for a graduate degree should register for dissertation, thesis,

capstone or project hours consistent with a realistic appraisal of the amount of remaining work and required faculty involvement.

- Graduate students must be registered for at least one semester hour in the semester (including summer) in which they complete all degree requirements to qualify for graduation. Students then may graduate that same semester or the following in accordance with the graduate timeline.

2.4 Credit Hour

KSU defines a credit hour as a minimum of 2,250 minutes of academic engagement per semester. For many courses, the time is distributed as 750 minutes of direct, faculty-led instruction and 1,500 minutes of out-of-class academic engagement. For a 15-week semester (i.e., Spring Semester or Fall Semester), that equates to 50 minutes of direct, faculty-led instruction and 100 minutes of out-of-class academic engagement per week. An equivalent amount of work and a minimum of 2,250 minutes of academic engagement per credit hour is required for credit-bearing educational activities, for which the direct, faculty-led instruction time varies, including internship, field experience, cooperative education, and some online courses. Thus, this definition applies regardless of type of course, term length, and delivery mode.

2.5 Classification of Courses

Kennesaw State University divides courses completed for academic credit into four categories – lower division, upper division, graduate, and doctoral – representing increasing levels of rigor.

- Lower-division courses are numbered 1000–2999;
- Upper-division, undergraduate courses are numbered 3000–4999;
- Graduate courses are numbered 5000–7999;
- Doctoral courses are numbered 8000–9999.
- Advanced, undergraduate coursework for the five-year, Bachelor of Architecture program are numbered 5000–5999.

Graduate courses are open only to students accepted to graduate study or in instances where a Double Owl Pathway is in place (maximum 9 credit hours).

Graduate students may use graduate level work only to complete their degree requirements. Graduate coursework may not substitute or transfer more than two levels; (i.e. 5000-level course may not be used for 8000-level courses and vice versa).

2.6 Full Time and Maximum Course Load

For a graduate student nine (9) semester credit hours is a full-time load in Fall and Spring semesters, and six (6) semester credit hours in Summer semesters. A graduate student in good standing may enroll for twelve (12) semester credit hours in any semester. In order to enroll for more than twelve (12) semester hours, a student must obtain approval from the applicable graduate program coordinator/director.

2.6.1 Full Time Course Load for Doctoral Students Advanced to Candidacy

For doctoral candidates, a) advanced to candidacy and b) who will be registered for more than 50% of their hours in dissertation hours for the remainder of their degree, a full-time load is 6 semester credit hours in Fall and Spring and 3 semester credit hours in Summer.

2.7 Course Audits

Auditing of courses will be permitted for a regularly enrolled graduate student and on a space-available basis. A student must have completed all prerequisites necessary for the course to be audited and is 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.

An audited course does not affect the student's GPA, requires the same tuition and fees as a course taken for credit, does not count toward degree completion, and will be noted in Owl Express and on the transcript with the symbol "V." A student will not be permitted to have the audit grade changed at any future date.

Withdrawal from an audited course is subject to the KSU withdrawal policy **2.9 Withdrawal From Classes**

Auditing of courses is not allowed in the following programs:

- Doctorate of Business Administration (Business Administration, Ph.D)

- Executive Master of Business Administration (Business Administration, MBA (executive))
- Master of Science in Conflict Management (Conflict Management, MSCM)
- Master of Science in Information Systems (Information Systems, MSIS)
- Any of KSU's Master of Education (M.Ed.) programs

2.8 Prerequisites, Concurrent Prerequisites, and Co-requisites

Unless noted in the catalog, a minimum grade of "C" is required as a prerequisite for all courses.

Registration for many courses is restricted to students who completed certain coursework (i.e., prerequisite course(s)), met certain milestones (engineering standing, admission to the program, earned more than a particular number of credit hours, etc.), or permission from applicable faculty.

- Prerequisites must be completed prior to enrolling in a course.
- Concurrent Prerequisites can be completed prior to enrolling or can be enrolled in during the same term as a course.
- Co-requisites must be enrolled in during the same term as the course.

Each student is responsible for identifying prerequisites and planning a program of study in consultation with an academic advisor.

2.9 Withdrawal from Classes

A student who officially withdraws from a course by the end of the last day to withdraw without academic penalty will receive a grade of "W" and receive no credit.

A student will receive a refund only when the student withdraws from ALL courses for the applicable semester and only by the schedule outlined in the University refund policy found here [Tuition, Expenses, & Financial Aid](#) .

Students should be aware that a reduction in their hours might result in the loss of full-time student status and thus affect their financial aid, scholarships, athletic and ticket eligibility, University resources and access to university facilities, visa status for international students, and Veterans Educational Benefits. Students should contact the appropriate office and their program coordinator with questions about the impact of their withdrawal from a course before initiating a withdrawal.

Veterans and dependents of veterans who receive educational benefits must notify the Veterans Education Benefits Area in the Office of the Registrar of any course load reductions.

International Students should contact the International Student and Scholar Services for advising on how a reduction in credit hours may impact visa status.

2.9.1 Hardship Withdrawals

If a student experiences significant personal hardship (e.g., medical or family emergency, prolonged illness), the Dean of Students can approve a hardship withdrawal from all courses in the term for which the student is currently registered. In the case of an approved hardship withdrawal from all courses, the Registrar will assign grades of "W" for those classes. The deadline for final approval of a hardship withdrawal by Dean of Students is the last day of class for which the hardship withdrawal is sought. If the hardship withdrawal process is not complete by the last day of class for which the hardship withdrawal is sought, a student must appeal for a retroactive hardship withdrawal from the Academic Standing Committee.

Appeals for retroactive hardship withdrawals must be directed to the Academic Standing Committee. Retroactive hardship withdrawals are rarely granted if it has been more than one year since the last day of class for which the withdrawal is sought. Extraordinary justification must be shown. In the case of approved retroactive hardship withdrawals, the Registrar will assign a grade of "W."

2.9.2 University Initiated Withdrawals

If a student is suspended by the Office of Student Conduct following a violation of the University's Code of Conduct not related to academic dishonesty, the Office of Student Conduct may facilitate a University-initiated withdrawal from courses for which a student is registered for the term. The Registrar will assign grades of "W" for those classes.

2.9.3 Military Withdrawals

A student will receive a "WM" symbol for all courses and a full refund of tuition and mandatory fees and a pro rata refund of other fees for military and other service, as defined by BOR Policy Manual, Section 7.3.5.3. To request a military withdrawal, the student must submit a copy of official orders to the Office of the Registrar.

2.10 Military Short-Term Absence Policy

The University recognizes and appreciates the important contributions made in service of our country by Active Duty, Reserve, and National Guard members and their dependents. At times these students may be called to fulfill their duties for training or short-term deployment, which cause students to be absent from classes for a short period of time. These absences qualify as "excused absences" which means that the absence, with proper documentation provided, is not subject to penalty and coursework may be satisfied through agreement between individual instructors and students.

- For any emergency orders where the student will be absent approximately 3 weeks or less: Students are responsible for making arrangements with instructors to maintain and/or make up classwork as needed. Service members should provide instructors with maximum advance notice of absences, providing copies of directives from the Military, Reserve, or National Guard.
- A student who will be absent for up to three weeks will be allowed to make up any missed work within a reasonable time frame (generally up to 30 days) without a grade penalty. Instructors must accommodate absences of up to three weeks for 15-week semesters and a proportional duration for other sessions. It is the responsibility of the student to communicate in writing directly with each instructor, as far in advance as possible, so appropriate accommodations can be made.
- For time-sensitive state or federal emergencies/activations where written documentation may not be available until the end of the obligation, the student is responsible for securing the orders to provide to faculty members upon return to the University.

2.11 Cross Registration – Atlanta Regional Consortium for Higher Education (ARCHE)

Kennesaw State University is a member of the Atlanta Regional Consortium for Higher Education (ARCHE), 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 ARCHE institutions. This program is distinct from transient status in that it is possible for a student to register for an approved course at any of the 20 consortium schools and receive credit, while

paying tuition costs to the home institution. The intent is to allow a qualified student to complete coursework in that student's area of study that is not available at the home institution.

A student applying to cross register must meet all eligibility requirements under the ARCHE agreement and the partnering school. Courses taken at a partnering school are transferred back as transfer credit. Credits earned through the ARCHE program do not count in the KSU residency requirement.

To be eligible to participate, the student must be in good standing and must have the recommendation of the faculty advisor or Department Chair at the home institution. Cross registration may be pursued only for courses not offered at the home institution for the given term and is not recommended for a student enrolled in the student's last semester before graduation. A KSU student must be enrolled for at least one semester hour at KSU in order to cross register. To apply for cross registration at an ARCHE member institution, a student must submit a Cross Registration Application to the Office of Registrar. KSU's cross registration coordinator should be consulted for individual member college cross-registration deadlines. A complete list of the requirements for eligibility and registration procedures are located on the application.

Member Institutions:

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

2.12 Attendance Policy

Attendance in classes, laboratories, and lectures is important. Each student is expected to attend the activities corresponding with the student's schedule of courses. The instructor determines the attendance policy for the course and at the beginning of the semester, provides the students a clear statement regarding the absence policies for the course, including academic consequences of absences. A student who is absent because of participation in University-approved activities, such as field trips and extracurricular events, will be permitted to make up the work missed during the absences.

2.13 Directed Study

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

General restrictions:

- Content in the directed study must not substantially overlap an existing course in the curriculum.
- A student may not enroll in more than three semester credit hours of directed study coursework per semester.
- A maximum of ten semester hours of directed study may be used to satisfy degree requirements with a maximum of three hours used as related studies electives and a maximum of three hours used as free electives. The department shall determine the maximum number of hours allowed within the major.
- A student must have an overall institutional GPA of at least 3.0 and a cumulative GPA in the major of at least 3.0 in order to be eligible for a directed study

Any student wishing to do a directed study must obtain approval from the department and complete a Directed Study request.

2.14 Special Topics

The following institutional regulations apply to special topic courses. Additional departmental requirements may exist.

- Content in the special topic course must not substantially overlap an existing course in the curriculum.
- Special topics courses cannot be required in a degree, concentration, minor, or certificate program because of their temporary nature, but may be included in a list of electives for any program.
- No course may be offered more than three times using a Special Topics course number and/or topic. If after being taught, the course can go through the curriculum process to be approved as a new course.

Note: Special Topics courses are temporary; they are not ongoing courses with variable topics. Variable topics courses offer different content in different semesters and have undergone curricular approval.

2.15 Cooperative Education and Internships

The cooperative education (co-op) and internship courses offer participating students work experience relevant to their majors. For information about co-op and internship opportunities, contact the Department of Career Planning and Development or the corresponding academic department. For information about the applicability of co-op and internship courses to a particular major, contact the corresponding academic advisor.

S/U grades will be assigned for co-op classes.

The Internship grade structure depends on the academic department involved.

2.16 Leave of Absence

A leave of absence provides a mechanism for students experiencing unusual circumstances to be exempt temporarily from the Continuous Enrollment Policy. A leave of absence requires approval of the Graduate Program Coordinator and The Graduate College. See policy

2.3.1 Continuous Enrollment While Completing Dissertation, Thesis or Capstone Project Work

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

The Graduate College, at its discretion, may grant an extension of the time to degree completion (see: **5.4 Program Time Limit**).

2.16.1 Application

Students may apply for a leave of absence for good cause such as serious medical and health-related issues; major financial and employment issues; pregnancy, childbirth, childcare, elder care, and other significant family issues; and other major personal circumstances that interfere with the ability to undertake graduate study.

2.16.2 External Limitations

An approved leave of absence does not exempt students from the enrollment requirements of other programs, offices and agencies such as the Veterans Administration, Immigration and Naturalization Service, and federal financial aid programs. Please note that eligibility for certain types of financial aid (including graduate assistantships) may require enrollment for credits beyond those required by the Continuous Enrollment Policy. It is the student's responsibility to notify other appropriate agencies as necessary, as well as ensuring the leave does not adversely affect the student.

2.16.3 Deadlines

It is the student's responsibility to apply for a leave of absence in a timely fashion. A student may apply for a leave of absence before or during any semester in which they are not registered for courses. Application for a leave of absence must be received by the Graduate College on or before the last day of classes for the semester for which it is requested. A leave of absence will not be granted retroactively after the end of the semester.

2.16.4 Limits

A student may request a leave of absence for one semester, two consecutive semesters, or three consecutive semesters (summer semester included). There is a 12-month limit for any one request of leave of absence. A student may submit multiple requests for a leave of absence subject to a 3-semester limit while enrolled in a specific graduate program.

3.0 GRADING POLICIES

3.1 Grading System

Issuance of grades and formulation of individual attendance policies are the prerogative of the instructor. The course instructor must make feedback available to each student about that student's academic progress in the course prior to the last published day to withdraw without academic penalty. The Board of Regents (BOR) of the University System of Georgia (USG) Policy Manual, Section 3.5, states grades are expected to conform to those listed below.

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

<i>Final Grades</i>	<i>Quality Points per Credit Hour*</i>
A (Excellent)	4.00
B (Good)	3.00
C (Satisfactory)	2.00
D (Passing)	1.00
F (Failure)	0.00

3.2 Other Grades

I: Denotes an incomplete grade for the course. An incomplete grade may be awarded only when the student was doing satisfactory work prior to the last two weeks of the semester but for nonacademic reasons beyond the student's control, was unable to meet the full requirements of the course.

- A grade of "I" must be removed by completing the course requirements within one calendar year from the end of the semester in which the "I" was originally assigned.

- Upon completion of the course requirements within the specified time limits, a final grade will be assigned based on the student's total performance.
- If the course requirements are not completed within the specified time limits, the "I" will be changed to an "F" for a course that awards grades of "A", "B", "C", "D", or "F" and the student's cumulative and institutional GPAs will be recalculated accordingly, or the "I" will be changed to a "U" for a course which awards a grade of "S" or "U." An incomplete grade cannot be removed by re-enrolling in the course

IP: Indicates that credit has not been given in a course that requires a continuation of work beyond the term for which the student enrolled in the course. This symbol cannot be substituted for an "I."

K: indicates credit awarded by examination including, but not limited to, the following:

- Departmental Course Exams for Advanced Standing
- Prior Learning Assessment (portfolio review)
- Military Credit

NR: Indicates no grade was reported. The grade will be changed to the appropriate grade once determined.

NA: Never Attended (for attendance verification). The grade will be changed to a withdrawal without academic penalty grade (W)

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

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

V: Indicates the student was given permission to audit the course. It is not included in the calculation of the grade point average. A student may not transfer from audit to credit status or vice versa

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

WM: Indicates a student was permitted to withdraw without penalty at any time during the term based on a military service refund, as defined by BOR Policy Manual, Section 7.3.5.3.

3.2.1 Grading of Thesis/Dissertation Credits

- Unless otherwise approved by The Graduate College, the grade of "S" or "U" must be recorded for all thesis, dissertation or project credit when completed.

3.3 Grade Point Average (GPA)

The grade-point average (GPA) is the average grade made by the student on all graduate course work for which they have enrolled in residence (including online and hybrid courses) at Kennesaw State University. 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," "I," or "IP" grades are not included. Grade point averages are truncated to two decimal points.

Term GPA

Kennesaw State University calculates a term grade point average (Term GPA or Semester GPA) for courses attempted each semester.

Institutional GPA

Kennesaw State University calculates an institutional GPA that is used as the primary, overall GPA. Transfer credit/grades will not be used in calculating the institutional GPA. The institutional GPA for the applicable term will be used to determine academic standing at the end of the term.

Cumulative GPA

Kennesaw State University calculates a cumulative GPA by dividing the total number of credit hours in which a grade of "A", "B", "C", "D", or "F" was earned into the number of quality points earned for those hours.

3.4 Grade Changes

Errors in grades must be reported to the Office of the Registrar immediately. In general, no grade changes will be made after the end of the next semester after the grade was assigned, except with the approval of the Academic Standing Committee. In general, the Academic Standing Committee, as described in University Handbook, Section 3.1.2, will not consider requests for grade changes beyond one year from the end of the semester in which the grade was assigned. A petition for a grade change will not be accepted after the date of graduation.

3.5 Course Specific Grade Policy

Each faculty member must specify their grading policy in the syllabus at the beginning of the course. The faculty member may change the grading policy for cause after that time but must do so uniformly with ample notification to students.

The grading policy must be specific, in writing and distributed or otherwise provided to the class at the beginning of the course. Some departments may also require faculty members to file grading policy statements in the departmental office.

3.6 Grade Appeal Policy

Kennesaw State University is committed to treating students fairly in the grading process. A student may appeal a final grade awarded for a course. Interim grades or grades on specific assignments are not appealable. An appeal must be based on one or more of the following:

- an allegation that the faculty member has violated the stated grading policy,
- an allegation that the faculty member assigned a grade using a different standard than was used with other students in the same course,
- an allegation that the grade was miscalculated.

The student has the burden of proving these allegations. All formal appeals under these procedures will be based only on the written record.

This process does not address academic integrity allegations, faculty misconduct, or discrimination/retaliation. If the student alleges their grade is based on discrimination or retaliation because of their membership in a protected class, the student may file a complaint with the Office of Institutional Equity (OIE) here: <https://discrimination.kennesaw.edu/index.php>

Please note: Complaints filed with the OIE are independent of the grade appeal process and are not reviewed by OIE as an appeal of a grade. If an OIE complaint is filed, the grade will remain the final grade and cannot be changed based on OIE authority. However, upon receiving a finding from the OIE as to whether there is a violation, the Dean may determine whether a change of grade is warranted.

A complaint filed with the OIE and a Formal Grade Appeal may be filed concurrently. Filing a complaint of discrimination/retaliation with the OIE regarding a grade does not change the time requirements for filing a grade appeal based on this policy.

3.6.1 Informal Appeal Procedure

The student is encouraged to discuss concerns and disputes over final course grades with the faculty member, prior to filing a formal grade appeal, to understand the basis of the grade. The faculty member is expected to be available to the student, to respond to emails, and to discuss grades so that, if possible, grade disputes can be resolved informally. If pursuing a grade appeal using the informal process, students and faculty must keep in mind the deadline for filing a formal appeal. An informal appeal does not change the deadline for filing a formal appeal.

3.6.2 Formal Appeal Procedure

In situations where an informal resolution does not occur or is not successful, the student may appeal the final course grade to the Department Chair of the department offering the course, hereby referred to as 'the Chair'. The appeal must be written and emailed. It must describe the precise basis for the appeal (see allegations above). Any pertinent information must be attached to the email and submitted with the appeal in order to be considered in this or subsequent appeals, for example:

- course syllabus,
- instructions for assignments indicating grading procedures/expectations including grading rubrics and grading scales
- emails or other communications between the student and faculty relevant to the allegations.

The appeal must be submitted within twenty (20) business days after the first day of classes of the next academic term (fall, spring, summer) after the

academic term in which the final grade was posted in Banner/D2L. The Chair will provide the faculty member who assigned the grade with the opportunity to respond in writing to the student's appeal. The Chair (or the Chair's designee) will review the allegations, conduct any additional fact finding as needed and then provide a decision in writing to the student. The decision should be issued within twenty (20) business days of the receipt of the complaint in the Department. The Chair's written decision will specifically address the relevant issues raised by the student. If there is a delay in issuing a decision by the deadline, the Chair/Chair's designee will notify the student and faculty member explaining the reason for needing additional time to issue a decision. The maximum amount of additional time to issue a decision is ten (10) business days.

The student may appeal the Chair's decision within twenty (20) business days of being notified of the Chair's decision. Such appeal will be made, in writing, to the Dean of the College in which the Department is located. At the Dean's discretion, the Dean can appoint an advisory panel, consisting of two (2) faculty members from outside the department where the grade was awarded and one (1) student to review the written documentation and make a recommendation to the Dean. The advisory panel may invite the student and the faculty member who awarded the grade to meet with the panel to share each party's position on the grade dispute. The panel will provide a written recommendation to the Dean within ten (10) business days of the receipt of the appeal.

The Dean will issue a decision to the student, in writing, within ten (10) business days of the receipt of the report from the advisory panel or within twenty (20) business days of the receipt of the written complaint from the student if no panel was appointed. If there is a delay in issuing a decision by the deadline, the Dean will notify the student and faculty member explaining the reason for needing additional time to issue a decision. The maximum amount of additional time to issue a decision is ten (10) business days.

For graduate courses, the student may appeal the College Dean's decision to the Dean of the Graduate College. Such an appeal will be made, in writing, to the Graduate College Dean and the Graduate College Dean will issue a decision to the student, in writing, within twenty (20) business days of receiving the appeal.

The student may appeal the Graduate College Dean's decision to the Provost or Provost's designee, in writing, within twenty (20) business days of being notified of the Dean's decision.

The Provost/Provost's designee will issue a decision to the student in writing within twenty (20) business days of receiving the appeal. The Provost/Provost's designee will notify the student and faculty member and provide a justification if there is a delay in issuing a decision by the deadline. The maximum amount of additional time is 10 business days.

The Provost's decision is final. Decisions regarding grades may not be appealed to the President of KSU nor to the Board of Regents (per BOR Policy Manual, Section 6.26). Nothing in this grade appeal process prohibits the parties from settling this matter at any stage. However, any attempt to settle the matter through mediation does not affect the deadlines assigned to each level of the grade appeals process.

It is University policy that students filing grievances and those who are witnesses are protected from retaliation.

3.7 Repeated Courses

A graduate student may repeat for credit no more than two graduate courses, one time each. Only courses in which a student previously earned a grade below "B" may be retaken for credit. All grades received for work attempted at KSU are calculated in the institutional grade point average with the exception of repeated courses. In that case, grades for repeated courses replace the initial attempt in the institutional grade point average.

Individual degree programs may establish more stringent requirements. Refer to the program pages in this catalog for additional information.

4.0 ACADEMIC STANDING, DISMISSAL, & REINSTATEMENT

4.1 Academic Standing

4.1.1 Good Standing

A graduate student is in good standing when the student's institutional GPA is 3.00 or higher.

4.1.2 Academic Probation

Whenever a graduate student's institutional graduate grade point average drops below 3.0, that student will be placed on probation. While on probation, the student will not be permitted to take comprehensive exams or obtain a graduate degree. Academic probation may also affect a student's financial aid status or eligibility to hold a graduate assistantship. A graduate student can have the probationary status removed by raising their institutional grade point average to at least 3.0.

Individual graduate programs may have additional expectations and/or grading policies. Please see specific graduate program sections of the catalog for additional information on graduate expectations.

4.1.3 Academic Dismissal

A graduate student will be academically dismissed from the graduate program under any of the following condition while on probation:

- The student does not earn a 3.00 or higher term grade point average (GPA)
- The student does not achieve an institutional graduate GPA of 3.00 after two consecutive semesters

4.2 Reinstatement to the University after Dismissal

After academic dismissal, a student may be considered for reinstatement after an absence of one semester. A dismissed student must complete the "Request for Reinstatement" form and submit it to the Graduate College.

The Dean of The Graduate College will review and submit a decision within ten (10) business days. A graduate student who is granted a reinstatement must agree to a remediation plan. Any deviation from the remediation plan will result in permanent dismissal.

5.0 PROGRAM REQUIREMENTS & GRADUATION

5.1 Graduation Requirements

To be eligible to receive a graduate degree, a student must meet the following requirements:

- Students must meet the Residency Requirement of at least 75% of the total semester hours required for the degree within their graduate program being completed through instruction offered by Kennesaw State.
- Degree candidates must have earned an institutional grade point average of 3.0 calculated on all graduate courses attempted at KSU
- Degree candidates must have earned a grade of "C" or better in each course presented to meet degree requirements.
- Students must complete all program requirements, including any comprehensive exams, thesis work, or dissertation work. Please see specific graduate program sections of the catalog for additional information on program requirements.
- Students must satisfactorily complete any grade of I (Incomplete), IP (In Progress), or NR (Not Reported) grades

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

5.2 Residency Requirements

To receive a graduate degree from Kennesaw State University, students must complete at least 75% of the total semester hours required for the degree within their graduate program through instruction offered by Kennesaw State. Credit hours earned through instruction offered by KSU does not include coursework transferred from other institutions or credits earned through a consortium that did not originate from KSU (i.e., cross registration). All of these hours must be completed after the student has been admitted to the degree program.

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

5.3 Catalog for Graduation Evaluation

A student may elect to be evaluated for graduation from any catalog in effect during the time they have been enrolled, provided that enrollment has been continuous, and the student

has not changed programs. **See Maintaining Eligibility to Register 2.3.** If a student changes their program, they will be evaluated for graduation using the catalog in effect at the time of the change, or any subsequent catalog as long as the student is continuously enrolled. Catalog selection applies only to the course requirements of that catalog; all other academic procedures and graduation requirements must be satisfied according to regulations in effect at the time of graduation.

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

Students may not elect a catalog for a discontinued/deactivated degree program.

5.4 Program 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. Unless otherwise stated in the specific program description in the graduate catalog, all requirements for a doctoral degree must be completed within ten years, beginning with the first registration in graduate-level classes following admission to the degree program.

The Graduate College may grant an extension of time for conditions beyond the student's control (see: **2.16 Leave of Absence**)

5.5 Duplicate Courses or Dual Credit

If students have two courses that are so similar as to be considered the same, they may only use one to meet program of study degree requirements. Only one course may be counted as hours earned, and only one course may be used for graduation purposes.

5.6 Petition to Graduate

Graduate students should submit a formal petition for the degree and/or certificate through the online petition process no later than the deadline published on the Registrar's website and pay the graduation fee noted below. Upon degree completion, the degree will be awarded.

Graduation Petition Fees:

Certificate Fee	\$15.00
Graduate Petition Fee	\$50.00
Undergraduate Petition Fee	\$50.00

Participation in a commencement ceremony does not constitute earning a degree, and the conferred date on a diploma will coincide with the semester that that degree requirements are completed.

5.7 Additional Programs

5.7.1 Multiple Concentrations in a Single Degree Program

In graduate programs with specific concentrations, a student may qualify for an additional concentration (within the specified graduate program) by completing a minimum of twelve (12) additional hours of appropriate course work beyond that required for the original concentration and by completing any special requirements of that concentration and only if the additional courses are completed before any of the student's graduate credits will be more than six years old for master's program or more than ten (10) years old for doctoral programs. 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.

After earning the additional concentration, the student must submit a written request to the Office of the Registrar to include the concentration on the student's record.

5.7.2 Dual Degree

Dual Degrees in the University System of Georgia are defined according to the SACS COC Collaborative Academic Arrangements Policy found in the SACSCOC Resource Manual. For a list of available dual degree programs, please visit the graduate program sections of the catalog.

5.7.3 Multiple Graduate Degrees

A student may earn a specific degree at Kennesaw State only once. A student wishing to complete a second graduate degree program must.

- Submit a new graduate application through the Office of Graduate Admissions;
- Meet with the program director for the second graduate degree program to plan appropriate courses after acceptance into that program;
- Meet all admission requirements in effect for the second graduate degree;
- Fulfill all requirements for the second graduate degree.

For a second degree, the student may be able to use appropriate coursework from the original graduate degree. The exact number of hours will depend on specific degree requirements and will be determined in consultation with the program director. Each candidate should refer to 5.2 Residency Requirements as noted above to ensure that they will meet the residency graduation requirements for their second degree. Students enrolled in an approved dual degree program must follow the stated curriculum and would not be eligible to follow this policy.

Each candidate for a second graduate degree must apply for graduation. An application for graduation will be accepted and may be filed online by the posted deadlines. A student may not graduate from the second graduate degree program before graduating from their initial graduate degree program.

5.7.4 Certificate Programs

5.7.4a Stand-Alone Certificate Programs

Students must apply for a stand-alone certificate to be awarded the certificate. Coursework completed for a degree program may be applied to a certificate and vice versa provided a student is admitted in both.

100% sharing between certificate and degree program is permitted.

The Office of the Registrar will issue the stand-alone certificate upon completion of the requirements.

5.7.4b Embedded Certificates

Students must apply for an embedded certificate using the form found on the Registrar's website (<https://registrar.kennesaw.edu/student-resources/embedded-cert.php>) to be awarded the certificate.

Embedded certificates are those certificates that are only awarded to a student upon completion of a degree and are a self-contained set of courses embedded in a major/stand-alone degree.

The Office of the Registrar will issue the embedded certificate upon completion of the degree requirements, which include the requirements for the embedded certificate.

5.8 Doctoral Degree Requirements

In order to receive a doctoral degree from Kennesaw State University, the minimum requirements must be met:

- A student must be enrolled for dissertation hours during the semester the student plans to defend the dissertation or the preceding semester
- All students seeking a doctoral degree must pass a qualifying examination or comprehensive examination
- Be admitted to Candidacy
- Upon satisfying the Dissertation Committee requirements and upon recommendation of the Graduate Program Committee, the academic College, and the Graduate College, the Dissertation Committee is appointed.
- All completed coursework included in the final program of study must have been taken within the preceding ten years to include successful completion and defense of the dissertation.
- To graduate, all doctoral students must have an institutional grade point average of at least 3.0.
- In addition to these minimum requirements, all students must fulfill any additional requirements outlined in the respective doctoral handbook.

5.8.1 Admission to Candidacy

Students seeking a doctoral degree at KSU must be admitted to candidacy. To be admitted to candidacy, the student must fulfill the following requirements:

- Be in good standing.
- Pass a qualifying (or comprehensive) examination (written, oral, or both) prepared by the Graduate Program Committee and meet any other requirements specified by the Graduate Program Committee for the specific degree program.
- Upon satisfying the admission to candidacy requirements, the student must be approved for admission to candidacy by the Dissertation Chair, Program Director/Coordinator, Department Chair or School Director, and the Dean of the Graduate College.

5.8.2 Dissertation Committee

In consultation with the Program Coordinator, the student must select a Dissertation Chair. The chair must be a KSU Graduate Faculty member associated with the student's academic program. The Dissertation Committee must consist of at least three KSU Graduate Faculty and may consist of additional committee members. The committee must be approved by the Program Director/Coordinator, Department Chair or School Director, and the Dean of the Graduate College.

5.8.3 Dissertation Proposal Defense

A satisfactory final oral examination is required for the approval of a dissertation proposal. The Dissertation Committee decision must be unanimous. Once the Dissertation Committee approves the proposal the Defense Approval must be approved by the Program Director/Coordinator, Department Chair or School Director, and the Dean of the Graduate College.

5.8.4 Dissertation Defense

- Completed the work assigned by the committee
- Passed all examinations required by the program's Graduate Program Committee, including the final oral examination
- Completed a dissertation that is an independent investigation in the major field, and that itself constitutes a contribution to knowledge
- Once complete, the committee must approve the Dissertation Defense unanimously by completing the Dissertation Defense Outcome with the following signatures: Dissertation Chair, each committee member, Program Director/Coordinator, Department Chair or School Director, and Dean of the Graduate College.

5.8.5 Final Submission

The final version of the Dissertation must be uploaded to Digital Commons by Final Grades Deadline of the semester in which the student plans to graduate.

6.0 TRANSFER POLICIES

6.1 Transfer Credit

Graduate work taken at other 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 exceed 25% of the total semester hours required for the degree and cannot reduce residency requirements. No grade below B may be accepted. Transfer grades are not used in calculating semester 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.

6.2 International Transfer Credit Practice

International transcripts must be evaluated and endorsed/certified/accredited by an evaluation agency. The Graduate College accepts official evaluations from several agencies. Please see Graduate Admissions for a complete list.

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

6.3 Graduate Credit for Prior Learning Policy

Credit for prior learning is offered for select graduate courses when a student demonstrates satisfactory competency for course learning outcomes as demonstrated by an industry certification, performance on a department exam, or portfolio. A complete listing of eligible courses for credit for prior learning can be found on the KSU Credit for Prior Learning website.

A graduate student is eligible to earn credit for prior learning before or within their first semester of enrollment, prior to earning any credit, in one of the University's graduate programs. A graduate student may earn a maximum of 30% of the total credit hours of their graduate degree through credit for prior learning. A fee will be assessed for each certification evaluation, institutional examination, or portfolio review attempted; no course may be attempted more than once. A passing grade of 80 percent or higher on the department exam or portfolio is required to receive course credit. If the required score for the examination is met, students will receive the credit equaled with the course. Credit for prior learning credit

is considered residential credit. As a result, this type of credit is not calculated in the Institutional GPA. A student may submit an appeal, using the appeal process described in 3.6 Grading Policies.

The student must initiate a request for eligibility to receive Credit for Prior Learning using the process outlined on the Credit for Prior Learning website (<https://www.kennesaw.edu/credit-prior-learning/>). Students are ineligible to complete Credit for Prior Learning under any of the following circumstances:

- If the student has previously audited the course at KSU
- If the student has previously registered at KSU and received credit for the course.
- If the student has previously registered for the course but has withdrawn after the first two calendar weeks from the day the semester begins.
- If the student is currently enrolled in the course.
- If the course is an independent research course, such as capstone, master's thesis, masters project, special project, dissertation, etc.

7.0 FACULTY CURRICULUM DEVELOPMENT POLICIES

7.1 Policy on Course Cross-Leveling

A cross-leveled course is a course that is offered by departments across numbers and/or level. The two courses that are cross-leveled are owned by the same department. It must have documentation with the Office of the Registrar and a proper description in the course catalog. (Requests for policy exceptions may be submitted to UPCC and/or GPCC.)

Cross-leveled courses are limited to the following two course pairs: 1) undergraduate upper division course/graduate course, and 2) graduate course/doctoral course. 9000-level, special topics, directed study, thesis, internships, practica, and dissertation courses may not be cross-leveled.

Cross-leveled courses must be supported by a rationale for combining students of different levels.

Cross-leveled courses must ensure there is a clear distinction between the requirements of undergraduate and graduate students or graduate and doctoral students, with more advanced course work for the higher level degree program. This will be demonstrated in two different syllabi that include, but are not limited to, different objectives, assessments and/or outcomes.

Cross-leveled courses at the graduate level must be taught by faculty with graduate faculty status.

Sections of cross-leveled courses must share the same modality.

7.2 Zero-credit Hour Policy

Zero-credit courses allow students the opportunity to engage in innovative experiences beyond designated credit hours of a program. Programs may develop zero-credit courses for internships, participation in research, experiential learning, career preparation, international education, teaching assistantships, or other enhanced learning experiences for a major. Zero-credit courses may serve as pre-requisites for other courses.

Courses offered for zero-credits must be approved through the regular KSU curriculum approval process. Zero-credit courses are offered for no credit and do not incur tuition or university fee charges; however, course fees may apply. Zero-credit courses have satisfactory/unsatisfactory grading and will be reflected on a student's transcript but will not be included in a student's GPA. These courses must have an instructor of record and a

syllabus with all required elements. Courses developed for zero-credit must not exceed 45 experiential hours or 15 contact hours and must recognize faculty workload through teaching or service. Programs must limit the number of zero-credit courses required to prevent overburdening of the students and the faculty/staff. These courses are not required to adhere to the curricular calendar and may be offered at any point during the year.

Zero-credit courses already in the catalog are exempt from this policy. As with all courses, if a course change is pursued, it is reconsidered under current policies. Exceptions to this policy will be considered if a justification is included in the proposal for curriculum committee review.

**Clarice C. and Leland H. Bagwell College
of Education**

Academic Programs

Educational Leadership, M.Ed.

Program Description

The Master's Degree (M.Ed.) in Educational Leadership provides candidates with the content knowledge and credentials necessary to effectively lead schools, districts, multi-million dollar educational organizations, and/or post-secondary educational institutions. Applicants accepted into the K-12 track and concentrations – after completing their coursework and meeting all GaPSC certification requirements – will be eligible for Tier I Leadership Certification. Applicants accepted into the Higher Education Administration Track and Concentration – after completing their coursework – will be eligible for a variety of leadership positions in post-secondary education including, but not limited to, positions in various student affairs units, university administration, and college athletics administration.

At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to lead educational organizations to higher levels of achievement for all students. This program is in accordance with leadership standards and outcomes required for licensure in Georgia by the Professional Standards Commission (GaPSC) and the Council for the Advancement of Standards in Higher Education (CAS).



This program is part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Bachelor's degree
- Employment role in an organization providing educational services
- 2.75 GPA in bachelor's degree coursework or most recent graduate degree
- Transcripts from each college attended
- Admissions Portfolio (content differs based on concentration)
 - Applicants in the Leading Independent and Charter Schools and advisor-approved elective concentration must include the following:

- Professional Resume
- Recommendation Form
- Mentor Form (with GaPSC L5 or higher certified mentor)
- Evidence of two years of teaching experience
- GACE Leadership Ethic Assessment Completion Certificate
- Evidence of Initial Certification in Georgia
- Applicants in the Higher Education and Student Affairs Concentration must include the following:
 - Professional Resume
 - Recommendation Form
 - Mentor Form

Admission Criteria for Unique Cases:

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.

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator or department chair. A maximum of 25% of transfer credit (with grades of "B" or higher) may be applied toward a degree program. Transfer credit is rarely awarded toward Certification Only Programs. 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.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (6 Credit Hours)

- EDL 7101: Critical Analysis of Policy, Theory and Praxis for Educational Leaders
- EDL 7215: Data-Informed Curriculum and Assessment for Educational Leaders

Tracks (12 Credit Hours)

K-12 Track

- EDL 7401: Instructional Leadership for Learning & Change
- EDL 7415: Human Resources, Law, and Ethics for School Leaders
- EDL 7601: School Operations and Organizational Management
- EDL 7615: Communication and Community Relations, for School Leaders

Higher Education Student Affairs (HESA) Track

- HESA 7000: Leadership for Learning and Change in Higher Education and Student Affairs
- HESA 7100: Foundations of Higher Education and Student Affairs
- HESA 7200: Organizational Management in Higher Education and Student Affairs
- HESA 7250: Leading Student Development and Evaluation

Concentration (12 Credit Hours)

Complete degree requirements with one of the following Concentrations.

Leading Independent & Charter Schools

- EDL 7800: Financial Management and Leadership in Independent and Charter Schools
- TLED 7980: Action Research in Schools
- EDL 7801: Institutional Advancement in Independent and Charter Schools
- TLED 7990: Residency & Capstone

Higher Education and Student Affairs

- HESA 7150: Assessment and Institutional Effectiveness in Higher Education
- HESA 7400: Human Resources Management in Higher Education
- HESA 7500: Legal Issues and Ethics for Higher Education and Student Affairs Administrators
- HESA 7600: Financial Management in Higher Education

Advisor Approved Elective Option

The Candidate may work with their advisor to select 12 credit hours of electives that support their career path.

Program Total (30 Credit Hours)

Elementary and Early Childhood Education, M.Ed.

Program Description

The M.Ed. with a major in Elementary & Early Childhood Education is designed for candidates who are already certified and are practicing P-5 teachers who wish to continue to learn more about the Elementary field and improve their practice. The program allows certified teachers in Elementary education (P-5) to earn their M.Ed. in 12 months while continuing their teaching career.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Accreditation

The Master of Education with a major in Elementary and Early Childhood Education meets the Georgia Professional Standards Commission standards for the degree.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The M.Ed. with a major in Elementary & Early Childhood Education is designed for accomplished classroom instructional leaders. The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- A copy of your valid teaching certificate indicating B-K or P-5 certification. You must hold certification in Early Childhood or Elementary Education to be considered for this program or receive permission of the chair.
- Two administrator recommendation forms. These forms and their directions are located in the online graduate application. Please do not submit letters of recommendation. Only the forms located via the graduate application will be accepted. These two forms of recommendation must come from an educational professional who has taught or supervised your work and who can write with authority about your abilities as an educator.

Admission to a cohort group is competitive and is open to a limited number of candidates. An applicant will not be considered for admission unless all application requirements are met by the specified deadline. There is no provisional admission status.

Admissions Criteria for Unique Cases

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

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator or department chair. A maximum of 25% 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.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (21 Credit Hours)

- ECE 7513: Educational Equity in Early Childhood and Elementary Settings
- ECE 7525: Teaching Number, Operations, and Algebraic Thinking (P-5)
- ECE 7531: Reflective Inquiry for Elementary & Early Childhood Educators
- ECE 7543: Professional Application of Inquiry for Elementary & Early Childhood Educators
- ECE 7704: Trends and Issues in Literacy Education for Elementary & Early Childhood
- ECE 7706: Trends and Issues in Science for Early Childhood Education
- ECE 7707: Trends and Issues in Social Studies for Elementary & Early Childhood Education

Electives chosen from one of the endorsement/certificate programs (i.e., reading, ESOL, gifted, online teaching, etc.)

Electives (9 Credit Hours)

Electives chosen from one of the endorsement/certificate programs (i.e., reading, ESOL, gifted, online teaching, etc.) for a total of nine credit hours.

Program Total (30 Credit Hours)

Instructional Technology, M.Ed.

Program Description

The Master's Degree in Instructional Technology prepares candidates to effectively integrate technology into the classroom and to serve as technology coaches/facilitators in P-12 schools. The program is designed for educators across the country and is aligned to the International Society for Technology in Education (ISTE) Educator standards (ISTE-E). Candidates who successfully complete the program are prepared to effectively utilize technology to support student learning, to teach technology applications, and to provide professional development and technology coaching for other educators. This program enables educators to complete the master's degree in five semesters. Candidates will complete 30 hours of specialized coursework taught by full- and part-time graduate faculty. The program is fully online.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The M.Ed. with a major in Instructional Technology is designed for P-12 educators. The School of Instructional Technology & Innovation Graduate Admission Committee in the Bagwell College of Education determines the eligibility of each applicant. The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Earned baccalaureate degree in professional education or a related field. The applicant must exhibit a cumulative undergraduate grade point average of 2.75 or above (4.0 scale). The applicant must submit official transcripts from each college attended.
- A professional teacher, leader, or service certificate or departmentally-approved equivalent. All official state-approved teaching, leader, or service certifications are accepted. The School of Instructional Technology & Innovation recognizes and appreciates that many independent or charter schools may not require educators to hold traditional state educator licensure teaching certification. In such instances, the School will make a case-

by-case determination as to whether the educator's qualifications are sufficiently equivalent to a traditional teaching certificate and/or whether the educator has the background necessary to ensure successful completion of the program.

- A professional resume documenting statement of purpose for wanting the degree, education, and full-time teacher, service, or leader positions in P-12. Other information such as volunteer and service accomplishments and record of leadership activities are also welcome. At least one year of full-time teaching experience is preferred, as the MEd incorporates coaching educators to integrate technology. Current full-time employment as a P-12 professional educator or access to a P-12 educational setting is required to complete field-based assessments and experiences.
- A Mentor form indicating support from a qualified mentor who meets the GaPSC Mentor Requirements. Mentor requirements can be found on the ITEC Mentor form on the Graduate Admissions website for this program.

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

Admission Criteria for Unique Cases

Currently there are no exceptions to the admission requirements.

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the Program Coordinator or School Director. A maximum of 25% 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.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of

program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Major Courses (27 Credit Hours)

- ITEC 7305: Data Analysis & School Improvement
- ITEC 7400: Teaching, Technology & Student Engagement
- ITEC 7430: Digital Tools for Learning
- ITEC 7455: Digital Citizenship in Schools
- ITEC 7460: Professional Learning & Instructional Technology Coaching
- ITEC 7480: Introduction to Online & Blended Learning
- ITEC 7485: Creating with Emerging Technologies
- ITEC 7500: Capstone Experience & Portfolio
- ITEC 7600: Personalized Learning & Technology Rich Environments

Research Core (3 Credit Hours)

- ITEC 7470: Educational Research

Program Total (30 Credit Hours)

Literacy Education, M.Ed.

Program Description

Pending approval from the Georgia Professional Standards Commission (GaPSC), The Master of Education (M.Ed.) in Literacy Education is designed to prepare certified teachers to serve as leaders in literacy education. The program provides candidates with knowledge and tools to advance literacy instruction for PreK-12 students. After successful completion of this degree and earning a passing score on the GACE Literacy Specialist Assessment, candidates will qualify for Georgia certification to teach reading/literacy in grades PreK – 12 and provide instructional support for teaching reading/literacy to classroom teachers and paraprofessionals. Teachers who complete this program will also be eligible for the dyslexia certificate endorsement. The program is fully online.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

******This program is PENDING GaPSC approval******

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Three years of teaching experience
- A valid level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate are required for program admission.
- Applicants must demonstrate evidence of proficiency in literacy instruction as defined in GAPSC Rule 505-3-.03 Foundations of Reading, Literacy, and Language.
- Resume or Vitae – Can be uploaded into the online application. Should document education, teaching experience, and your record of leadership.

*International applicants have additional requirements; see the Graduate Admissions section of the KSU Graduate Catalog.

Admissions Criteria for Unique Cases

This program restricts admission to candidates who will receive an upgrade from the Professional Standards Commission of Georgia upon program completion.

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the chair of the Department of Secondary & Middle Grades Education. A maximum of 25% of transfer credit (with grades of "B" or better) may be applied toward a degree program. No courses more than five years old at the time of evaluation will be accepted for transfer credit. Transfer credit includes all course work earned prior to admission to the M.Ed. program in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

Petition to Graduate

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (30 Credit Hours)

- ECE 7704: Trends and Issues in Literacy Education for Elementary & Early Childhood
- EDRD 6714: Advanced Methods & Theories in Early Literacy
- EDRD 7720: Literacy Coaching and Leadership
- EDRD 7730: Culturally Relevant Literature for Children and Young Adults
- EDRD 7735: Using Data to Inform Reading Instruction
- EDRD 7000: Capstone in Language and Literacy Education
- INED 7611: Introduction to Dyslexia and Other Learning Disabilities in the Context of Literacy
- INED 7621: Assessment of Learners with Dyslexia and Other Learning Disabilities
- INED 7631: Evidence-Based Instruction/Intervention for Learners with Dyslexia and Other Learning Disabilities
- ITEC 7400: Teaching, Technology & Student Engagement

Program Total (30 Credit Hours)

Secondary and Middle Grades Education, M.Ed.

Program Description

The Master of Education (M.Ed.) with a major in Secondary and Middle Grades Education is for teachers certified in middle (6–8) or secondary (6–12) English/language arts, history/social studies, mathematics, or the sciences. Applicants must hold certification in the content field to which they are applying. These content-focused, standards-based programs emphasize the development of evidence-based instructional leaders who know how to build on the strengths and meet the needs of all learners; reflective scholar-practitioners who know how to use, produce, and disseminate educational research; and responsive change agents who know how to maintain partnerships with families and communities.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Valid clear, renewable teaching certificate in the teaching field and grade level for which the applicant is applying.
- Professional résumé documenting education, teaching experience, service accomplishments, and record of leadership.
- Two online recommendations that address applicant's success in teaching, ability for success in graduate study, and commitment to adolescent learners.
- Official transcripts from all colleges/universities that the applicant has attended showing evidence of a bachelor's degree with a minimum GPA of 2.75 from an accredited institution, including successful completion of coursework related to the teaching field.

Full Standing: Applicants who meet all admission requirements above will be reviewed for admission to full standing in the degree program. The review will be made by the program admission committee who will consider all application materials in assessing the applicant's potential for success in the program.

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the chair of the Department of Secondary & Middle Grades Education. A maximum of 25% of transfer credit (with grades of "B" or higher) may be applied toward a degree program. The candidate should contact their advisor before petitioning to graduate to confirm the completion of all requirements. Transfer credit includes all course work earned prior to admission to the M.Ed. program in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Core Courses (15 Credit Hours)

- EDUC 7100: Advanced Study of Learning
- EDSM 7500: Emerging Trends and Research in Adolescence
- EDUC 7700: Capstone I in Secondary & Middle Grades Education
- EDUC 7797: Capstone II in Secondary & Middle Grades Education

Choose One of the Following Course Options:

- EDUC 7750: Differentiation, Academic Language, and Assessment in Middle and Secondary Classrooms
- EDUC 7705: Rethinking Assessment and Evaluation in Secondary and Middle Grades Education
- EDUC 7752: Family Partnerships in Secondary and Middle Grades Education

Teaching Field Concentrations (12 Credit Hours)

Students must take a minimum of 12 credit hours in the teaching field. Students take graduate level courses in the teaching field that are approved by graduate program coordinator. One of the required teaching field courses must be in the area of instructional technology according to the teaching field as follows:

Secondary English or Middle Grades Language Arts

- ENGL 7741: Technology and Media in English and Language Arts
select any 5000 level or higher courses with the following prefixes: ENGL, PRWR, ENED, or EDRD

Secondary Mathematics or Middle Grades Mathematics

- MAED 7719: Technology and Mathematics
select any 5000 level or higher courses with the following prefixes: MATH, MAED, or STAT

Secondary History or Middle Grades Social Studies

- ITEC 7400: Teaching, Technology & Student Engagement
select any 5000 level or higher courses with the following prefixes: SSER, HIST, AMST, GEOG, or POLS

Secondary Chemistry

- ITEC 7400: Teaching, Technology & Student Engagement
select any 5000 level or higher courses with the following prefixes: SCED, SCI, BIOL, PHYS, or CHEM (see advisor)

Secondary Biology or Middle Grades Science

- ITEC 7400: Teaching, Technology & Student Engagement
select any 5000 level or higher courses with the following prefixes: SCED, SCI, BIOL, PHYS, or CHEM (see advisor)

Elective Courses (3 Credit Hours)

Students take three credit hours of elective courses as follows: Endorsement courses at the graduate level with prior approval from graduate program coordinator
Additional education courses at the graduate level with prior approval from graduate program coordinator
Additional teaching field courses at graduate level with prior approval from graduate program coordinator

Program Total (30 Credit Hours)

Special Education, M.Ed.

Program Description

This fully online master's degree prepares candidates to serve students with disabilities in inclusive settings in P-12 schools. Coursework is taught by graduate faculty utilizing technology to provide synchronous and/or asynchronous content delivery, feedback, and supervision. Two electives are included in the program to provide content delivery for candidates' individual interests (e.g., autism, dyslexia, teaching English to speakers of other languages, and gifted education). Upon completion of the program, graduates will be prepared to serve students with exceptionalities in a variety of teaching and leadership roles. The program meets the Council for Exceptional Children (CEC) standards.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Evidence of teaching Certification in any P-12 area or departmental approval.
- Personal Resume—Your resume can be uploaded into the online application. It should document education, teaching experience, community service, and your record of leadership.

* Please note: International Students (Visa and Green Card Holders) Please visit KSU's International Graduate Admissions site for additional requirements.

Admission Criteria for Unique Cases

Currently there are no exceptions to the admission criteria.

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator or department chair. A maximum of 25% 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.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (24 Credit Hours)

- INED 7631: Evidence-Based Instruction/Intervention for Learners with Dyslexia and Other Learning Disabilities
- INED 7710: Foundations in Special Education
- INED 7720: Positive Behavior Intervention Supports
- INED 7742: Data-based Inquiry
- INED 7775: Nature of Autism: Theory and Practice
- INED 7955: Capstone in Special Education
- INED 7730: Assessment for Student Learning
- INED 7762: Designing Curriculum and Instruction for All Learners

Elective Courses (6 Credit Hours)

Select 6 credit hours of 7000-level INED coursework. Students are encouraged to complete one of the following endorsements:

- Autism Spectrum Disorder Certificate
- English to Speakers of Other Languages Endorsement Certificate
- Gifted Education Certificate
- Dyslexia Certificate

Program Total (30 Credit Hours)

Teacher Leadership and Educational Leadership,

M.Ed.

Program Description

The Master's Degree (M.Ed.) in Teacher Leadership and Educational Leadership is a cohort experience designed to provide candidates with the content knowledge and credentials necessary to effectively lead schools through an integrated lens of leadership. At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to effectively lead educational organizations to higher levels of achievement for all students as both teacher leaders and building leaders.

Applicants admitted to this program will take two 3-hour courses per semester and the 30-hour sequence will be completed in 5 semesters. Applicants will select one of three sequenced elective concentrations: Coaching for Performance, Leadership in Rural Schools, or Leadership in Urban Schools. After completing the degree and passing the Educational Leadership GACE and Teacher Leadership GACE, candidates will be eligible to add the Tier I Leadership field and Teacher Leadership service field to their educator certificate. All fields including teaching fields will upgrade to a Level 5 (T5, L5 and S5). This program is in accordance with teacher leadership standards and educational leadership standards and outcomes required for licensure by the GaPSC.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

******This program is pending GaPSC approval******

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Employment role in an organization providing educational services*
- Admissions Portfolio

- Professional Resume
- Recommendation Form from school system administrator or designee
- Dual Certification Mentor Form Packet
 - EDL Mentor Form demonstrating that the mentor is actively employed in a leadership position in a P-12 school or LUA and holds a clear, renewable PSC Leadership Tier I (FLD700) or Leadership Tier II (FLD710) Certificate Field.
 - TLED Mentor Form with mentor holding clear, renewable PSC Teacher, Service and/or Leadership Certificate.
 - One mentor can serve in both roles provided that they meet the requirements of each certification (EDL and TLED)
- Evidence of at least one year of teaching experience
- GACE Leadership Ethic Assessment Completion Certificate
- Clear Renewable Georgia Educator Certificate**

* Candidates are required to be employed as teachers or administrators in a traditional public school district, a charter school district, a charter school, or an independent school. By PSC regulation, candidates must be referred for admissions by their respective schools/districts, and Kennesaw State University must hold a Performance-Based partnership with the referring district.

** Individuals from out of state who are not seeking Georgia certification are strongly advised to contact their respective state licensing agency to determine if this program curriculum meets the requirements in their state.

Admission Criteria for Unique Cases:

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

Transfer Credit

Requests for transfer credit for graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator or department chair and by the registrar. A maximum of six 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 or have been used in completing another degree.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (18 Credit Hours)

Instructional Leadership Core (12 Credit Hours)

- TLED 7101: Critical Analysis of Policy, Theory, & Praxis for Teacher Leaders
- EDL 7615: Communication and Community Relations, for School Leaders
- TLED 7215: Leading Data-Informed Curriculum and Assessment
- EDL 7401: Instructional Leadership for Learning & Change

Operational Management Core (6 Credit Hours)

- EDL 7415: Human Resources, Law, and Ethics for School Leaders
- EDL 7601: School Operations and Organizational Management

Content Area Residency Concentrations (12 Credit Hours)

Coaching for Performance Concentration

- EDCO 7010: Introduction to Coaching
- EDCO 7020: Using Data for Coaching
- EDCO 7030: Applied Coaching: Developing, Implementing, and Maintaining a Coaching Plan
- TLED 7990: Residency & Capstone

Leadership in Rural Schools Concentration

- EDL 7620: School Leadership in Rural Communities I
- TLED 7980: Action Research in Schools
- EDL 7625: School Leadership in Rural Communities II
- TLED 7990: Residency & Capstone

Leadership in Urban Schools Concentration

- EDL 7700: Leadership in Urban Schools
- TLED 7980: Action Research in Schools
- EDL 7701: Dynamics of Leadership in Urban Schools
- TLED 7990: Residency & Capstone

Program Total (30 Credit Hours)

Teachers of English to Speakers of Other Languages (TESOL), M.Ed.

Program Description

The Master of Education with a major in Teaching English for Speakers of Other Languages degree is a fully online program that prepares practicing educators to be teacher-leaders in TESOL. This advanced program prepares teachers to educate an increasingly varied population of students within and outside the U.S. through research-based best practices. The program focuses upon teaching multilingual students within multiple program models in global contexts with core courses in language development, literacy, methods, curriculum, collaborative practices, and content area teaching strategies in reading and writing.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Résumé or Professional Vitae - Uploaded to graduate application. Should document education, teaching experience, community service, and your record of leadership.
- Interview - An interview may be required. If so, you will be contacted by the program to set up an interview.
- Those seeking an upgrade to their teaching certificate, upon completion, must upload a copy of their teaching certificate at time of admission.
 - * Please note: International Students (Visa and Green Card Holders)-- Please visit KSU's International Graduate Admissions site for additional requirements.

Admission Criteria for Unique Cases

Currently there are no exceptions to the admissions requirements.

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator or department chair. A maximum of 25% 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.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (30 Credit Hours)

- INED 7750: Language, Power, and Pedagogy
- INED 7763: Curriculum Development for Multicultural and Multilingual Learners
- INED 7764: Teaching English as an Additional Language: Topics, Methods, and Pedagogy
- INED 7769: Immigration, Policy, and Global/Local Issues in TESOL
- INED 7778: Language Development and Literacy for English Learners
- INED 7779: Collaborative Practices with Families, Schools, and Communities
- INED 7781: Cultural Issues for ESOL Teachers
- INED 7782: Applied Linguistics for ESOL Teachers
- INED 7783: Methods and Materials for Teaching ESOL
- INED 7787: Content Area Reading and Writing for English Learners

Options for students who have earned a ESOL Endorsement:

Students have earned a recognized ESOL Endorsement and who have earned previous academic credit for INED 7781, INED 7782, and INED 7783 must complete 9 credit hours as course substitutes approved by the Program Coordinator to complete the program requirements for the TESOL M.Ed.

Program Total (30 Credit Hours)

ESOL Endorsement- Embedded

Students who have successfully completed the program requirements are eligible to earn the English to Speakers of Other Languages Endorsement Certificate upon graduation.

Teaching English in Global/Local Contexts Certificate- Embedded

Students who are in the MED TESOL degree program will automatically receive a Teaching English in Global/Local Contexts Certificate. Students who pursue the standalone certificate (which makes up three courses, equivalent to 9 credit hours) will take three courses. INED 7764 and 7769, along with one of the eight courses in the MED TESOL degree program (i.e., INED 7781, 7782, 7778, 7783, 7779, 7750, 7763, and 7787).

Teaching, M.A.T.

Program Description

The Master of Arts in Teaching (MAT) degree leads to initial certification of well-qualified candidates. The MAT is standards-based and meets the requirements of the Georgia Professional Standards Commission (GaPSC) 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 P-12 school population. The responsibility for teacher education is shared by faculty in the College of the Arts, the Bagwell College of Education, the College of Humanities and Social Sciences, the College of Science and Mathematics, the College of Health and Human Services, and the Graduate College in collaboration with master teachers and administrators in local schools.

Course work emphasizes scholarly rigor through research-based practices and engagement in a variety of field-based projects as well as supervised clinical experiences. Technology and multicultural considerations are infused throughout the programs. This master's degree leads to initial certification and is not appropriate for teachers who already hold clear, renewable certificates.

Currently, there are nine concentrations within the Master of Arts in Teaching degree program, including

- Elementary Education (P-5)
- Pedagogy-Only (P-12) * **Pending GaPSC Approval**
- Secondary English (6-12)
- Secondary Mathematics (6-12)
- Secondary Biology (6-12)
- Secondary Chemistry (6-12)
- Secondary Physics (6-12)
- Special Education (P-12)
- Teaching English to Speakers of Other Languages (TESOL; P-12)



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Georgia Educator Ethics 360 Assessment
- Resume
- GaPSC Application for Pre-Service Certification (Note: This step occurs after acceptance by the Graduate College, prior to enrolling in courses and is a GaPSC requirement)

*Individual concentrations may have additional admission requirements:

Secondary English (6-12)

- A bachelor's degree in English or a related field from an accredited institution or completion of 18 prerequisite hours that demonstrate depth and breadth of knowledge in English.

Secondary Mathematics (6-12)

- A bachelor's degree in Mathematics or a related field from an accredited institution or completion of Calculus I and II, Geometry and Statistics with grades of "C" or better.

Secondary Science- Physics (6-12)

- A bachelor's degree in Science, Engineering, or a related field from an accredited institution or completion of 18 prerequisite hours that demonstrate depth and breadth of knowledge.

Secondary Science- Chemistry (6-12)

- A bachelor's degree in Science, Engineering, or a related field from an accredited institution or completion of 18 prerequisite hours that demonstrate depth and breadth of knowledge.

Secondary Science- Biology (6-12)

- A bachelor's degree in Science, Engineering, or a related field from an accredited institution or completion of 18 prerequisite hours that demonstrate depth and breadth of knowledge.

Special Education (P-12)

- Nothing additional.

Teaching English to Speakers of Other Languages (P-12)

- Nothing additional.

Elementary Education (P-5)

- Nothing additional.

Pedagogy-Only (P-12) *Pending GaPSC Approval

- Evidence of expertise in the content of the field of certification sought. This can be accomplished through one of three options:
 - A bachelor's degree with a major in the field of certification sought,
 - A passing score on the Georgia state-approved content assessment (GACE) in the field of certification sought, or
 - Completion of 21 prerequisite hours that demonstrate depth and breadth of knowledge in the field of certification sought.

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator and comply with the KSU Graduate College policy. No courses will be accepted for transfer credit if they are more than five years old at the time of evaluation.

Enrollment and Graduation Requirements

- Maintain a GaPSC Pre-Service or Provisional Teaching Certificate through entirety of degree program.
- Earn the required Graduate College cumulative grade-point average in all graduate coursework at Kennesaw State University
- Successful completion of all field and clinical experiences

- Candidates must attempt the GACE Content exams, aligned with program of entry and certification field being sought, during year-long clinical and before degree will be awarded. Passing scores on these exams are required for certification.
- Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements_

Education Core (21 Credit Hours)

Students in all concentrations must take the following courses:

Required Courses (3 Credit Hours)

- EDUC 6610: Introduction to Yearlong Clinical Experience
- EDUC 6240: Psychological Foundations of Education
- INED 7710: Foundations in Special Education (Required for Special Education Concentration)
- ECE 6620: Child Development and Foundations of Learning (Required for Elementary Education Concentration)

Technology Course (3 Credit Hours)

All students must take a Technology Course. Select from the following:

- ITEC 6200: Teaching and Learning in the Digital Age
- ITEC 7400: Teaching, Technology & Student Engagement (Required for Special Education Concentration)
- INED 7783: Methods and Materials for Teaching ESOL (Required for TESOL Concentration)
- ECE 7514: Pedagogy for 21st Century P-5 Classrooms (Required for Elementary Education Concentration)
- ENGL 7721: Texts and Contexts in English Language Arts (Required for English Concentration)

Culture & Community Course (3 Credit Hours)

Select from the following:

- INED 6431: Foundations for Teaching Multilingual Learners
- INED 7780: Collaborative Practices (Required for Special Education Concentration)
- INED 7781: Cultural Issues for ESOL Teachers (Required for TESOL Concentration)
- ECE 6630: Classrooms, Families and Communities (Required for Elementary Education Concentration)

Students with Exceptionalities (3 Credit Hours)

Select from the following:

- INED 6400: Effectively Supporting Students with Exceptionalities in Inclusive Settings (Required for all other concentrations)
- INED 7650: Curriculum and Instruction for Students with Disabilities (Required for Special Education Concentration)

Clinical Experience (9 Credit Hours)

All students must complete a year long clinical experience associated with their concentration.

- ENED 6650: Yearlong Clinical Experience in ELA I
- ENED 6660: Yearlong Clinical Experience in ELA II
- or
- INED 6650: TESOL Yearlong Clinical Practice I
- INED 6660: TESOL Yearlong Clinical Practice II
- or
- INED 6651: Yearlong Clinical Experience I
- INED 6661: Yearlong Clinical Experience II
- or
- MAED 6650: Yearlong Clinical Experience I
- MAED 6660: Yearlong Clinical Experience II
- MAED 6661: Yearlong Clinical Experience II Seminar
- or
- SCED 6650: Yearlong Clinical Experience I (Science)
- SCED 6660: Yearlong Clinical Experience II (Science)
- SCED 6661: Clinical Experience Seminar

or

- ECE 6650: Yearlong Clinical Experience I
- ECE 6660: Yearlong Clinical Experience II

or

- FLED 6650: Yearlong Clinical Experience I
- FLED 6660: Yearlong Clinical Experience II

or

- ARED 6650: Yearlong Practicum I
- ARED 6660: Yearlong Practicum II

Teaching Field Concentration (9-18 Credit Hours)

Select one of the following concentrations:

Pedagogy-Only (9 Credit Hours)

*****This concentration is PENDING GAPSC approval *****

- EDRD 6714: Advanced Methods & Theories in Early Literacy
- Select two advisor approved electives for a total of 6 credit hours.

Elementary Education (18 Credit Hours)

- ECE 6640: Teaching Literacy in Early Grades PK-2
- ECE 6641: Teaching Literacy in Upper Grades 3-5
- ECE 6670: Teaching Math in Elementary PK-2
- ECE 6680: Teaching Math in Elementary Grades 3-5
- ECE 6690: Teaching Science and Health in Elementary Classrooms
- ECE 6700: Arts Integrated Social Studies in the Elementary Grades

English (15 Credit Hours)

- ENED 6414: Teaching Secondary English I
- ENED 6416: Teaching Secondary English II
- ENGL 7701: Pedagogy for Teaching Literature
- ENGL 7731: Language Studies in English
- ENGL 7735: Introduction to Composition Studies

Secondary Mathematics (15 Credit Hours)

- MAED 6414: Pedagogical Content Knowledge for Mathematics I

- MAED 6416: Pedagogical Content Knowledge for Mathematics II
- MAED 6418: Social Foundations of Mathematics Education
- MAED 7495: Advanced Perspectives on School Mathematics I
- MAED 7595: Advanced Perspectives on School Mathematics II

Secondary Science– Chemistry or Physics or Biology (15 Credit Hours)

- SCED 6412: Introduction to Teaching Three-Dimensional Science
- SCED 6414: Introduction to Teaching for Secondary Science
- SCED 6416: Methods of Teaching Secondary Science II
- SCED 6418: Advanced Methods of Teaching Secondary Science
- Plus one elective approved by coordinator for three credit hours

Special Education (15 Credit Hours)

- INED 7611: Introduction to Dyslexia and Other Learning Disabilities in the Context of Literacy
- INED 7621: Assessment of Learners with Dyslexia and Other Learning Disabilities
- INED 7631: Evidence-Based Instruction/Intervention for Learners with Dyslexia and Other Learning Disabilities
- INED 7620: Positive Behavior Intervention Support
- EDRD 6718: An Introduction to Content Area Reading and Literacy

Teaching English to Speakers of Other Languages (TESOL) (15 Credit Hours)

- INED 7782: Applied Linguistics for ESOL Teachers
- INED 7750: Language, Power, and Pedagogy
- INED 7787: Content Area Reading and Writing for English Learners
- INED 7763: Curriculum Development for Multicultural and Multilingual Learners
- INED 7779: Collaborative Practices with Families, Schools, and Communities

Program Total (30–39 Credit Hours)

Curriculum and Instruction, Ed.S.

Program Description

The Curriculum & Instruction Educational Specialist (CIES) program is fully online and designed for working education professionals to explore traditional studies of curriculum development and evaluation and investigate newer research on how curriculum and instruction is understood as autobiographically, culturally, and politically situated. With the goal of understanding the synergy between curriculum theorizing and the teaching-learning process, this research-based and standards-aligned program is as intellectual as it is practical. Candidates engage in advanced curriculum-focused coursework, select electives that deepen their pedagogical knowledge, and complete four P-12 field experiences across grade bands that broaden their expertise. Furthermore, they develop research skills to conduct field investigations in the areas of curriculum, instruction, and program evaluation. Ultimately, students in this program become:

- evidence-based curriculum specialists who know how to build on the strengths of and meet the needs of all learners
- curriculum specialist-intellectuals who refine their analytical abilities and research skills; and,
- praxis-oriented curriculum specialists who make an impact in their P-12 school communities.

Completion of the CIES program, and subsequent passage of the GACE exam in Curriculum and Instruction, results in a new Service (S) field being added to the candidate's existing Georgia Professional Standards Commission (GaPSC) teaching, service or leadership certificate. Candidates admitted to this degree must possess at a minimum, a clear renewable Level 5 Teaching, Service, or Leadership certificate and/or hold a master's degree in an education-related field. Through this program, candidates develop the knowledge, skills, and dispositions to serve as curriculum specialists at the classroom, department, building, or system level.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general

Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

Please upload the following documents before submitting your application:

- **A copy of your Georgia Clear, Renewable Teaching, Service and/or Leadership Certificate**, out-of-state equivalent or departmentally approved equivalent. To print a copy of your Georgia clear, renewable certificate, you may visit mypsc.gapsc.org. The CIES program Department of Curriculum & Instruction recognizes and appreciates that many independent schools and 21st century learning environments do not require educators to hold traditional state teaching certification. In such instances, department faculty will make a case-by-case determination as to whether the educator's qualifications are sufficiently equivalent to a traditional teaching, service or leadership certificate and/or whether the educator has the background necessary to ensure successful completion of the program.
- **TWO Evaluations:** Submit the contact information for two sources who can address your teaching ability, commitment to the education of all learners, and potential success as a graduate student. The KSU Graduate College will send electronic evaluation forms to these sources. Two evaluations must be submitted for this admission requirement to be noted as complete.
- **ONE Mentor Form:** This program provides degree candidates with authentic, field-based learning experiences. Completion of these experiences often requires the facilitation of an educator (usually a current administrator or Lead Teacher) who agrees to serve as the candidate's mentor during his or her degree program. The mentor contact operates as part of a learning team with the candidate and university faculty, ensuring the candidate has an opportunity to complete his or her field experiences and/or working with university faculty and candidates to identify appropriate alternative experiences. As this program leads to a field addition by the GaPSC, the mentor must meet PSC requirements, as listed on the program Mentor Form available in the application.
- **Master's Degree:** Applicants must hold master's degree in an education-related field.
- **Interview:** An interview may be required. If so, you will be contacted by the program to set up an interview.

Admission Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credit

Submit a copy of the Transfer Credit Request Form. A maximum of 25% of transfer credit may be awarded at the discretion of the program director.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (24 Credit Hours)

- EDCI 7800: Curriculum Praxis
- EDCI 7810: Foundations of Curriculum
- EDCI 7820: Advanced Curriculum Theory and Practice
- EDCI 7830: Trends and Issues in Curriculum and Instruction
- EDCI 7840: Community-Engaged Pedagogies in Curriculum and Instruction
- EDCI 7870: Capstone I in Curriculum and Instruction
- EDCI 7880: Capstone II in Curriculum and Instruction
- EDRS 8000: Applied Quantitative & Qualitative Research

Electives (6 Credit Hours)

Students will take six credit hours of electives at the graduate level (7000 and above) offered in the Bagwell College of Education.

Program Total (30 Credit Hours)

Educational Leadership, Ed.S.

Program Description

The Ed.S. Degree with a major in Educational Leadership provides candidates with the content knowledge necessary to meet PSC requirements for Tier II Educational Leadership Certification. The program is in accordance with the new educational leadership standards and outcomes required of licensure in Georgia by the Professional Standards Commission. Admission is open to any individual who meets the admission requirements of the Education Preparation Provider (EPP). Admission to and completion of the Tier II program will not lead to additional pay until employed by a Local United of Administration (LUA) in a leadership position that requires Tier II certification.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Accreditation

Georgia Professional Standards Commission (GaPSC)

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Partnership Agreement between KSU and Candidate's School District or Charter/Independent School
- Agreement that District or Independent School to "support" Candidate in this program (this differs by institution - please check with your human resources department or administration)
- Complete a program application
- a master's degree - or higher - in a professional education or related field
- Have a minimum of four (4) years of teaching or administrative experience
- No GRE required
- Hold a leadership "position" or "role" as defined by your District or Independent/Charter school (Teachers can be admitted with district approval)

- Hold current Georgia leadership certification (L or PL only) OR have a Tier I Educational Leadership certificate.
- Individuals from out of state who are not seeking Georgia Tier-II certification are not required to have a Georgia Tier-I certification; however, it is strongly advised that you contact your respective state licensing agency to determine if our curriculum meets your state requirements.

Transfer Credits

- Ed.S. may accept up to 25% of approved credit.
- Tier I Certification Only may accept 3 hours of approved credit.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Core Courses (9 Credit Hours)

- EDRS 8000: Applied Quantitative & Qualitative Research
- EDL 8005: Foundations for Leadership
- EDL 8200: Applied Leadership Evaluation

Educational Leadership Residency Courses (18 Credit Hours)

- EDL 8810: Vision and Governance
- EDL 8820: Managing the Physical Environment
- EDL 8840: Professional Learning
- EDL 8850: Managing Human Resources
- EDL 8835: Curriculum and Instruction
- EDL 8805: Culturally Responsive Leadership

Optional

As needed for candidates who move from one area to another:

- EDL 8860: Transition Between Building and System Levels

Program Total (27–36 Credit Hours)

Instructional Technology, Ed.S.

Program Description

There are two tracks for the Ed.S. in Instructional Technology--Certification Track and Advanced Track. The certification track leads to initial certification in Instructional Technology by the Georgia Professional Standards Commission (GaPSC). The advanced track is for candidates who already have initial certification in Instructional Technology and wish to pursue an advanced track that leads to an upgrade to their existing certificate by the GaPSC.

The certification track in Instructional Technology prepares educators who wish to effectively integrate technology into their own teaching practice and to assist other educators in utilizing technology to improve teaching and learning. It prepares educators to model best practices in the use of instructional technologies and to provide high-quality professional learning experiences for others. The advanced track prepares technology leaders to lead the use of technology at the local, state, regional or national levels.

In Georgia, Instructional Technology is a new field of certification and is classified as a Service (S) certificate (P-12) when added to an existing clear renewable Georgia certificate. The Certification track leads to S-6 certification (service field) in Instructional Technology and increases a candidate's Level 5 certificate to a Level 6. To qualify for the new certification, candidates must pass the GACE in Instructional Technology and add the new Instructional Technology service field to their existing teaching certificate. The Advanced track also increases a Level 5 certificate to a Level 6.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Accreditation Information

Accredited by the Georgia Professional Standards Commission (GaPSC).

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the

following application materials must be submitted to the KSU Graduate Admissions Office:

- Earned master's degree in professional education or a related field. Minimum GPA of 2.75 on a 4.0 scale for undergraduate and graduate degrees. Official transcripts for all degrees must be provided.
- A teaching certificate or departmentally-approved equivalent. The School of Instructional Technology and Innovation recognizes and appreciates that many independent or charter schools may not require educators to hold traditional state teaching certification. In such instances, the School will make a case-by-case determination as to whether the educator's qualifications are sufficiently equivalent to a traditional teaching certificate and/or whether the educator has the background necessary to ensure successful completion of the program.
- A professional resume documenting statement of purpose for wanting the degree, education, and teaching experiences. Other information such as volunteer and service accomplishments and record of educational leadership activities are also welcome. Two years teaching experience is preferred. Current full-time employment as a K-12 professional educator or access to a K-12 educational setting is required to complete field-based assessments and experiences.
- If seeking GaPSC certification, applicants must obtain and submit a Mentor form indicating support from a qualified mentor who meets the GaPSC Mentor Requirements. Mentor requirements can be found on the ITEC Mentor form on the Graduate Admissions website for this program.

Admission Criteria for Unique Cases

Currently there are no exceptions to the admission requirements.

Transfer Credit

The program will consider up to 25% of transfer credit for similar courses that were not used to obtain another degree. Candidates will submit transfer credit request form, course descriptions, syllabi, and transcripts. After acceptance into the program, ITEC School Curriculum Committee will examine materials to determine if transfer credit will be granted.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of

program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Research Core (3 Credit Hours)

- ITEC 8500: Issues, Trends, and Research in Instructional Technology

Select Certification or Advanced Track

Track 1: Certification Track (27 Credit Hours)

For candidates seeking initial certification in Instructional Technology:

- ITEC 7305: Data Analysis & School Improvement
- ITEC 7400: Teaching, Technology & Student Engagement
- ITEC 7430: Digital Tools for Learning
- ITEC 7455: Digital Citizenship in Schools
- ITEC 7460: Professional Learning & Instructional Technology Coaching
- ITEC 7480: Introduction to Online & Blended Learning
- ITEC 7485: Creating with Emerging Technologies
- ITEC 7500: Capstone Experience & Portfolio
- ITEC 7600: Personalized Learning & Technology Rich Environments

Track 2: Advanced Track (27 Credit Hours)

For candidates already certified in instructional technology.

- ITEC 8510: Teaching, Learning, & Technology
- ITEC 8520: Supporting Technology Infrastructure in Schools & Districts
- ITEC 8530: Technology Leadership & Strategic Planning
- ITEC 8540: Business Management & Staffing for Technology Programs
- ITEC 8550: Designing & Evaluating Professional Learning
- ITEC 8560: Digital Citizenship in Education
- ITEC 8570: Managing Data Systems in Schools & Districts
- EDRS 8000: Applied Quantitative & Qualitative Research
- EDUC 8100: Advanced Study of Learning

Program Total (30 Credit Hours)

Secondary and Middle Grades Education, Ed.S.

Program Description

The Ed.S. with a Major in Secondary and Middle Grades Education is designed for candidates who have already earned an M.Ed. in Secondary and Middle Grades Education or a related field and wish to continue graduate study in order to enhance their expertise and improve their practice. Candidates will develop in-depth knowledge and skills to implement in their classrooms and schools in ways that advance all students' rights to an education that supports social and economic justice and academic success. Courses focusing on technology, learner-centered curriculum and instruction, learners and families from different backgrounds, and critical pedagogy will aid candidates in meeting these crucial needs.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- An earned Master's degree in Secondary and Middle Grades Education or a related field.
- A clear and renewable (or comparable) Georgia Teaching Certificate or equivalent in the teaching field to which you are applying or a related field.
- A minimum of three years of experience teaching the subject field in middle or secondary schools.

Admission Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credit

Those students who have completed their Ed.S. at another institution will be eligible to have their transcripts analyzed to transfer up to 25% of transfer credit into the Ed.S in Secondary and Middle Grades Education program. For more information, email graded@kennesaw.edu

SMGE Graduate Bridge: candidates who complete their M.Ed. in SMGE at KSU may apply up to 6 credit hours from the M.Ed. (a 36-credit hour program) to their Ed.S. (a 30-credit hour program).

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Education and Research Core (9 Credit Hours)

- EDRS 8100: Qualitative Research I
- EDRS 8200: Quantitative Research I
- EDUC 8100: Advanced Study of Learning

Major Requirements (21 Credit Hours)

Teaching Field Pedagogy (12 Credit Hours)

Required Courses (6 Credit Hours)

- EDSM 8901: Seminar I: Trends & Issues in Secondary & Middle Grades Ed
- EDSM 8902: Seminar II: Capstone Course in SMGE

Electives (6 Credit Hours)

Select 6 credit hours from the following:

- EDSM 8400: Internship in Teacher Development or Teacher Education
- EDSM 8500: Emerging Trends & Research on Adolescence
- EDSM 8701: Contemporary Issues in Educational Equity for Secondary & Middle Grades Education
- EDSM 9300: Critical Issues for Student Learning: (Topic)
- EDUC 8300: Critical Multicultural and Global Education

Teaching Field Concentrations (9 Credit Hours)

Technology Course (3 Credit Hours)

Select one course of the following:

- ENED 8741: Digital Media and Pedagogies in English/Language Arts Education (Required for English/Language Arts concentrations)
- ITEC 7400: Teaching, Technology & Student Engagement
- ITEC 7430: Digital Tools for Learning
- ITEC 7480: Introduction to Online & Blended Learning
- ITEC 7600: Personalized Learning & Technology Rich Environments
- MAED 7719: Technology and Mathematics (Required for Mathematics concentration)

Teaching Field Concentrations(6 Credit Hours)

Secondary English or Middle Grades Language Arts

- Any 7000, 8000 or 9000 level ENGL or ENED courses. Students may also consider 6000 level or higher EDRD or PRWR courses with English advisor or program coordinator approval.

Secondary Mathematics or Middle Grades Mathematics

- Any 7000, 8000, or 9000 level MATH or MAED courses. Students may also consider 6000 or higher STAT courses with mathematics advisor and statistics faculty approval.

Secondary History or Middle School Social Studies

- Any 7000, 8000 or 9000 level HIST, GEOG, ECON, ANTH, POLS, SSSED, or EDSS courses. Students may also consider any 6000 level or higher AMST courses with history advisor or program coordinator approval.

Secondary Chemistry

- Any 5000 or higher level CHEM courses. Students may also consider any 5000 level or higher EDSC, SCED, or SCI courses.

Secondary Biology or Middle Grades Science

- Any 5000 level or higher CHEM, SCED, ESCD, SCI, BIOL, PHYS, PHED or GEOL courses.

Note:

In addition to teaching field content courses, the following education courses can be taken (WITH FORMAL ADVISOR PRE-APPROVAL) to satisfy requirements in the Teaching Field Concentration:

- EDUC 7702: Best Practices in Secondary Schools
- EDUC 7705: Rethinking Assessment and Evaluation in Secondary and Middle Grades Education
- EDUC 7706: Motivation
- EDUC 7710: Principles, Trends, and Issues in Standardized Educational Testing
- EDUC 7725: Best Practices in Teaching and Learning in Content Field

Program Total (30 Credit Hours)

Special Education, Ed.S.

Program Description

The Ed.S. with a Major in Special Education is an online, 27-hour program that prepares candidates to be leaders in the field of special education. The program prepares candidates to be knowledgeable of critical issues within the field of special education, to engage in critical reflection of their personalities and epistemologies as practitioners, to understand how historical legacies, legislation, and litigation have served to both include and segregate students with disabilities, and to engage in inquiry based learning as both consumer and producer of research.

The Ed.S. with a major in Special Education offers two (2) tracks that prepare candidates for roles as inclusive, educational professionals. The first, the Special Education Track, which is fully online, provides candidates with the skills necessary to synthesize theory and practice through further examination of theoretically-based curriculum development, understanding of global education issues, and inquiry into making education equitable, democratic, humane, and socially just. Candidates who choose this track may seek to advance their knowledge in special education as practitioners and teacher leaders.

The second track, which provides 12 of the 18 hours required for Tier I Educational Leadership Certification and is fully online, is highly professionally-oriented. Candidates for the program are expected to currently be employed in a professional role in an organization providing professional educational services (e.g., school, regional educational service agency, department of education). In order to complete the required 18 hours, candidates will transfer to the Tier I Leadership program after they finish the Ed.S. to complete 6 additional hours, i.e., EDL 7601 and EDL 7615, both of which are offered every semester. Additionally, before applying to Tier I, candidates will take the GACE Leadership Ethics Exam (CODE 380). When candidates complete the "add-on" semester, they'll take the GACE Leadership Content Exam. Field activities and Key assessments accompany each EDL course to provide synthesis of the practical and theoretical knowledge necessary for today's inclusive educational leader.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

For the Special Education Track:

- An earned Master's degree in professional education or a related field from an accredited institution, i.e., Curriculum & Instruction, Educational Leadership;
- Clear Renewable Georgia Teaching Certificate (not necessary for applicants not seeking certification) or departmentally-approved equivalent;
- At least two (2) years of professional experience in teaching, administration, or related field;
- A minimum Graduate GPA of 2.75;
- Online Graduate Application. There is a non-refundable \$60 application fee
- Submit official transcripts from EACH college attended, including those institutions where degrees were NOT earned. Official transcripts are those in a university sealed envelope.
- Teaching Certificate or a departmentally-approved equivalent.
- Professional Resume documenting education, teaching experience, volunteer and service accomplishments and record of leadership activities.
- Professional Reflection Statement a) addressing your professional teaching and academic goals, and (b) identifying areas of educational interests.
- Two Letters of Recommendation from individuals that reference your academic and professional background.

For the Tier I Educational Leadership Certification Track:

- An earned Master's degree or higher in professional education or a related field from an accredited institution, i.e., Curriculum & Instruction, Educational Leadership,.
- Employment in a professional role in an organization providing educational services in an organization or district who has a documented partnership agreement in place with the Department of Educational Leadership;
- Minimum GPA of 2.75;

- Educational Leadership Mentor (Mentor must meet the criteria specified on the Educational Leadership Mentor form available on the graduate admissions website);
- Transcripts from each college attended;
- 2 years of professional teaching or administrative experience prior to admission consideration;
- Professional Resume;
- Online Recommendation Form;
- Georgia Ethics for Educational Leadership Exam;
- Graduate GPA. GPA will be utilized with other admission criteria to determine program eligibility.

Admission Criteria for Unique Cases

Currently there are no exceptions to the admission requirements.

Transfer Credit

Up to 25% of the total credit hours for the EdS program may be transferred in from outside institutions upon the approval of the program coordinator.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Education and Research Required Courses (15 Credit Hours)

- INED 8310: Education Policies: Impact on Special Education
- INED 8315: Critical Analysis of Collaboration in Schools
- INED 8335: Special Education From A Historical Perspective
- INED 8360: Addressing the Academic Needs of All Learners
- EDRS 8000: Applied Quantitative & Qualitative Research

Major Tracks (12 Credit Hours)

Special Education Track

- EDUC 8100: Advanced Study of Learning
- INED 7800: Curriculum Theory, Development, and Instructional Strategies

- ITEC 7400: Teaching, Technology & Student Engagement
- Any 7000 level or higher INED course for 3 credit hours.

Educational Leadership Tier 1 Certification Track

- EDL 7201: Leading Curriculum & Assessment
- EDL 7315: Research and Data Analysis for School Leaders
- EDL 7401: Instructional Leadership for Learning & Change
- EDL 7415: Human Resources, Law, and Ethics for School Leaders

Program Total (27 Credit Hours)

Educational Leadership, Ed.D.

Program Description

The Doctorate (EdD) in Educational Leadership is a 45+ hour post-master's professional degree for qualified candidates who wish to pursue the terminal degree in Educational Leadership. The program is designed to further develop experienced leaders in the areas of school improvement, strategic planning and institutional development, and other areas of critical need for the twenty-first century. The EdD program is designed to build candidates' critical understanding and expert use of transformational leadership skills. Our goal is to develop school leaders who integrate thoughtful, globally minded leadership practices with the knowledge, skills, and dispositions of effective educational leaders.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program will admit new students to start classes in Fall 2023 and again in Fall 2025.

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Earned Educational Specialist in education or a related field
- Clear Renewable Georgia Leadership Certificate – you MUST hold a PL6, L6, or Tier II Leadership certification or comparable certificate from another state PRIOR to admission consideration. To print a copy of your Georgia clear, renewable certificate, you may log onto www.gapsc.com.
- Employment: Current full-time employment as a professional educator with at least five years of teaching and/or administrative experience in P-12 education
- Professional Reflections Statement – Can be uploaded into the online application. Should be 1-2 pages and address your professional leadership training and interest, educational beliefs, professional goals, and why you seek to pursue your degree at KSU.
- Resume or Professional Vitae – Can be uploaded into the online application.

- Interview – An interview may be required. If so, you will be contacted by the program to set up an interview.

Admissions Criteria for Unique Cases

Currently there are no exceptions to the admissions requirements.

Transfer Credit

Ed.D. may accept up to 6 hours of approved credit.

Transfer credit will not be accepted for the core course requirements that are central to the program's distinctive focus. Consequently, transfer credit considerations will typically be restricted to courses in the concentration, guided electives, and the initial course in applied research methods. Decisions about the acceptability of transfer credit will be made on a case-by-case basis and must be approved by the concentration advisor and Director of the Doctoral and Specialists Programs.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Research Core (12 Credit Hours)

- EDRS 8100: Qualitative Research I
- EDRS 8200: Quantitative Research I
- EDRS 9100: Advanced Qualitative Research Methods
or
- EDRS 9200: Advanced Quantitative Research Methods
- EDRS 9300: Research Seminar: Conceptual Frameworks & Research Design

Required Core (15 Credit Hours)

- EDL 9000: Academic Discourse in Educational Leadership
- EDL 9345: Legal Issues and Ethics for Educational Leaders
- EDL 9600: Dissertation Research Methodologies in Practice
- EDL 9860: Politics, Power, and Practice for Educational Leaders

- EDL 9890: Strategic Planning, Curriculum, and Assessment in Education

Elective Courses (9 Credit Hours)

- EDL 9300: Critical Issues for Student Learning: (Topic)
- EDL 9310: Educational Facilities
- EDL 9330: Comparative Education
- EDL 9340: Ethics for Educational Leaders
- EDL 9350: Doctoral Directed Study
- EDL 9360: Beyond Policy: Reforming Schools Through Learner-Centered Education and Leadership
- EDL 9370: Critical Issues for Student Learning: Exploring the Literature
- EDL 9380: Economics of Education
- EDL 9390: Innovative Organizational Leadership in Education
- EDL 9520: Advanced Human Resources Management in Education
- EDL 9820: Marketing and Public Relations in Education
- EDL 9850: Serving Diverse Populations in Education

Concentration Options

Students may consider pursuing one of the following concentrations with their elective credits:

Leadership in Urban Schools

- EDL 7700: Leadership in Urban Schools
- EDL 7701: Dynamics of Leadership in Urban Schools
- EDL 7780: Practicum in Educational Leadership

Leading Independent and Charter Schools

- EDL 7780: Practicum in Educational Leadership
- EDL 7800: Financial Management and Leadership in Independent and Charter Schools
- EDL 7801: Institutional Advancement in Independent and Charter Schools

Coaching for Performance

- EDCO 7010: Introduction to Coaching

- EDCO 7020: Using Data for Coaching
- EDCO 7030: Applied Coaching: Developing, Implementing, and Maintaining a Coaching Plan

Dissertation (Minimum 9 Credit Hours)

- EDL 9900: Doctoral Dissertation

Program Total (45 Credit Hours)

Instructional Technology, Ed.D.

Program Description

The Ed.D. in Instructional Technology is intended to deepen and broaden the knowledge and skills of candidates in Instructional Technology. There are two tracks for the Ed.D. in Instructional Technology--Certification Track and Advanced Track. The certification track leads to initial certification in Instructional Technology by the Georgia Professional Standards Commission (GaPSC). The advanced track is for candidates who already have initial certification in Instructional Technology and wish to pursue an advanced track that leads to an upgrade to their existing certificate by the GaPSC.

The certification track in Instructional Technology prepares educators who wish to effectively integrate technology into their own teaching practice and to assist other educators in utilizing technology to improve the teaching and learning process. It prepares educators to model best practices in the use of instructional technologies and to provide high-quality professional learning experiences for others. The advanced track prepares technology leaders to lead the use of technology at the local, state, regional or national levels.

In Georgia, Instructional Technology is a new field of certification and is classified as a Service (S) certificate (P-12) when added to an existing clear renewable Georgia certificate. The Certification track leads to S-7 certification (service field) in Instructional Technology and increases a candidate's Level 5 or Level 6 certificate to a Level 7. To qualify for the new certification, candidates must pass the GACE in Instructional Technology and add the new Instructional Technology service field to their existing teaching certificate. The Advanced track also increases a Level 5 or Level 6 certificate to a Level 7.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- An earned master's degree in education or a closely related field.
- A professional teaching certificate OR a departmentally approved equivalent (for non-Georgia or non-certified individuals). The School of Instructional Technology and Innovation recognizes and appreciates that many charter, independent schools, IE2, and 21st century learning environments do not require educators to hold traditional state teaching certification. In such instances, the Department will make a case-by-case determination as to whether the educator's qualifications are sufficiently equivalent to a traditional teaching certificate and/or whether the educator has the background necessary to ensure successful completion of the program.
- At least three years of professional teaching or administrative experience (or a combination thereof), or a related role serving B-12 education (To facilitate candidates' field experiences, current full-time employment as a professional educator is preferred.).
- A competitive Graduate Record Exam (GRE) score and Graduate GPA. The GPA and GRE will be utilized with other admission criteria to determine program eligibility. Although no minimum scores are required, candidates are encouraged to prepare and score well since admission to the program is competitive. Please note: The Analytical/Writing score one receives as part of the GRE exam is used competitively in the admission review process. GRE scores must be from within the last five years. It is strongly encouraged for applicants to do well on this portion of the exam.
- If seeking GaPSC certification, applicants must obtain and submit a Mentor form indicating support from a qualified mentor who meets the GaPSC Mentor Requirements. Mentor requirements can be found on the ITEC Mentor form on the Graduate Admissions website for this program.
- A Professional Resume documenting statement of purpose for wanting the degree, education, teaching experience, volunteer and service accomplishments, and record of leadership activities. Your resume MUST reflect, at least, three years of teaching and/or administrative experience.
- A Professional Reflections Statement. Write a 1-3 single-spaced professional reflections statement which addresses the following questions: Why are you interested in the field of instructional technology? Why are you interested in pursuing a doctoral degree? What are your career plans after completing your

Ed.D. degree? What areas of research are you interested in exploring and/or conducting? Which faculty members would you be most interested in working with in regards to your research and/or career goals?

Admission Criteria for Unique Cases

Currently there are no exceptions to the admission requirements.

Transfer Credit

Students who complete their Ed.S. in Instructional Technology at Kennesaw State University may apply up to 15 hours of their Ed.S. to the Ed.D. in Instructional Technology. Students who have completed their Ed.S. at other institutions within the last 5 years may have their transcripts analyzed to receive up to 25% of transfer credit applied toward the Ed.D. in Instructional Technology at KSU.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Research Core (15 Credit Hours)

- EDUC 8100: Advanced Study of Learning
- EDRS 8100: Qualitative Research I
- EDRS 8200: Quantitative Research I
- EDRS 9100: Advanced Qualitative Research Methods
or
- EDRS 9200: Advanced Quantitative Research Methods

- EDRS 9300: Research Seminar: Conceptual Frameworks & Research Design

Select Certification or Advanced Track

Track 1: Certification (27 Credit Hours)

For candidates seeking initial certification in Instructional Technology:

- ITEC 7305: Data Analysis & School Improvement
- ITEC 7400: Teaching, Technology & Student Engagement

- ITEC 7430: Digital Tools for Learning
- ITEC 7455: Digital Citizenship in Schools
- ITEC 7460: Professional Learning & Instructional Technology Coaching
- ITEC 7480: Introduction to Online & Blended Learning
- ITEC 7485: Creating with Emerging Technologies
- ITEC 7500: Capstone Experience & Portfolio
- ITEC 7600: Personalized Learning & Technology Rich Environments

Track 2: Advanced Track (27 Credit Hours)

For candidates already certified in Instructional Technology:

- ITEC 8510: Teaching, Learning, & Technology
- ITEC 8520: Supporting Technology Infrastructure in Schools & Districts
- ITEC 8530: Technology Leadership & Strategic Planning
- ITEC 8540: Business Management & Staffing for Technology Programs
- ITEC 8550: Designing & Evaluating Professional Learning
- ITEC 8560: Digital Citizenship in Education
- ITEC 8570: Managing Data Systems in Schools & Districts

Candidates may select six credit hours from any 7000, 8000, or 9000 level courses approved by advisor.

Advanced ITEC Courses (6 Credit Hours)

- ITEC 9100: Introduction to Doctoral Studies in Instructional Technology
- ITEC 9400: Research and Theory in Instructional/Educational Technology

Guided Electives (9 Credit Hours)

Candidates may select nine credit hours from any 7000, 8000, or 9000 level courses approved by advisor. Not required for candidates holding an Ed.S. unless candidate is below the 36-hour Ed.D. degree minimum.

Dissertation (9 Credit Hours)

Candidates take nine hours of dissertation credit.

- ITEC 9900: Dissertation

Program Total (66 Credit Hours)

Secondary and Middle Grades Education, Ed.D.

Program Description

The Ed.D. with a major in Secondary and Middle Grades Education is designed for candidates who possess a teaching certificate and hold a specialist's degree in a Georgia Professional Standards Commission recognized area of certification.

The program of study provides skills necessary to integrate theory and practice by examination of local and global education issues; theory-based curriculum development; and equitable, democratic, humane, and socially just theories of education. Guided electives and cognate serve to deepen expertise in a chosen area of study. Through this program, candidates develop the knowledge, skills and dispositions to serve as learner-centered specialists engaging in scholarly inquiry and research.

The Ed.S. with a major in Secondary and Middle Grades Education is fully embedded in the Ed.D. program. Those students who complete the Ed.S. with a major in Secondary and Middle Grades Education at Kennesaw State may apply their entire program of study to the Ed.D.

To complete the program, candidates take 15 credit hours in Education and Research Core courses; 36 credit hours in Major Areas 1 and 2, teaching field pedagogy and content courses; 6 credit hours in guided electives/cognate; and 9 credit hours in dissertation.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- An earned Specialist's degree in professional education or a related field;
- A clear and renewable Georgia Teaching Certificate or departmentally-approved equivalent.

- At least, three years of professional teaching or administrative experience or both in P-12 education (current full-time employment as a professional educator is preferred).
- Research Response & Analysis writing sample. The applicant will select from two recent research articles in their area of content expertise and provide a 3-5 page written response to the article. Click here for the specific instructions.

Admission Criteria for Unique Cases

Currently there are no exceptions to the admission requirements.

Transfer Credit

SMGE Graduate Bridge: candidates who complete their M.Ed. in SMGE at KSU may apply up to 9 credit hours from the M.Ed. (a 36 credit-hour program) to their Ed.D. (a 66 credit-hour program). Students who have completed their Ed.S. at another institution will be eligible to have their transcripts analyzed and can possibly receive up to 25% of transfer credit apply toward their Ed.D.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Education and Research Core (15 Credit Hours)

- EDUC 8100: Advanced Study of Learning
- EDRS 8100: Qualitative Research I
- EDRS 8200: Quantitative Research I
- EDRS 9300: Research Seminar: Conceptual Frameworks & Research Design
- EDRS 9100: Advanced Qualitative Research Methods
or
- EDRS 9200: Advanced Quantitative Research Methods

Major Requirements (42 Credit Hours)

Teaching Field Pedagogy (18 Credit Hours)

Required Courses (6 Credit Hours)

- EDSM 8901: Seminar I: Trends & Issues in Secondary & Middle Grades Ed
- EDSM 8902: Seminar II: Capstone Course in SMGE

Electives (12 Credit Hours)

Select 12 credit hours from the following:

- EDSM 8400: Internship in Teacher Development or Teacher Education
- EDSM 8500: Emerging Trends & Research on Adolescence
- EDSM 8701: Contemporary Issues in Educational Equity for Secondary & Middle Grades Education
- EDSM 9300: Critical Issues for Student Learning: (Topic)
- EDSM 9350: Doctoral Directed Study
- EDUC 8300: Critical Multicultural and Global Education

Teaching Field Content and Cognate (24 Credit Hours)

Technology Course (3 Credit Hours)

Select one course from the following:

- ENED 8741: Digital Media and Pedagogies in English/Language Arts Education (Required for English/Language Arts concentrations)
- ITEC 7400: Teaching, Technology & Student Engagement
- ITEC 7430: Digital Tools for Learning
- ITEC 7480: Introduction to Online & Blended Learning
- ITEC 7600: Personalized Learning & Technology Rich Environments
- MAED 7719: Technology and Mathematics (Required for Mathematics concentrations)

Teaching Field Concentrations (12 Credit Hours)

Secondary English or Middle Grades Language Arts

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

Additional credit hours selected from the following: Any 7000, 8000, or 9000 level ENGL or ENED courses. Students may also consider 6000 level or higher EDRD or PRWR courses with English advisor or program coordinator approval.

Secondary Mathematics or Middle Grades Mathematics

- MAED 8900: Research Methods and Critique in Mathematics Education
Additional credit hours selected from the following: Any 7000, 8000, or 9000 level MATH or MAED course. Students may also consider 6000 or higher STAT courses with mathematics advisor or program coordinator approval.

Secondary History or Middle Grades Social Studies

- EDSS 8600: Critical Analysis of Contemporary Issues in Social Studies Education
Additional credit hours selected from the following: Any 7000, 8000, or 9000 level HIST, GEOG, ECON, ANTH, POLS, SSED or EDSS course. Students may also consider 6000 or higher AMST courses with history advisor or program coordinator approval.

Secondary Chemistry

Any CHEM course 5000 level or higher. Students may consider any 5000 level or higher EDSC, SCED or SCI courses approved by advisor.

Secondary Biology or Middle Grade Science

Any 5000 level or higher CHEM, EDSC, SCED or SCI courses.

Note:

In addition to teaching field content courses, the following education courses can be taken (WITH FORMAL CONTENT ADVISOR and PROGRAM COORDINATOR PRE-APPROVAL) to satisfy requirements in Teaching Field Content Courses:

- EDUC 7702: Best Practices in Secondary Schools
- EDUC 7705: Rethinking Assessment and Evaluation in Secondary and Middle Grades Education
- EDUC 7706: Motivation
- EDUC 7710: Principles, Trends, and Issues in Standardized Educational Testing
- EDUC 7725: Best Practices in Teaching and Learning in Content Field

Cognate: Content, Pedagogy, or Endorsement (9 Credit Hours)

Students must take a minimum of nine credit hours of additional Content, and Pedagogy courses listed above, Guided Electives, or Endorsement courses. Students pursuing an Endorsement may select from the following: • Coaching Endorsement • English to Speakers of Other Languages Endorsement • Gifted Endorsement • Online Teaching Endorsement • Personalized Learning Endorsement • Reading Endorsement • Teacher Leadership Endorsement – Stand-Alone and Embedded

Dissertation (9 Credit Hours minimum)**Program Total (66 Credit Hours minimum)**

Students may be awarded the Ed.S. after completion of 30 hours; please see Ed.S. program of study for required coursework.

Teacher Leadership, Ed.D.

Program Description

The Teacher Leadership Program prepares educators to lead their colleagues as teachers. Graduates of the program will be able to earn a Service (S) certificate in Teacher Leadership. Coursework includes graduate semester hours in advanced topics such as assessment, professional development, coaching, curriculum, leadership, and data-driven instruction. Candidates also participate in a residency, which provides significant opportunities for candidates to synthesize and apply the knowledge and practice to develop the skills identified in the Georgia Teacher Leadership Standards 1-7 through substantial, sustained, standards-based work in authentic, embedded settings, planned and guided cooperatively by the program provider and school district personnel.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Clear Renewable Georgia Teaching Certificate
- Personal Reflections Statement – Can be uploaded into the online application. Should be 1-2 pages and address your professional training and interest, educational beliefs, professional goals, and why you seek to pursue your degree at KSU.
- Employment – Candidates are required to be employed as teachers or administrators in a traditional public school district, a charter school district, a charter school, or an independent school. By PSC regulation, candidates must be referred for admissions by their respective schools/districts, and Kennesaw State University must hold a Performance-Based partnership with the referring district.
- Mentor Form – This program requires that you have a qualified mentor who meets the GaPSC Mentor requirements at each phase in your program. You

can find the mentor requirements and form with instructions on the Graduate Admissions website for this program.

- Resume or Professional Vitae – Can be uploaded into the online application. Should document your education, years of teaching experience, current school and district, volunteer and service activities in which you have participated, and any leadership involvement. Resume MUST reflect at least THREE years of professional teaching or administrative experience prior to admission consideration.
- Interview – An interview may be required. If so, you will be contacted by the program to set up an interview.

Admission Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credit

There are seven (7) required courses that all Teacher Leadership candidates take in order to prepare them for the Teacher Leadership GACE and initial Teacher Leadership certification. Those courses are not transferable. For additional questions regarding course transferability, please contact the Teacher Leadership program coordinator.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Teacher Leadership Certification

- TLED 7000: Foundations of Teacher Leadership
- TLED 7101: Critical Analysis of Policy, Theory, & Praxis for Teacher Leaders
- TLED 7465: Professional Learning in Schools
- TLED 7785: Collaboration with Families and Community
- TLED 7980: Action Research in Schools
- TLED 7990: Residency & Capstone
- TLED 8200: Mentoring, Coaching and Facilitating School Improvement

Additional Program Requirements

- ITEC 7305: Data Analysis & School Improvement

- ITEC 7400: Teaching, Technology & Student Engagement
- TLED 8830: Curriculum, Instruction and Assessment for Teacher Leaders

Research Requirements

- EDRS 8100: Qualitative Research I
- EDRS 8200: Quantitative Research I
- EDRS 9100: Advanced Qualitative Research Methods
- OR
- EDRS 9200: Advanced Quantitative Research Methods

Dissertation

- TLED 9900: Dissertation

Program Total (Ed.D.) (Minimum 48 Credit Hours)

Autism Spectrum Disorder Certificate

Program Description

The Autism Spectrum Disorders Certificate is designed to offer graduate courses in instruction, assessment, and positive behavior supports, which provide educators with the necessary knowledge, skills, and dispositions to meet the needs of students with autism as outlined by the Georgia Professional Standards Commission certification rule. This program consists of three graduate-level courses, which focus on the effective use of evidence-based/research-supported practices and concepts underlying the successful academic experiences and needs of this population.

This certificate offers two tracks:

1. Endorsement Track: This track is for those who are certified educators in Georgia who wish to add the GaPSC approved Autism Spectrum Disorders Endorsement to their certifications. Candidates in this track are eligible to add the Endorsement to their GaPSC Teaching Certificate in addition to the three courses appearing on the KSU transcript under Autism Spectrum Disorders Certificate.
- To add the Endorsement to your GaPSC Teaching Certificate, required coursework must be completed, endorsement track declared, and certification steps provided by Bagwell Certification Office adhered to.
2. Certificate Track: This track is for those educators who are in K-12 settings but not certified in Georgia or who teach in other settings and wish to gain competencies in teaching students with autism. When all requirements have been completed, the three courses will appear on the KSU transcript under Autism Spectrum Disorders Certificate.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the

following application materials must be submitted to the KSU Graduate Admissions Office:

The admission requirements for the Endorsement Track seekers include:

- A bachelor's degree or higher from an accredited institution.
- A GPA of 2.75 from the most recent degree awarded.
- Clear Renewable Georgia Teaching Certificate.

The admission requirements for the Certificate Track seekers include:

- A bachelor's degree or higher from an accredited institution.
- A GPA of 2.75 from the most recent degree awarded.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

- INED 7720: Positive Behavior Intervention Supports
- INED 7775: Nature of Autism: Theory and Practice
- INED 7776: Assessment and Diagnosis of Individuals with Autism

Program Total (9 Credit Hours)

Coaching Certificate

Program Description

The 9-hour GaPSC-approved Coaching Certificate is designed for experienced educators. Instruction will involve the use of a variety of instructional methods including, but not limited to, problem-based learning, modules, case-studies, simulation, field experiences, research, and individual projects. Application of learning to school-based issues and problems is a critical component of this applied program.

This certificate offers two tracks:

1. Endorsement Track: This track is for those who are certified educators in Georgia who wish to add the GaPSC approved Coaching Endorsement to their certifications. Candidates in this concentration are eligible to add the Endorsement to their GaPSC Teaching Certificate in addition to the three courses appearing on the KSU transcript under Coaching Certificate.
 - Please Note: To add the Endorsement to a GaPSC Teaching Certificate, required coursework must be completed, endorsement concentration declared, and certification steps provided by Bagwell Certification Office adhered to.
2. Certificate Track: This track is for those educators who are in K-12 settings but not certified in Georgia or who teach in other settings and wish to gain competencies in Coaching. When all requirements have been completed, the three courses will appear on the KSU transcript under Coaching Certificate.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

The admission requirements for the Endorsement Track seekers include:

- A bachelor's degree or higher from an accredited institution.
- A GPA of 2.75 from the most recent degree awarded.
- Clear Renewable Georgia Teaching Certificate.
- Coaching Endorsement School/District Recommendation Form.

The admission requirements for the Certificate Track seekers include:

- A bachelor's degree or higher from an accredited institution.
- A GPA of 2.75 from the most recent degree awarded.
- Coaching Endorsement School/District Recommendation Form.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

- EDCO 7010: Introduction to Coaching
- EDCO 7020: Using Data for Coaching
- EDCO 7030: Applied Coaching: Developing, Implementing, and Maintaining a Coaching Plan

Program Total (9 Credit Hours)

Dyslexia Certificate

Program Description

The Dyslexia Certificate is designed to offer graduate courses in assessment and instruction, which provides educators with the necessary knowledge, skills, and dispositions to meet the needs of students with dyslexia as outlined by the Georgia Professional Standards Commission certification rule. This program consists of three graduate-level courses, which focus on the effective use of evidence-based/research-supported practices and concepts underlying the successful academic experiences and needs of learners with dyslexia and other learning disabilities.

This certificate offers two tracks:

1. Endorsement Track: This track is for those who are certified educators in Georgia who wish to add the GaPSC approved Dyslexia Endorsement to their certifications. Candidates in this track are eligible to add the Endorsement to their GaPSC Teaching Certificate in addition to the three courses appearing on their KSU transcript under Dyslexia Certificate.
 - To add the endorsement to a GaPSC Teaching Certificate, required coursework must be completed, endorsement track declared, and certification steps provided by Bagwell Certification Office adhered to.
2. Certificate Track: This track is for those educators who are in K-12 settings but not certified in Georgia or who teach in other settings and want to gain competencies in teaching students with dyslexia. When all requirements have been completed, the three courses will appear on the KSU transcript under Dyslexia Certificate.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the

following application materials must be submitted to the KSU Graduate Admissions Office:

The admission requirements for the Endorsement Track seekers include:

- A bachelor's degree or higher from an accredited institution.
- A Clear Renewable Georgia Teaching Certificate.
- A GPA of 2.75 from the most recent degree awarded.

The admission requirements for the Certificate Track seekers include:

- A bachelor's degree or higher from an accredited institution.
- A GPA of 2.75 from the most recent degree awarded.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

- INED 7611: Introduction to Dyslexia and Other Learning Disabilities in the Context of Literacy
- INED 7621: Assessment of Learners with Dyslexia and Other Learning Disabilities
- INED 7631: Evidence-Based Instruction/Intervention for Learners with Dyslexia and Other Learning Disabilities

Program Total (9 Credit Hours)

Educational Leadership – Tier I Post-Master's Certificate

Program Description

The Certificate Only option in Educational Leadership provides candidates with the content knowledge necessary to meet GaPSC requirements for Tier I Educational Leadership certification. It is an eighteen (18) hour program. Admission to Tier I is open to any individual who meets the admission requirements of the Educator Preparation Provider (EPP).

Admission to and completion of Tier I does not ensure employment in a leadership position. Under state law, completion of an approved Tier I program will not lead to additional pay until employed by a Local Unit of Administration (LUA) in a leadership position that requires Tier I certification.

EPPs may limit admission based upon program capacity; in other words, admission may be limited if a provider caps enrollment based on various resources including the ability to place candidates with trained mentors. The program is highly professionally oriented, and candidates for the program are expected to currently be employed in an organization providing professional educational services (e.g., school, regional educational service agency, department of education). Field activities incorporate practical and theoretical knowledge necessary for today's educational leader.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Master's degree in an educational field
- Employment role in an organization providing educational services*
- 2.75 GPA in bachelor's degree coursework or most recent graduate degree
- Evidence of at least two years of teaching experience

- Admissions Portfolio
- Professional Resume
- Recommendation Form from school system administrator or designee
- EDL Mentor Form demonstrating that the mentor is actively employed in a leadership position in a P-12 school or LUA and holds a clear, renewable PSC Leadership Tier I (FLD700) or Leadership Tier II (FLD710) Certificate Field.
- GACE Leadership Ethic Assessment Completion Certificate
- Clear Renewable Georgia Educator Certificate**

* Candidates are required to be employed as teachers or administrators in a traditional public school district, a charter school district, a charter school, or an independent school. By PSC regulation, candidates must be referred for admissions by their respective schools/districts, and Kennesaw State University must hold a Performance-Based partnership with the referring district.

** Individuals from out of state who are not seeking Georgia certification are strongly advised to contact their respective state licensing agency to determine if this program curriculum meets the requirements in their state.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0
PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (18 Credit Hours)

Instructional Leadership Core (12 Credit Hours)

- EDL 7101: Critical Analysis of Policy, Theory and Praxis for Educational Leaders
- EDL 7215: Data-Informed Curriculum and Assessment for Educational Leaders
- EDL 7401: Instructional Leadership for Learning & Change
- EDL 7615: Communication and Community Relations, for School Leaders

Operational Management Core (6 Credit Hours)

- EDL 7415: Human Resources, Law, and Ethics for School Leaders
- EDL 7601: School Operations and Organizational Management

Program Total (18 Credit Hours)

English to Speakers of Other Languages

Endorsement Certificate

Program Description

The English to Speakers of Other Languages (ESOL) Endorsement Certificate provides the knowledge and skills to create environments and learning experiences that will prepare you to teach English to speakers of other languages in grades B-12. The courses in the program focus on understanding the dynamics of culture, language acquisition theories, and methods and teaching strategies in reading and writing. This certificate is a three-course sequence (9 credit hours fully online) with embedded field experiences with English learners. It is housed in the Inclusive Education Department in the Bagwell College of Education at Kennesaw State University. The ESOL Endorsement Certificate requires at least a two- semester commitment. Candidates may enroll in one or two courses during a semester but must be prepared to devote time to teaching in an approved ESOL classroom during the methods and materials course.

This certificate is for those who are certified educators in Georgia who wish to add the Georgia Professional Standards Commission (GaPSC)-approved ESOL Endorsement to their certifications. Candidates in this track are eligible to add the Endorsement to their GaPSC Teaching Certificate when the three courses appear on the KSU transcript under the ESOL Endorsement Certificate.

Please Note: To add the Endorsement to your GaPSC Teaching Certificate, required coursework must be completed, the endorsement track declared, and certification steps provided by Bagwell Certification Office adhered to.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- A bachelor's degree or higher from an accredited institution.

- A GPA of 2.75 from the most recent degree awarded.
- Clear Renewable Georgia Teaching Certificate.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:5.0

PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

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

Program Total (9 Credit Hours)

Gifted Education Certificate

Program Description

Helping students to learn and grow is a goal of every school. Implicit in that goal is an understanding of how to work with special populations of children. Gifted education encompasses the expertise needed to properly identify and serve not only the students who demonstrate high achievement, but also those who have the potential to achieve at high levels. The term covers the specific services and programs offered as well as the teacher education necessary to provide the academic guidance gifted students need in order to thrive. Gifted education, then, is the system by which districts recognize and serve this special population of children.

In Georgia, the Gifted Education Certificate enables educators to provide direct instruction only in the grade levels and fields of their base certificates. It also allows those with the endorsement to serve as a resource teacher for "indirect services" for gifted education in any content area or grade level P-12.

This certificate offers two tracks:

1. Endorsement Track: This track is for those who are certified educators in Georgia who wish to add the GaPSC approved Gifted Endorsement to their certifications. Candidates in this concentration are eligible to add the Endorsement to their GaPSC Teaching Certificate in addition to the four courses appearing on the KSU transcript under Gifted Education Certificate.

- Please Note: To add the Endorsement to your GaPSC Teaching Certificate, required coursework must be completed, endorsement concentration declared, and certification steps provided by Bagwell Certification Office adhered to.

2. Certificate Track: This track is for those educators who are in P-12 settings but not certified in Georgia or who teach in other settings and wish to gain competencies in Gifted Education. When all requirements have been completed, the four courses will appear on the KSU transcript under Gifted Education Certificate.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

The admission requirements for the Endorsement Concentration seekers include:

1. A bachelor's degree or higher from an accredited institution.
2. A GPA of 2.75 from the most recent degree awarded.
3. Clear Renewable Georgia Teaching Certificate

The admission requirements for the Certificate Concentration seekers include:

1. A bachelor's degree or higher from an accredited institution.
2. A GPA of 2.75 from the most recent degree awarded.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:
5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (12 Credit Hours)

- INED 7765: Characteristics of Gifted Children
- INED 7766: Curriculum Materials and Methods for Gifted Children
- INED 7767: Assessment of Gifted Children and Youth
- INED 7768: Curriculum Development and Program Design in Gifted Education

Program Total (12 Credit Hours)

Higher Education Administration Post-Master's Certificate

Program Description

The Graduate Certificate in Higher Education Administration (HEA) is a 15-hour post-Master's professional certificate for qualified candidates who wish to pursue credentials in higher education administration. The certificate program is designed to further develop experienced leaders in the areas of HEA foundations, institutional effectiveness and marketing, organizational management, legal and ethical issues, and other areas of critical need for the twenty-first century higher education administrator. The certificate program is designed to support and prepare higher education professionals to lead in diverse institutional contexts. Professionals who complete this certificate will be better prepared to lead change and develop higher education organizations to effectively succeed in a local, national, and international educational contexts.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Completion of a Master's Degree from an accredited college/university
- Resume or CV - (Can be uploaded into the online application system)

Admissions Note:

The Graduate Certificate in Higher Education Administration does not lead to leadership certification for P-12 education. It is designed for professionals who wish to have specialized post-Master's credentials in higher education administration.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (15 Credit Hours)

- HEA 8100: Foundations of Higher Education
- HEA 8200: Organizational Management in Higher Education
- HEA 8400: Human Resources Management in Higher Education
- HEA 8500: Legal Issues and Ethics for Higher Education Administrators
- HEA 8600: Financial Management in Higher Education

Program Total (15 Credit Hours)

Online Teaching Endorsement Certificate

Program Description

The purpose of the Online Teaching Endorsement Certificate program is to prepare candidates to teach within online and blended learning environments. Over the course of three semesters, candidates in the Online Teaching Endorsement Certificate program will complete three (3) online courses (9 credit hours), field experiences, and an electronic portfolio. This program offers Track 1 - Endorsement for those who are certified educators in Georgia who wish to add the GaPSC approved Online Teaching Endorsement to their certifications, and Track 2 - Certificate for those educators who are in K-12 settings but not certified in Georgia or who teach in other settings and wish to gain competencies in online and blended teaching. When all requirements have been completed, the three courses will appear on the KSU transcript under Online Teaching Endorsement Certificate.

This program does require all candidates to complete applied learning projects through a series of field experiences with students in online or blended learning environments. As a result, candidates must have access to a digital learning environment in their discipline to implement the required field experiences.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following admission requirements beyond the general Admissions requirements are:

- Endorsement (Track 1) seekers include:
 1. A bachelor's degree or higher from an accredited institution.
 2. A GPA of 2.75 from the most recent degree awarded.
 3. Clear Renewable Georgia Teaching Certificate.
- Certificate (Track 2) seekers include:
 1. A bachelor's degree or higher from an accredited institution.
 2. A GPA of 2.75 from the most recent degree awarded.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS AND GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

Students will take one course per semester.

- ITEC 7480: Introduction to Online & Blended Learning
- ITEC 7481: Designing and Developing Online Learning
- ITEC 7482: Facilitating Online Learning

Program Total (9 Credit Hours)

Personalized Learning Certificate

Program Description

The Personalized Learning Certificate is fully online, a nine-credit hour sequence that aims to provide learners with a foundational understanding of what personalized learning is, and the competencies necessary to effectively personalize a classroom or course. Learners demonstrate ten competencies as outlined by the Georgia Professional Standards Commission (GaPSC) standards for the Personalized Learning Endorsement, and plan how to personalize their own classrooms.

The program competencies include: Prioritized Executive Function, Learner Agency, Asset-based Dispositions, Growth and Mastery Mindset, Authentic and Adaptive Assessment, Flexible Education Resources, Individualized Path, Dynamic Communication, Expanded Collaboration, and Life-Long Professional Learning.

This certificate offers two tracks:

1. Endorsement Track: This track is for those who are certified educators in Georgia who wish to add the GaPSC approved Personalized Learning Endorsement to their certifications. Candidates in this concentration are eligible to add the Endorsement to their GaPSC Teaching Certificate in addition to the three courses appearing on the KSU transcript under Personalized Learning Certificate.

- Please Note: To add the Endorsement to your GaPSC Teaching Certificate, required coursework must be completed, endorsement concentration declared, and certification steps provided by Bagwell Certification Office adhered to.

2. Certificate Track: This track is for those educators who are in K-12 settings but not certified in Georgia or who teach in other settings and wish to gain competencies in Personalized Learning. When all requirements have been completed, the three courses will appear on the KSU transcript under Personalized Learning Certificate.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

The admission requirements for the Endorsement Track seekers include:

- A bachelor's degree or higher from an accredited institution.
- A GPA of 2.75 from the most recent degree awarded.
- Clear Renewable Georgia Teaching Certificate.

The admission requirements for the Certificate Track seekers include:

- A bachelor's degree or higher from an accredited institution.
- A GPA of 2.75 from the most recent degree awarded.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

- ITEC 7600: Personalized Learning & Technology Rich Environments
- ITEC 7602: Creating a Culture of Personalized Learning
- ITEC 7603: Employing the Processes of Personalized Learning

Program Total (9 Credit Hours)

Reading Education Certificate

Program Description

The Reading Education Certificate is a fully online nine-credit hour program that will give classroom teachers additional training to meet the literacy needs of students in P-12 school settings. Courses in the Reading Education Certificate for classroom teachers focus on understanding readers and the reading process, linking assessment and instruction and using evidence-based instructional strategies.

This certificate offers two tracks:

1. Endorsement Track: This track is for those who are certified educators in Georgia who wish to add the GaPSC approved Reading Endorsement to their certifications. Candidates in this concentration are eligible to add the Endorsement to their GaPSC Teaching Certificate in addition to the four courses appearing on the KSU transcript under Reading Education Certificate.

- Please Note: To add the Endorsement to your GaPSC Teaching Certificate, required coursework must be completed, endorsement concentration declared, and certification steps provided by Bagwell Certification Office adhered to.

2. Certificate Track: This track is for those educators who are in P-12 settings but not certified in Georgia or who teach in other settings and wish to gain competencies in Reading Education. When all requirements have been completed, the four courses will appear on the KSU transcript under Reading Education Certificate.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

The admission requirements for the Endorsement Concentration seekers include:

1. A bachelor's degree or higher from an accredited institution.
2. A GPA of 2.75 from the most recent degree awarded.
3. Clear Renewable Georgia Teaching Certificate

The admission requirements for the Certificate Concentration seekers include:

1. A bachelor's degree or higher from an accredited institution.
2. A GPA of 2.75 from the most recent degree awarded.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

- EDRD 6714: Advanced Methods & Theories in Early Literacy
- EDRD 6717: An Introduction to Reading Assessment & Instruction
- EDRD 6718: An Introduction to Content Area Reading and Literacy

Program Total (9 Credit Hours)

Special Education Certificate

Program Description

Evidence related to a rise in the number of students with disabilities in inclusive settings both internationally and nationally is the impetus for the proposed Graduate Certificate in Special Education. There is a need for all teachers to have knowledge, skills, and dispositions to meet the needs of students with disabilities. This certificate is specifically designed to meet the ever-increasing need for specialized preparation to meet the needs of students with disabilities. This stand-alone certificate does not lead to certification; however, candidates who complete the certificate program may transfer up to 9 graduate credits into the M.Ed. in Special Education.

The Graduate Certificate in Special Education is designed to offer graduate courses in instruction, assessment, and positive behavior supports, which provide educators with the necessary knowledge, skills, and dispositions to meet the needs of students with disabilities. Courses which apply to the certificate focus on effective use of evidence-based/research-supported practices and concepts underlying the successful academic experiences and needs of this population.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses

- INED 7720: Positive Behavior Intervention Supports

- INED 7730: Assessment for Student Learning
- INED 7761: Instructional Approaches I

Program Total (9 Credit Hours)

STEM Education Endorsement Certificate

Program Description

The purpose of the STEM Education Endorsement Certificate is to develop knowledge and expand ability for teaching STEM through authentic integration of science, technology, engineering, and mathematics. The program involves a nine-credit hour sequence with field experiences, collaborative learning, and community-based engagement. The courses focus on planning for, implementing, and reflecting on equitable STEM teaching practices and strategies that center student-driven learning through open-ended, complex problems. The certificate aligns with an in-field certification through the Georgia Professional Standards Commission (GaPSC).

Accreditation

The program is approved by the GaPSC.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Must possess a renewable Georgia teaching certificate. Candidates who have completed all requirements for the Georgia level 4 teaching certificate have until the end of the first semester to obtain certification.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

- ECE 7601: Interdisciplinary Explorations in STEM Learning
- ECE 7602: Equity in STEM Teaching and Learning
- ECE 7603: Critical Reflections in STEM Education

Program Total (9 Credit Hours)

Teacher Leadership Post- Master's Certificate

Program Description

The Teacher Leadership Certification Program/Teacher Leadership Certification-Only is designed to prepare and develop the capacity for teachers to serve in various teacher leadership roles (i.e. instructional coaching, chairing academic departments, providing professional learning opportunities, building a school culture of continuous improvement, and becoming change agents).

This 18-hour GaPSC certification program will enable experienced teachers, who have a graduate degree in a discipline other than Teacher Leadership, to plan and lead professional development; mentor and coach other teachers; align curriculum, instruction, and assessment; model best teaching practices; analyze data, and collaborate with all stakeholders to improve student learning.

Successful completion of the courses listed in the certification-only program will make students eligible for a S-5 Service Certificate in Teacher Leadership from the Georgia Professional Standards Commission (GaPSC).



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Level (4) professional educator certificate in Georgia/ equivalent in other state
- Master's degree in a discipline other than Teacher Leadership
- At least three years of teaching experience
- Employment – Candidates are required to be employed as teachers or administrators in a traditional public school district, a charter school district, a charter school, or an independent school. By PSC regulation, candidates must be referred for admissions by their respective schools/districts, and Kennesaw State University must hold a Performance-Based partnership with the referring district. For a list of partners, [click here](#).

- Two Professional Recommendations – Please use the online recommendation system to have your recommendation form sent electronically from sources that can address your success in teaching, ability for success in graduate study, and commitment to learners. You may also find a paper copy of the evaluation form [here](#).
- Mentor Form – This program requires that you have a qualified mentor who meets the GaPSC Mentor requirements at each phase in your program. You can find the mentor requirements and form with instructions on the Graduate Admissions website for this program.
- Resume or Professional Vitae – Resume MUST reflect at least Three years of professional teaching or administrative experience prior to admission consideration.
- Interview – An interview may be required. If so, you will be contacted by the program to set up an interview.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:
5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (18 Credit Hours)

- EDL 7315: Research and Data Analysis for School Leaders
- TLED 7101: Critical Analysis of Policy, Theory, & Praxis for Teacher Leaders
- TLED 7465: Professional Learning in Schools
- TLED 7785: Collaboration with Families and Community
- TLED 7980: Action Research in Schools
- TLED 8830: Curriculum, Instruction and Assessment for Teacher Leaders

Program Total (18 Credit Hours)

Teaching English in Global/Local Contexts

Certificate

Program Description

The Teaching English in Global/Local Contexts Certificate program is a fully online program that prepares practicing and new educators to be teacher-leaders in TESOL. This graduate-level certificate program prepares individuals to educate an increasingly varied population of students within and outside the U.S. through global perspectives. The program focuses upon teaching multilingual students within multiple program models in global contexts with core courses in language development, literacy, immigration, and teaching methods. The standalone Teaching English in Global/Local Contexts Certificate program with 9-credit hours (3 graduate level courses) is also embedded in the TESOL M.Ed. degree program.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (6 Credit Hours)

- INED 7764: Teaching English as an Additional Language: Topics, Methods, and Pedagogy
- INED 7769: Immigration, Policy, and Global/Local Issues in TESOL

Elective Course (3 Credit Hours)

Select one course from the following for three credit hours:

- INED 7750: Language, Power, and Pedagogy
- INED 7763: Curriculum Development for Multicultural and Multilingual Learners
- INED 7778: Language Development and Literacy for English Learners
- INED 7779: Collaborative Practices with Families, Schools, and Communities
- INED 7781: Cultural Issues for ESOL Teachers
- INED 7782: Applied Linguistics for ESOL Teachers
- INED 7783: Methods and Materials for Teaching ESOL
- INED 7787: Content Area Reading and Writing for English Learners

Program Total (9 Credit Hours)

Urban Education Endorsement Certificate

Program Description

The Urban Education Endorsement Program is fully online and consists of three courses that provide candidates with deep understandings of urban schools, families, and communities, with a emphasis on the historical, political, economic and social factors that shape urban education. Candidates learn to create connections between theory and practice, moving beyond stories of school failure to identifying and leveraging (or cultivating) educational resources (or assets) within urban schools and communities to empower learners.

Accreditation

The program is approved by the Georgia Professional Standards Commission (GaPSC).



This program is a part of the Clarice C. and Leland H. Bagwell College of Education

Admission, Enrollment and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Must possess a renewable Georgia teaching certificate. Candidates who have completed all requirements for the Georgia level 4 teaching certificate have until the end of the first semester to obtain certification.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

- ECE 7651: Social Foundations and Perspectives in Urban Education

- ECE 7652: Partnering with Urban Families and Communities
- ECE 7653: Advocating for Equity in Teaching and Learning

Program Total (9 Credit Hours)

Computer Science Endorsement

Program Description

The Computer Science Endorsement program is designed for teachers who are interested in adding the field of computer science education to a current, renewable teaching certificate held in a content area other than computer science. Applicants' certificate level must be level 4 or higher and at any grade level pre-kindergarten through 12th grade or another eligible field. Candidates who successfully complete the program are prepared to be effective computer science educators at the pre-kindergarten through 12th grade level.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Accreditation

This program has been approved by the GaPSC.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

- CSED 6021: Programming and Problem Solving for Teachers I
- CSED 6022: Programming and Problem Solving for Teachers II
- CSED 6414: Teaching of Computer Science (preK-12)

Program Total (9 Credit Hours)

Curriculum and Instruction Certification

Program Description

The online Curriculum & Instruction Certification Only program is offered by the Bagwell College of Education and the Educator Preparation Provider. Georgia's leadership concept calls for the collaboration among curriculum leaders and teacher leaders in the classroom and schools with executive leaders in administration to improve their schools and student learning at the P-12 level. The program's courses, experiences, and assessments are tightly aligned with the Professional Standards Commissions (PSC) Standards for Curriculum & Instruction as outlined in PSC Rule 505-3-.55. Completion of the certificate only program and subsequent passage the GACE exam in Curriculum & Instruction results in a new Service (S) certificate being added to the candidate's existing teaching or leadership certificate.

Students in the Curriculum & Instruction Certification Only program complete 21 hours of coursework in Curriculum and Instruction. The Curriculum & Instruction courses require application of C&I concepts and principles in the content area for which the candidate is certified and must be applied in P-12 settings.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Candidates must hold an advanced degree in a PSC approved field to enroll in the C&I Certificate Only program.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION

Educational Leadership Tier II Certification Only

Program Description

The Educational Leadership Performance-Based Certification Only program is offered by the Department of Educational Leadership in the Bagwell College of Education and the Professional Teacher Education Unit. Georgia's distributed leadership concept calls for the collaboration of teacher leaders in the classroom with executive leaders in administration to improve their schools and student learning at the K-12 level. The program's courses, experiences, and assessments are tightly aligned with eight key performance outcomes that are consistent with Georgia's initiatives to improve schools and increase student learning through data-driven reforms and sustained change.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Candidates must hold Tier I entry level certification or hold a valid, GaPSC-issued Standard Professional L or PL certificate in Educational Leadership;
- Serve in a leadership position at either the P-12 school or LUA level (or agency or organization equivalent to LUA level) that will enable the candidate to fully meet the program's residency requirements. A partnership agreement shall be established with the employing LUA, agency, or organization of each enrolled candidate for the purpose of ensuring candidates will be able to meet Tier II level residency requirements.
- Candidates who do not serve in a leadership position as described above may be enrolled if the EPP and employer establish a formal, written agreement specifying the candidate will be released from other responsibilities for a portion of the school week sufficient in length to allow the candidate to participate in and successfully complete residency performances. Employees

of state education or human service agencies, RESAs, universities or technical colleges, and employees of education or human service non-profit organizations may also pursue Tier II leadership certification as long as the employer has established a partnership with a GaPSC approved EPP and in the partnership agreement agrees to meet all requirements and guidelines accompanying this rule.

- The LUA or agency or organization equivalent to LUA level will provide mentor who will work as a member of the candidate's support team.

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. All relevant professional teaching and/or administrative certificates.
4. Professional Profile detailing related professional qualifications.
5. Reflections on Leadership for Learning.
6. Official request for consideration of transfer courses. A maximum of 25% of transfer credit may be awarded at the discretion of the program director.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (18 Credit Hours)

- EDL 8820: Managing the Physical Environment
- EDL 8835: Curriculum and Instruction
- EDL 8840: Professional Learning
- EDL 8850: Managing Human Resources
- EDL 8805: Culturally Responsive Leadership
- EDL 8810: Vision and Governance

Program Total (18 Credit Hours)

Instructional Technology Teacher Certificate

Program Description

The Instructional Technology Certificate Program/Instructional Technology Certification-Only Program is planned to prepare and develop teachers to direct school improvement toward higher levels of student learning and achievement through the use of instructional technology. It is designed for participants who have a T-4 Teaching Certificate and at least a Master's Degree. This program enables experienced teachers to complete the program in three semesters. Candidates will complete 21 hours of specialized course work taught by full and part-time graduate faculty and experienced technology specialists. The program will be delivered in cohorts offered in both blended and online formats.

The Instructional Technology Certificate/Instructional Technology Certification-Only program will be delivered in three semesters. Field-experiences are required throughout the program of study. Candidates will develop and present a professional portfolio providing evidence that they have the knowledge, skills, and dispositions required to master the PSC and ISTE Instructional Technology standards.

The scheduling of course offerings is planned to go over a consecutive period of three semesters covering a total of 21 hours. The sequence may vary depending on the semester of entry. Successful completion of the courses listed in the degree program will result in an S-5 Service Certificate in Instructional Technology in the State of Georgia.



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

1st Semester

- ITEC 7400: Teaching, Technology & Student Engagement
- ITEC 7430: Digital Tools for Learning

2nd Semester

- ITEC 7410: Instructional Technology Leadership
- ITEC 7445: Multimedia and Web Design and Development in Education

3rd Semester

- ITEC 7305: Data Analysis & School Improvement
- ITEC 7460: Professional Learning & Instructional Technology Coaching
- ITEC 7500: Capstone Experience & Portfolio

Program Total (21 Credit Hours)

Preschool/Special Education Certification-Only Program

Program Description

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



This program is a part of the Clarice C. and Leland H. Bagwell College of Education.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses

- INED 7746: Models of Development and Procedures for Assessment
- INED 7747: Developmentally Appropriate Practices for Curricular Design and Methods of Intervention
- INED 7748: Language Learning & Emergent Literacy

Program Total (9 Credit Hours)

College of Architecture and Construction Management

Academic Programs

Construction Management, MS

Program Description

Kennesaw State University's Construction Management Department began offering the Master's in Construction Management (M.S.) degree in 1995.



This program is a part of the College of Architecture and Construction Management.

Accreditation

The Master's in Construction Management program is accredited by the American Council of Construction Education (ACCE).

Admission, Enrollment and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

Admission to the Master of Science with a major in Construction Management is open to persons holding the Bachelor's degree or higher in Engineering, Engineering Technology, Construction Management, Construction Technology, Architecture, Management or a related degree from an accredited college or university. Preference in admission will be given to applicants having professional experience in a construction work environment. The admission procedure is competitive in that students will be admitted only if academic accomplishments and work experience demonstrate that they can successfully complete the program.

Applicants must supply all of the following to the Office of Graduate Admissions in order to be considered for admission:

Admission Materials:

- Undergraduate GPA of 2.75 or better on a 4.0 scale.
- Application Letter - Should state your interest and goals for the MS and the potential use of the degree.

- Resume / CV
- Three (3) Letters of Recommendation - (one of which must be from the completed from the current supervisor, others can be from supervisors, professors, or professional colleagues).

*Additional requirements for international students (applying from outside the United States)

Transfer Credit

No credit from outside institutions is accepted for this degree program.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Degree Requirements (16 Credit Hours)

- CM 6000: Information Methods
- CM 6100: Construction Law: Contracts and Claims
- CM 6200: Strategic Bidding and Estimating
- CM 6600: Construction Risk Analysis and Control

Construction Degree Option (20 Credit Hours)

Select one of the options listed below.

Elective Option

Select five construction elective courses (four credits each), up to two of which may be approved courses from another graduate department.

Thesis Option

- CM 7801: Masters Thesis
- CM 7802: Masters Thesis
- CM 7803: Masters Thesis
- Select two 4-hour construction elective courses at the 6000 level

Project Option

Select five 4-hour construction elective courses at the 6000 level. Up to 3 of these courses may be replaced by project courses, CM 7701–CM 7703. A grade of "C" or better is required for each course applied to the degree program.

In all graduate programs, a minimum of a 3.00 G.P.A. is required. No grades below 'C' may be applied to a graduate program's requirements, and a maximum of 2 'C' grades at the level of 6000 or above may be applied to a graduate program's requirements.

A cumulative 3.00 grade point average is required in all courses that apply to the degree.

Program Total (36 Credit Hours)

Foundation Requirements

In addition to the 36 required hours for the Masters degree, students may be required to demonstrate competency in the following:

- English Communication Skills (TCOM 2010)
- Construction Graphics (CM 2000)
- Residential and Light Construction Methods (CM 3110)
- Structural Systems (CM 5030)
- Computer Applications in Construction (CM 3000)
- Construction Scheduling (CM 4510)
- Construction Quantity Surveying (CM 3410)
- Construction Finance and Feasibility (CM 3620)

Courses (undergraduate or baccalaureate) taken to show competency in these areas will not count toward the 36 hours required for the Graduate degree. Competency can be shown by:

- Successfully completing coursework
- Successfully completing competency testing developed by the Program

College of Computing and Software Engineering

Academic Programs

Artificial Intelligence, MS

Program Description

The Master of Science with a major in Artificial Intelligence (AI) is an innovative 30-credit hour interdisciplinary program tailored for individuals seeking advanced knowledge in the rapidly evolving domain of artificial intelligence. The program will typically take 1.5 years to complete for full-time students, but it will be possible to complete it in one year (3 semesters). This interdisciplinary degree integrates knowledge from the fields of Computer Science, Cybersecurity, Data Science, Information Technology, and Software Engineering. It provides students with in-depth studies of the core principles and technologies in artificial intelligence, such as machine learning, deep learning, neural networks, cognitive computing, natural language processing, computer vision, human machine teaming, AI's ethical implications, as well as utilizing opportunities via course projects, term projects, thesis or capstone projects to explore their application in different sectors, including defense and homeland security, ecommerce, engineering, finance, healthcare etc.

The program provides students with skill-building opportunities in artificial intelligence research, advanced project development, and industrial internships. The emphasis of the Artificial Intelligence, MS program is on experiential learning and problem solving. The capstone model of the program will include a required capstone course, in which students will demonstrate the knowledge learnt in the courses by conceptualizing, designing, and executing an AI-driven project, addressing real-world challenges. The thesis model of the program will require impactful research and completion of a 6-credit hour thesis in which students will design, conduct, and present an original study in artificial intelligence research, demonstrating in-depth knowledge and contribution to the field.



This program is a part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

1. Resume/Vita required.
2. Students with an undergraduate degree in non-computing discipline must show evidence of programming competency and have satisfactory coursework. Applicants lacking foundation knowledge may be required to complete the following 5000-level foundation courses:
 - CS 5000 Foundations of Programming
 - CS 5040 Data Structures and Algorithms

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (12 Credit Hours)

- CS 7267: Machine Learning
- CS 7375: Artificial Intelligence
- CS 7357: Neural Networks and Deep Learning
- AI 7000: Ethics in Artificial Intelligence

Program Track (18 Credit Hours)

Students must select one of the following tracks:

Thesis Track

Required Courses (9 Credit Hours)

- CS 7999: Thesis * repeated for a total of 6 credit hours
- CS 7998: Research in Computer Science

Elective Courses (9 Credit Hours)

Students must complete 9 credit hours from the AI Electives list.

Capstone Track

Required Course (3 Credit Hours)

- AI 7993: AI Capstone

Elective Courses (15 Credit Hours)

Students must complete 15 credit hours from the AI Electives list.

AI Electives

- CS 7367: Machine Vision
- CS 7347: Natural Language Processing
- CS 7075: Artificial Intelligence and Robotics
- CS 7050: Data Warehousing and Mining
- CS 7265: Big Data Analytics
- CS 7545: AI for Security and Privacy
- 6000 or 7000 level courses with any prefix approved by the program coordinator, up to a total of 6 credit hours. The course must align with program outcomes by either advancing the student's expertise in artificial intelligence or by deepening their domain-specific knowledge in a way that facilitates the application of AI to that field.

Program Total (30 Credit Hours)

Computer Science, MS

Program Description

The Master of Science with a Major in Computer Science (MSCS) is a rigorous degree program that includes advanced coursework and research activities on a wide range of computer science subjects such as artificial intelligence, cybersecurity, databases, data science, human-computer interaction, networking, scientific computing, and high-performance computing. MSCS program is intended for the students pursuing professional careers in computing. Students in the MSCS program will learn how to solve real-world problems with advanced computing skills and mathematical knowledge.

The MSCS program serves as both a research program training computer scientists and a professional program training industry practitioners. In order to serve these two audiences, the program provides the following two program models. MSCS students can choose any one of these two models to pursue their MSCS degrees.

MSCS Program Model Options:

- **Thesis Model:** The thesis model is designed for students who plan to conduct computer science research under the supervision of faculty members in selected areas. It consists of a 6 hours program core, 6 hours thesis (CS 7999), 3 hours research (CS 7998), and 15 hours elective courses. Students who choose this model should work with a faculty thesis advisor. Thesis needs to be defended and approved by a thesis committee that consists of at least 3 members.
- **Professional Model:** The professional model is designed for students who plan to advance their knowledge in computer science and apply their knowledge to industrial applications. It consists of 6 hours program core, and 24 hours elective courses.

The MSCS program features an excellent curriculum that blends theoretic foundations of computer science with the state-of-the-art computing technologies. Major areas of study include data science, cyber and network security, high performance computing, and artificial intelligence. The program provides students with opportunities in computer science research, advanced project development, and industrial internship. The MSCS program has a number of premium features, including the integrated use of distance learning technology with intensive faculty-student interactions. Students have a choice of attending class on-campus, remote but "live" at the assigned class

time, or remote and viewing the recorded lecture at their convenience. Moreover, the MSCS program is structured with both full-time and part-time study options in order to provide students with maximum flexibility of study. Outstanding students may apply for graduate research assistantships, subject to funding availability.



This program is a part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

1. Resume/Vita required.
2. Two letters of recommendation (Optional- strongly recommended).
3. An undergraduate degree from an accredited university.
4. 2.75 Minimum GPA for students with an undergraduate degree in a computing discipline, OR a non-computing discipline. Lower GPA is considered on a case-by-case basis for those who show extraordinary background. Students with an undergraduate degree in a non-computing discipline may need some foundation courses. If any of the following foundation courses have not been taken in another program, these must be completed at the earliest.
 - CS 5000
 - CS 5020
 - CS 5040
 - CS 5070

Streamlined Application Process:

Students who meet the following qualification are eligible for a streamlined application process. To qualify students must:

- Be a current Kennesaw State University student majoring in one of the College of Computing and Software Engineering's undergraduate programs.
- Have an active petition to graduate in that major
- Have a 3.5 GPA or higher upon graduation and the recommendation of the undergraduate coordinator

- Students who meet these criteria are not required to take the GRE nor submit secondary documentation that includes a resumé or vita, statement of purpose, or letters of recommendation.

Students who wish to apply for admission into a different major may be required to take additional course work. Please contact the program coordinator of that program.

Transfer Credits

A student may transfer a maximum of six semester hours of graduate courses. The transfer of credit for course work completed at another institution will be approved only under the following conditions:

- A minimum grade of "B" was received in the course;
- The content of the course corresponds to that of a course required or permitted in the student's program at Kennesaw State University;
- The credit to be considered for transfer will not be more than six years old at the time the student enters KSU.

A request for consideration of transfer credit must be submitted to the MSCS program director by the student during the first semester of residence. 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.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Common Core (6 Credit Hours)

- CS 6041: Theory of Computation
- CS 6045: Advanced Algorithms

Program Models (24 Credit Hours)

Select one of the following:

Thesis Model Requirements

Required Courses (9 Credit Hours)

- CS 7998: Research in Computer Science
- CS 7999: Thesis *

* Repeat for a total of 6 credits

Electives (15 Credit Hours)

Students must complete 15 credit hours, at least 12 credit hours must be from 7000-level or higher. Students may choose to complete one concentration area or a combination of courses listed in Elective Choices below.

Professional Model Requirements

Students must complete 24 credit hours, at least 18 credit hours must be from 7000-level or higher, excluding CS 7998 and CS 7999. Students may choose to complete one concentration area or a combination of courses listed in Elective Choices below.

Elective Choices

Students may choose to complete one concentration area or any of the following courses:

- Any CS 6000-, 7000-, or 8000-level course
- CSE 7983: Graduate Internship
- or
- DS 7900: Applied Analytics Project Course (One time only)

Artificial Intelligence Concentration

Required Courses

- CS 7267: Machine Learning
- CS 7347: Natural Language Processing
- CS 7375: Artificial Intelligence

Elective Options

Students pursuing this concentration should fill remaining electives with the options below:

- CS 7075: Artificial Intelligence and Robotics
 - CS 7253: Graph Algorithms
 - CS 7263: Information Retrieval
 - CS 7357: Neural Networks and Deep Learning
 - CS 7367: Machine Vision
 - CS 7990: Special Topics in Computer Science
 - CS 7992: Directed Studies (One time only)
-
- CSE 7983: Graduate Internship
- Or
- DS 7900: Applied Analytics Project Course (One time only)

Data Science Concentration

Required Courses

- CS 7265: Big Data Analytics
- CS 7267: Machine Learning
- STAT 8240: Data Mining I

Elective Options

Students pursuing this concentration should fill remaining electives with the options below:

- CS 6025: Operating Systems
- CS 6070: Database Systems
- CS 7050: Data Warehousing and Mining
- CS 7125: Cloud Computing
- CS 7253: Graph Algorithms
- CS 7260: Advanced Database Systems
- CS 7263: Information Retrieval
- CS 7347: Natural Language Processing
- CS 7357: Neural Networks and Deep Learning
- CS 7367: Machine Vision
- CS 7375: Artificial Intelligence
- CS 7990: Special Topics in Computer Science
- CS 7992: Directed Studies (One time only)
- STAT 7210: Applied Regression Analysis

- STAT 8250: Data Mining II
 - MATH 8020: Graph Theory
 - MATH 8030: Applied Discrete & Combinatorial Mathematics for Data Analysts
-
- CSE 7983: Graduate Internship
 - Or
 - DS 7900: Applied Analytics Project Course (One time only)

Cyber and Network Security Concentration

Required Courses

- CS 6027: Computer Networks
- CS 7530: Advanced Cryptography
- CS 7540: Network Security

Elective Options

Students pursuing this concentration should fill remaining electives with the options below:

- CS 6025: Operating Systems
 - CS 7535: Software and OS Security
 - CS 7537: Digital Forensics
 - CS 7545: AI for Security and Privacy
 - CS 7550: Internet of Things Security
 - CS 7990: Special Topics in Computer Science
 - CS 7992: Directed Studies (One time only)
-
- CSE 7983: Graduate Internship
 - Or
 - DS 7900: Applied Analytics Project Course (One time only)

Program Total (30 Credit Hours)

Cybersecurity, MS

Program Description

The Master of Science with a major in Cybersecurity degree enhances career opportunities to supervise, design, develop, and operate a secure cyber environment. The program can be completed 100% online in 12 months by fully prepared applicants and employs a unique 7-week course structure allowing students to complete four courses per fall and spring semester while taking two classes at a time.

Upon completion of the MS-Cybersecurity, students will be able to: strategize, design, develop, deploy, and lead cybersecurity efforts in the enterprise; prepare for, respond to, and recover from cybersecurity threats and incidents; manage cybersecurity risk to information assets; and select and apply appropriate tools and methodologies to solve real-world cyber problems.



This program is a part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admissions Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Resume/Vita required.
- Statement of purpose (Optional but recommended).
- Two letters of recommendation (Optional but recommended).
- Undergraduate degree from an accredited university.
- Minimum undergraduate degree GPA 2.75. Lower GPA is considered on a case-by-case basis.

Required Background

The Master of Science in Cybersecurity is made up of 9 required courses and one capstone course (for a total of 30 Credit hours). All students must satisfy the 3 foundation requirements in the area of programming, computing infrastructure, and data communication and networking. Students can satisfy the foundation requirements for the MS Cybersecurity in one of the following two manners:

- 1) By completing the appropriate prerequisite modules through the KSU College of Graduate and Professional Education in the areas of Programming Principles, Computing Infrastructure, Data Communication and Networking.
- 2) By completing the following undergraduate courses (or their KSU equivalents) with a grade of "C" or better:
 - Programming Principles
 - Computing Infrastructure
 - Data Communication and Networking

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (30 Credit Hours)

- CYBR 7000: Cyber Law, Policy, and Enforcement
- CYBR 7050: Cybercrime Detection, Analysis, and Forensics
- CYBR 7100: Secure Application Development
- CYBR 7200: Securing Enterprise Infrastructure
- CYBR 7220: Mobile and Cloud Security
- CYBR 7240: Cyber Analytics and Intelligence
- CYBR 7300: Management of Cybersecurity
- CYBR 7350: Contingency Planning and Response
- CYBR 7400: Introduction to Cryptography and Its Application
- CYBR 7910: Capstone in Cybersecurity Practicum
- or
- CYBR 7930: Capstone in Cybersecurity Management

Program Total (30 Credit Hours)

Data Science and Analytics, MS

Program Description

The Master of Science with a major in Data Science and Analytics Program (MSDSA) at Kennesaw State University is a 36 semester-hour applied, professional degree program which seeks to prepare a diverse student body to utilize cutting edge data science and analytics methods to enable correct, meaningful inferences from data obtained from business, industry, government, and health services. The MSDSA program is open to all individuals looking to advance their careers in data science and analytics. The MSDSA program focuses on the following areas:

1. Practical, hands-on experience with programming languages and big data tools, through coursework and applied research experiences.
2. Application of data science and analytical methods and techniques to mine and visualize data for patterns and relationships.
3. Identifying, building, and evaluating appropriate models for a variety of data science tasks.
4. Obtaining, cleaning, processing, and transforming data for analysis and modeling.
5. Effectively interpreting and communicating analysis methods and findings to any audience, orally, visually, and in written formats.

Students may take up to 9 credit hours in related disciplines (e.g. CS, IT, SWEG, IS) to help complement their data science and analytics education and learn additional computational, analytical, and programming knowledge and skills.



This program is a part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University.

- Applicants should have mathematics coursework that includes at least Calculus I and Calculus II (Optional).
- Minimum cumulative undergraduate adjusted grade-point average of 2.75 on a 4.0 scale.
- Other criteria will be considered by the MS Admissions Committee for applicants, including
 - coursework
 - professional certifications
 - relevant work experience
 - professional activities

Admission Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credits

With approval from the program director, a student may substitute up to nine hours of graduate credit from other institutions, from other graduate programs at Kennesaw State University, or from Special Topics or Directed Study Classes offered within the MSDSA program. To be transferred, course work from other institutions must correspond to Kennesaw State University's MSDSA 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.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Requirements

Required Courses (12 Credit Hours)

- STAT 7010: Mathematical Statistics I
- STAT 7020: Statistical Computing and Simulation
- STAT 7100: Statistical Methods
- STAT 7210: Applied Regression Analysis

Select one from the following (3 Credit Hours):

- STAT 7220: Applied Experimental Design
- STAT 7125: Design and Analysis of Human Studies

Select two from the following (6 Credit Hours):

- STAT 7125: Design and Analysis of Human Studies
- STAT 7220: Applied Experimental Design
- STAT 7235: Applied Longitudinal Data Analysis
- STAT 7310: Applied Categorical Data Analysis
- STAT 8220: Time Series Forecasting
- STAT 8240: Data Mining I
- STAT 8320: Applied Multivariate Data Analysis
- STAT 8330: Applied Binary Classification

Required Project (6 to 9 Credit Hours)

Minimum of 6 credit hours are required. Students can take any of the courses here multiple times for credits. But maximally 9 credit hours can be applied for the degree. A written report (a project proposal, a project status update, or a final project report) is required by the end of each semester when any amount of the credits are taken.

- STAT 7916: Cooperative Education
- STAT 7918: Internship
- STAT 7940: Applied Analysis Project

Electives (6 to 9 Credit Hours)

Any other 7XXX or 8XXX courses with a DATA or STAT prefix may be used to complete the degree requirements.

Courses from other graduate programs (IT, CS, SWE, IS) may be used with approval of the graduate program coordinator.

Program Total (36 Credit Hours)

Information Technology, MSIT

Program Description

The Master of Science in Information Technology (MSIT) program is designed to enhance career options in the management, performance, and integration of information technology systems for current and future IT professionals. With several focus areas such as IT security, Data Management and Analytics, Enterprise IT Management and Health IT, the MSIT program prepares graduates to transition into IT careers as well as to pursue IT leadership positions in the industry.



This program is a part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Resumé/Vita required.
- Statement of purpose.
- Undergraduate degree from an accredited university.
- Minimum undergraduate degree GPA 2.75. Lower GPA is considered on a case-by-case basis.
- Two letters of recommendation- Optional but strongly recommended

A Streamlined Admission Process

The MSIT program offers a streamlined admission process to students who meet following criteria:

- Are a current Kennesaw State University student majoring in a CCSE Bachelor degree program.
- Have an active petition to graduate
- Have an institutional GPA of 3.5 (or higher) in that major upon graduation

Students who have the above qualifications will not be required to submit secondary documentation that includes a resumé or vita, statement of purpose, or letters of recommendation.

Admission Criteria for Unique Cases

A student with an insufficient computing background may be required to take up to four of following IT foundation courses.

- IT 5413 – Software Design and Development
- IT 5423 – Computer Networks and System Administration
- IT 5433 – Databases: Design and Applications
- IT 5443 – Web Technologies and Application Development

This decision will be made based on applicant's prior academic records and will be written in the admission letter.

Transfer Credits

A student may transfer a maximum of six semester hours of graduate courses from a regionally accredited college/university. The transfer of credit for course work completed at another institution will be approved only under the following conditions:

- A minimum grade of "B" was received in the course;
- The content of the course corresponds to that of a course required or permitted in the student's program at Kennesaw State University;
- The credit to be considered for transfer will not be more than six years old at the time the student enters KSU.

A request for consideration of transfer credit must be submitted to the MSIT program director by the student during the first semester of residence. 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.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Core Courses (12 Credit Hours)

- IT 6203: IT Design Studio
- IT 6413: IT Service Delivery
- IT 6423: IT System Acquisition & Integration

- IT 6823: Information Security Concepts and Administration

Program Options

Choose from one following Program Options:

Capstone Option

- IT 7993: IT Capstone
15 Credit Hours from Elective Course List

Thesis Option

- IT 7999: Thesis (6 credit hours over two semesters)
12 Credit Hours from Elective Course List

Electives

Depending on whether students take the capstone or the thesis option, they are required to complete 5 or 4 elective courses, respectively. In addition to the Information Technology electives listed below, students may take maximum of 1 elective from 6000 level or higher courses from FIS, CS, SWE, IS, DS, STAT, or MGT, subject to Credit for Duplicate Courses policy and course prerequisites. Credit may not be awarded for the same course twice, or for courses deemed so similar as to be considered the same.

- IT 6923: Blockchain Technology in Payments
- IT 6933: Machine Learning Technology in FinTech
- IT 7103: Practical Data Analytics
- IT 7113: Data Visualization
- IT 7123: Business Intelligence Systems
- IT 7133: Enterprise AI Applications
- IT 7143: Cloud Analytics Technology
- IT 7303: Data Privacy Technologies
- IT 7313: Physical IT Systems Security
- IT 7323: Computer Forensics
- IT 7333: Enterprise Cloud and Wireless Security
- IT 7343: Ethical Hacking: Network Security and Penetration Testing
- IT 7503: Foundations of Health Information Technology

- IT 7513: Electronic Health Record Systems and Applications
- IT 7523: Clinical Processes & Workflows: Analysis and Redesign
- IT 7533: Health Information Security and Privacy
- IT 7703: IT Policy and Law
- IT 7713: Management of Information Technology
- IT 7723: IT Strategy, Policy, and Governance
- IT 7733: Fundamentals of Enterprise Cloud
- IT 7743: Database Administration
- IT 7900: Special Topics in Information Technology
- IT 7913: Research Seminar in IT
- IT 7923: Advanced Web Technologies
- IT 7993: IT Capstone
- IT 7999: Thesis
- CSE 7983: Graduate Internship

Program Total: 30 Credit Hours

Software Engineering, MSSWE

Program Description

The Master of Science in Software Engineering (MSSWE) prepares students to design and build high-quality software and exposes them to real-world strategies and procedures that will give them a competitive edge in the market. Moreover, given its flexibility, it allows students to customize their path according to their career goals.

The MSSWE assumes that students have a significant background in computing. It both deepens and broadens their knowledge of computing, and prepares them for positions of more responsibility in the computing industry, as well as for further postgraduate studies.

Students who are interested in the program but do not have the required prerequisite knowledge will be asked to take SWE foundations certificate to transition into the computing field.



This program is a part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admissions Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Resume/Vita required.
- Statement of purpose.
- Undergraduate degree from an accredited university.
- Minimum undergraduate degree GPA 2.75. Lower GPA is considered on a case-by-case basis.
- Two letter of recommendation- Optional but strongly recommended.

Streamlined Admission Requirements

Students who meet the following qualifications are eligible for a streamlined application process. To qualify students must:

- Be a current Kennesaw State University Student majoring in the College of Computing and Software Engineering's undergraduate programs.
- Have an active petition to graduate in that major.
- Have a 3.5 GPA or higher upon graduation and the recommendation of the undergraduate coordinator

Students who meet this criteria will not be required to take the GRE nor submit secondary documentation that includes a resume or vita, statement of purpose, or letters of recommendation. Students who wish to apply for admission into a different major may be required to take additional course work. Please contact the program coordinator of that program.

Foundation Courses

Student transcripts will be evaluated with the application. Upon admission to the MSSWE program students with little or no computing or software engineering background may be required to take some or all of the following foundation prerequisite courses:

- CS 5000 Foundations of Programming
- SWE 5003 Software Engineering and Computational Thinking
- CS 5040 Data Structures & Algorithms
- SWE 5063 Foundations of Database and Web Development Technologies

If the student's transcript evaluation determines foundational coursework is not recommended, students may begin required MSSWE coursework. Please note that students who complete all four foundation courses may obtain the Software Engineering Foundations Certificate.

Transfer Credit

A student may transfer a maximum of 25% of graduate courses. The transfer of credit for course work completed at another institution will be approved only under the following conditions:

- A minimum grade of "B" was received in the course;
- The content of the course corresponds to that of a course required or permitted in the student's program at Kennesaw State University;
- The credit to be considered for transfer will not be more than six years old at the time the student enters KSU.
- A request for consideration of transfer credit must be submitted to the MSSWE program director by the student during the first semester of residence. 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.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (15 Credit Hours)

All students must take the following four courses:

- SWE 6613: Requirements Engineering
- SWE 6633: Software Project Planning & Management
- SWE 6653: Software Architecture
- SWE 6673: Software Testing and Verification
- plus a course covering the entire software development lifecycle

Based on student admission evaluation, students should take the recommended course from the choices below:

- SWE 6623: Software Engineering
- or
- SWE 6733: Emerging Software Engineering Processes

Select one of the following program options (15 Credit Hours)

A. Capstone Option

- SWE 7903: Software Engineering Capstone
12 Credit Hours of 6000 or 7000-level SWE, CS, IT or SYE courses (at least 2 courses must be from SWE or the approved list of CS/CSE courses and at most 2 from either CS, IT, or SYE)

B. Thesis Option

- SWE 7803: Master's Thesis (6 Credit Hours over two semesters)
Choose 9 Credit Hours of 6000 or 7000-Level SWE, CS, IT, or SYE courses (at least 2 courses must be from SWE or from the approved list of CS/CSE courses)

Elective SWE Courses

Depending on whether students take the capstone or the thesis option, they are required to complete 4 or 3 elective courses, respectively. In addition to the software electives listed below, students can take any 6000 and 7000 level courses in Computer Science (CS) or Information Technology (IT), or approved courses in Systems Engineering (SYE), which are listed below. Students who took SWE 6733 as a required course cannot use it also as elective.

- SWE 6733: Emerging Software Engineering Processes
- SWE 6753: Game Design & Development
- SWE 6763: Software Evaluation and Measurement
- SWE 6783: User Interaction Engineering
- SWE 6813: Web Service Engineering
- SWE 6823: Embedded Systems
- SWE 6863: Software Engineering Ethics and Legal Issues
- SWE 6853: Design Patterns
- SWE 6883: Formal Methods in Software Engineering
- SWE 6903: Special Topics
- SWE 6803: Independent Study

At least two electives must be in Software Engineering or the following list of CS/CSE courses:

- CSE 7983: Graduate Internship
- CS 7125: Cloud Computing
- CS 7455: Mobile App Development
- CS 7535: Software and OS Security
- CS 7827: Real Time Systems
- CS 7385: Human Factors

Approved SYE Courses:

- SYE 6005: Introduction to Systems Engineering
- SYE 6025: Engineering Economic Analysis
- SYE 6035: Modeling and Simulation

Program Total (30 Credit Hours)

Computer Science, Ph.D.

Program Description

The Computer Science Ph.D. program is an innovative program that blends the highest level of theoretical foundations with the practice of Computer Science by using state-of-the-art computing technologies in order to meet current and projected market demands for Computer Science experts in academia, industry and government sectors by producing cutting-edge researchers and well-prepared educators. The students are involved in innovative research and gain expertise in advanced computer science subjects such as artificial intelligence, data engineering/science, computer and network security, information technology, and software engineering, which are in high demand in the region and beyond. This program is unique in that the students can tailor research focus to their professional goal, by aligning toward academia or the applied research needs of industry. The program provides students with opportunities in computer science research, advanced project development, and industrial internship.



This program is a part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- An undergraduate or graduate degree in Computer Science or a related field from an accredited university. Other degrees are considered on a case-by-case basis for those who show extraordinary background.
- A cumulative GPA of at least 3.25 from an undergraduate degree or 3.50 from a graduate degree. A lower GPA is considered on a case-by-case basis for those who show extraordinary background.
- GRE Score Report – (Optional)
- Resume or CV
- Statement of how this degree facilitates your career goals, recent accomplishments and activities, and research interest.
- Three Letters of Recommendation from academic or professional contacts.
- Successful completion of Math courses through Calculus II and Discrete Math, and undergraduate Data Structure Course.

Transfer Credits

Graduate work taken at other regionally accredited institutions must be evaluated and approved by the program director and/or graduate committee in order to satisfy degree requirements. Such transfer credit cannot exceed 25% of the total semester hours required for the degree and cannot reduce residency requirements.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Program Core Requirements (18 Credit Hours)

- CS 8025: Advanced Operating Systems
- CS 8027: Advanced Networking and Architecture
- CS 8041: Advanced Theory of Computation
- CS 8045: Advanced Design and Analysis of Algorithms
- CS 8050: Principles of Software Design and Programming Languages
- CS 8260: Advanced Database Systems and Applications

Research (6 Credit Hours)

- CS 8998: Advanced Research in Computer Science

Internship (6 Credit Hours)

Students may select three credit hours from each course below, or six credits from one course.

- CSE 7983: Graduate Internship
- DS 9700: Doctoral Internship

Electives (18 Credit Hours)

Select from the options below:

- CS 8125: Advanced Cloud Computing
- CS 8172: Advanced Parallel and Distributed Computing

- CS 8253: Advanced Graph Algorithms
- CS 8263: Advanced Information Retrieval
- CS 8265: Advanced Big Data Analytics
- CS 8267: Advanced Machine Learning
- CS 8347: Advanced Natural Language Processing
- CS 8357: Advanced Neural Networks and Deep Learning
- CS 8367: Advanced Computer Vision
- CS 8375: Advanced Artificial Intelligence
- CS 8540: Advanced Network Security
- CS 8545: Advanced AI for Security and Privacy
- CS 8990: Advanced Special Topics in Computer Science
- CS 8992: Advanced Directed Studies

Dissertation (24 Credit Hours)

- CS 9900: Ph.D. Dissertation Research

Program Total (72 Credit Hours)

Data Science and Analytics, Ph.D.

Program Description

Kennesaw State University's Ph.D. with a major in Data Science and Analytics is an advanced degree, which trains individuals to translate large, structured and unstructured, complex data into information to improve decision-making, and become independent researchers. This highly interdisciplinary curriculum includes heavy emphasis on programming, machine learning, artificial intelligence, data mining, statistical modeling, and the mathematical foundations to support these concepts. The program also emphasizes communication skills, data ethics, and application of results to business and research problems. Graduates can pursue a position in the private or public sector as a "practicing" Data Scientist or a position within academia, where they are uniquely qualified to teach the next generation of data scientists.



This program is a part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- GRE Score Report – Minimum Quantitative score is 160. Preferred Analytical Writing Score of 3.5.
- Resume or CV
- Statement of Intent describing how this degree facilitates your career goals.
- Three Letters of Recommendation
 - At least one must be from an academic source.
 - At least one must be from a source outside of the academic community.
- Successful completion of Math courses through Calculus II
- Proficiency in at least one analytical programming language (e.g., Python, SAS, R).

Admission Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credit

No credit from outside institutions is accepted for this degree program.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Core (24 Credit Hours)

- CS 8265: Advanced Big Data Analytics
- CS 8267: Advanced Machine Learning
- MATH 8020: Graph Theory
- MATH 8030: Applied Discrete & Combinatorial Mathematics for Data Analysts
- STAT 8240: Data Mining I
- STAT 8250: Data Mining II
- DS 9700: Doctoral Internship (repeat for a total of 6 credits)

Electives and Concentrations (21 Credit Hours)

Students take up to 9 credit hours for 6000- or 7000-level courses in DS, STAT, or CS with permission of the program director. Students take any 8000 or 9000 level course in DS, STAT, MATH, CS, or IT, or the HHS courses in the mHealth concentration (other disciplines by permission of the director).

Computer Science Concentration

Students interested in pursuing a concentration in Computer Science must take at least 15 credit hours in CS courses at 8000 or 9000 levels (except CS 9900).

Statistics Concentration

Students interested in pursuing a concentration in Statistics must take at least 15 credit hours in STAT courses at 8000 or 9000 levels.

mHealth Concentration

Students interested in pursuing a concentration in mHealth must complete the following courses.

- HHS 8000: Introduction to mHealth
- HHS 8010: Ethical Issues in mHealth, Healthcare, and Human Subjects Research
- STAT 8235: Advanced Longitudinal Data Analysis
- HHS 8050: Advanced Research in mHealth

Choose one of the following:

- HHS 8020: mHealth Applications
- HHS 8030: Advanced Special Topics in mHealth

Research (33 Credit Hours)

Students take a minimum of 15 hours of DS 9900 in order to graduate. This course should only be taken by students who have already completed comprehensive exams or with permission of the program coordinator.

- DS 9700: Doctoral Internship
- Or
- DS 9900: PhD Dissertation Research

Program Total (78 Credit Hours)

Computer Science Foundations Certificate

Program Description

This Graduate Certificate in Computer Science Foundations is intended to provide a computer science foundation-building opportunity to the students who do not have an undergraduate degree in the discipline. Throughout the certificate program, the students will be able to develop a breadth of knowledge across the computer science subjects, essential to pursue a career in the relevant fields or to continue graduate study in the Master of Science in Computer Science (MSCS) program.



This program is a part of the College of Computing and Software Engineering

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (12 Credit Hours)

- CS 5000: Foundations of Programming
- CS 5020: Computer Organization and Architecture
- CS 5040: Data Structures and Algorithms
- CS 5070: Mathematical Structures for Computer Science

Program Total (12 Credit Hours)

Data Analytics and Intelligent Technology

Certificate

Program Description

The Graduate Certificate in Data Analytics and Intelligent Technology is designed for individuals to advance their knowledge and career options in the data analytic field. The certificate focuses on technologies, systems, and applications that support data analytical processing and intelligent IT operations at various levels. Graduates from the program will develop a solid foundation and gain hands-on experience with up-to-date technologies and systems used in the industry. The certificate can be taken either as a stand-alone program or as embedded in the Master of Science in Information Technology program.



This program is a part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Resumé/Vita required.
- Undergraduate degree from an accredited university.
- Minimum undergraduate degree GPA 2.75. A lower GPA is considered on a case-by-case basis.

Admissions Criteria for Unique Cases

Prior knowledge in database systems and related data technologies and applications is required. Students who do not have this background will be required to take the following IT foundation courses.

- IT 5433 – Databases: Design and Applications

The decision on the foundation course requirement will be made based on applicant's prior academic records and will be written in the admission letter.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (6 Credit Hours)

- IT 7103: Practical Data Analytics
- IT 7123: Business Intelligence Systems

Elective Courses (6 Credit Hours)

Choose two courses from the following:

- IT 7113: Data Visualization
- IT 7133: Enterprise AI Applications
- IT 7143: Cloud Analytics Technology
- DS 7900: Applied Analytics Project Course

- STAT 7020: Statistical Computing and Simulation
or
- STAT 8240: Data Mining I

Program Total (12 Credit Hours)

Enterprise IT Management Certificate

Program Description

The Graduate Certificate in Enterprise Information Technology Management is designed for IT professionals and others who hold a bachelor's degree to advance their knowledge in the field of Enterprise IT Management.

Students graduating with this program will develop a solid foundation in IT standards, best practices and applications in enterprise IT management areas such as IT service management, IT system acquisition and integration, IT governance and policy, pertinent laws and regulation, and enterprise cloud management.

The certificate can be taken as a stand-alone program and as an embedded certificate in the MSIT program. Currently enrolled MSIT students can apply the certificate courses towards MSIT requirements and electives.



This program is a part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Meet all KSU Graduate College Admission Requirements.
- Resumé/Vita required.
- Undergraduate degree from an accredited university.
- Minimum undergraduate degree GPA 2.75. A lower GPA is considered on a case-by-case basis.

Admissions Criteria for Unique Cases

Prior knowledge in computer networks, system administration, and database is required. Students who do not have this background will be required to take the following IT foundation course.

- IT 5423 Computer Networks and System Administration
- IT 5433 Databases: Design and Applications

The decision on the foundation course requirement will be made based on applicant's prior academic records and will be written in the admission letter.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (6 Credit Hours)

- IT 6413: IT Service Delivery
OR
- IT 6423: IT System Acquisition & Integration
- IT 7713: Management of Information Technology

Elective Courses (6 Credit Hours)

Choose two courses from the following.

- IT 7703: IT Policy and Law
- IT 7723: IT Strategy, Policy, and Governance
- IT 7733: Fundamentals of Enterprise Cloud
- IT 7743: Database Administration

Program Total (12 Credit Hours)

Health Information Technology (HIT) Certificate

Program Description

The Graduate Certificate in Health Information Technology (HIT) is designed for individuals who want to advance their knowledge in Health Information Technology. Students will gain hands-on experience through configuring and administering open-source electronic health record systems, applying health data analytics and process mining, and assessing and managing health data security and privacy risks. Graduates with this certificate will have domain knowledge, understanding of healthcare regulations, and IT skills needed in the healthcare industry. The certificate can be taken either as a stand-alone program or as embedded in the Master of Science in Information Technology program.



This program is a part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Resumé/Vita required.
- Minimum undergraduate degree GPA 2.75. A lower GPA is considered on a case-by-case basis.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements **Required Courses (12 Credit Hours)**

- IT 7503: Foundations of Health Information Technology
- IT 7513: Electronic Health Record Systems and Applications
- IT 7523: Clinical Processes & Workflows: Analysis and Redesign
- IT 7533: Health Information Security and Privacy

Program Total (12 Credit Hours)

Information Technology Foundations Certificate

Program Description

The Graduate Certificate in Information Technology Foundations is designed for individuals who hold bachelor's degrees in non-computing fields and would like to transition into the Master of Science in Information Technology program or obtain an entry-level position in the IT industry. Graduates from the program will obtain fundamental knowledge in the areas of programming, computer networks and system administration, database systems, and web application development.



This program is a part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (12 Credit Hours)

- IT 5413: Software Design and Development
- IT 5423: Computer Networks and System Administration
- IT 5433: Databases: Design and Applications
- IT 5443: Web Technologies and Application Development

Program Total (12 Credit Hours)

Information Technology Security Certificate

Program Description

The Graduate Certificate in Information Technology Security Program is designed for individuals to advance their knowledge and career options in the field of information security. The certificate program focuses on fundamental principles of securing networks and computer systems, hands-on experience with configuration, design, development and administration of security tools, and an awareness of industry best practices. Graduates from the program will build a strong foundation in pursuing a career in the information security field. The certificate can be taken as a stand-alone program or embedded as part of the Master of Science in Information Technology program.



This program is a part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Resumé/Vita required.
- Minimum undergraduate degree GPA 2.75. A lower GPA is considered on a case-by-case basis.

Admissions Criteria for Unique Cases

Prior knowledge in computer network and systems administration is required. Students who do not have this background will be required to take the following IT foundation course.

- IT 5423 Computer Networks and System Administration

The decision on the foundation course requirement will be made based on applicant's prior academic records and will be written in the admission letter.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Course (3 Credit Hours)

- IT 6823: Information Security Concepts and Administration

Elective Courses (9 Credit Hours)

Choose any three courses from the following:

- IT 7303: Data Privacy Technologies
- IT 7313: Physical IT Systems Security
- IT 7333: Enterprise Cloud and Wireless Security
- IT 7323: Computer Forensics
- IT 7343: Ethical Hacking: Network Security and Penetration Testing
- IS 7330: Disaster Recovery/Business Continuity Planning

Program Total (12 Credit Hours)

Software Engineering Certificate

Program Description

The Software Engineering Graduate Certificate focuses on building the foundations to design high-quality software as well as it leaves students the possibility of choosing part of their courses to make the certificate in line with their career goals.

The Graduate Certificate in SWE assumes that students have a significant background in computing. It will help them to expand their software engineering knowledge by building a set of skills that will prepare them for positions of more responsibility in the computing industry.



This program is part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

- SWE 6733: Emerging Software Engineering Processes
Select two of the following:
- SWE 6613: Requirements Engineering
- SWE 6633: Software Project Planning & Management
- SWE 6653: Software Architecture
- SWE 6673: Software Testing and Verification

Note: SWE 6613 is a prerequisite for SWE 6673

Electives (6 Credit Hours)

Choose two courses for a total of six credits. One course should be 6000-level SWE or from the list below. The second course can be any 6000/7000-level CS or SWE course.

- CS 7125: Cloud Computing
- CS 7385: Human Factors
- CS 7455: Mobile App Development
- CS 7535: Software and OS Security
- CS 7827: Real Time Systems
- CSE 7983: Graduate Internship

Program Total (15 Credit Hours)

Software Engineering Foundations Certificate

Program Description

The Graduate Certificate in Software Engineering Foundations is intended to provide a computer science foundation-building opportunity to the students who do not have an undergraduate degree in the discipline. Throughout the certificate program, the students will be able to develop a breadth of knowledge across the computer science subjects, essential to pursue a career in the relevant fields or to continue graduate study in the Master of Science in Software Engineering (MSSWE) program. The MSSWE admissions committee may conditionally admit applicants lacking foundational knowledge in computer science, with the requirement to take some courses from this certificate program.

The Graduate Certificate in Software Engineering Foundations assumes that students do not have a significant background in computing. It both deepens and broadens their knowledge of computing, and prepares them for positions of more responsibility in the computing industry, as well as for further postgraduate studies. Students interested in the Graduate Certificate will typically not have a first degree in computing.



This program is a part of the College of Computing and Software Engineering.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (12 Credit Hours)

- CS 5000: Foundations of Programming

- SWE 5003: Software Engineering and Computational Thinking
- SWE 5063: Foundations of Database and Web Development Technologies
- CS 5040: Data Structures and Algorithms

Program Total (12 Credit Hours)

College of Science and Mathematics

Academic Programs

Chemical Sciences, M.S.

Program Description

The Master of Science with a Major in Chemical Sciences (MSCB) is a thesis-based program with tracks in Chemistry and Biochemistry. The MSCB offers a flexible curriculum, individually tailored to the student's background and research interests. The program is 33-credit-hours of coursework with research opportunities in all areas of chemistry and biochemistry, from synthetic organic chemistry to enzymology. The MSCB will prepare students to think in an interdisciplinary fashion about problems in chemistry, biochemistry and many other related areas of study. This program is designed to allow students to complete course work and thesis research within two academic years.

Successful candidates will have an undergraduate grade point average of at least 3.0 (on a 4.0 scale) and will have completed requirements for the bachelor degree in a college accredited by a recognized regional accrediting association within the U.S., or in an equivalent institution outside the U.S. (accredited by a recognized accrediting agency). Adequately prepared applicants must demonstrate core competency as reflected by the record of undergraduate coursework in biology, chemistry, physics and mathematics, with a degree focus in one of these areas. The core includes 8 semester hours of physics with labs, 16 hours of general and organic chemistry with labs, 8-9 hours of math including calculus, and 8-20 hours of upper level chemistry and/or biochemistry and/or biology.

Adequately prepared applicants must demonstrate core competency as reflected by the record of undergraduate coursework in biology, chemistry, physics and mathematics, with a degree focus in one of these areas. An applicant who is deemed deficient in one or two courses by the Admissions Committee may be admitted into the program under the condition that the missing undergraduate courses be taken in addition to the graduate program requirements; these will not count toward the degree and are not eligible for the tuition waiver.



This program is a part of the College of Science and Mathematics.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- **Statement of Research Interests – Can be uploaded into the online application.** Should strongly indicate *research* area of interest (to be done with faculty member) and background information that may be relevant to succeeding in the program.
- **References–** Names and contact information for two persons familiar with the applicant's potential to complete successful graduate work.
- **Optional– Two Letters of Recommendation –** Should be from persons familiar with the applicants potential to complete successful graduate work.

Admissions Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credit

No credit from outside institutions is accepted for this degree program.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Common Core (18 Credit Hours)

- CHEM 7000: Research Skills and Ethics
- CHEM 7100: Graduate Seminar – one credit hour each, taken twice
- CHEM 7990: Research for Master's Thesis (12 Credit Hours)
- CHEM 7999: Master's Thesis Defense

Track and Individualized Course of Study Electives (15 Credit Hours)

Sequences of courses from the options below should be taken that reflect and complement the student's chemical interests and career goals. Up to 9 hours may be taken from another department with approval of the program director and department chair.

- CHEM 6430: Advanced Topics in Organic Chemistry
 - CHEM 6510: Advanced Topics in Biochemistry
 - CHEM 6620: Advanced Topics in Physical Chemistry
 - CHEM 7300: Synthetic Methods
 - CHEM 7500: Chemical Biology
 - CHEM 7600: Physical and Analytical Methods
- CHEM 5000 or higher, or other graduate level course with permission from the program director and department chair.

Program Total (33 Credit Hours)

Integrative Biology, MS

Program Description

Integrative biology is an emerging scientific paradigm that assembles concepts and information from different disciplines (e.g. genetics, physiology, and behavior) and from different scales (e.g. molecules, cells, populations, ecosystems) to produce a more complete understanding of biological systems and to better answer some of the great scientific questions of our day. The Master of Science with a major in Integrative Biology (MSIB) is a 36 credit hour graduate program requiring that each graduate student generate a thesis based on original research. While students center their research within a particular area of biology based on faculty expertise, students are trained in an integrative paradigm through required coursework and by the structure of thesis committees where at least one of the three members is from outside the supervising professor's subdiscipline.

In addition to a thesis generated by original research, the degree will require 36 credit hours total: 10-14 credit hours of thesis research (9-13 credit hours of BIOL 7990: Research for Master's Thesis plus one credit hour of BIOL 7999: Master's Thesis Defense), 11 credit hours of required graduate courses and another 11-15 credit hours of graduate-level electives (maximum of 12 credits of 6000-level courses, which can include no more than two credits of BIOL 6399: Seminar). One credit hour of "Master's Thesis Defense" is also required. Maximum credit as "Research for Master's Thesis" applicable toward degree is 13 credit hours. The student's thesis committee may require additional remedial course work (these will not count toward the degree, nor will they be counted as hours needed to qualify for teaching assistantships).



This program is a part of the College of Science and Mathematics.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Successful candidates will typically have completed requirements for the bachelor's degree at an institution accredited in a manner accepted by

Kennesaw State University. Adequately prepared applicants should demonstrate core competency as reflected by the record of undergraduate coursework in biology, chemistry, physics and mathematics, with a degree focus in one of these areas. An applicant who is deemed deficient by the admissions committee may be admitted into the program under the condition that the missing undergraduate courses be taken in addition to the graduate program requirements.

- Successful candidates will typically have a grade point average of at least 3.00 (on a 4.00 scale).
- Applicants must submit two letters of recommendation from persons familiar with the applicant's potential to complete successful graduate work.
- Applicants must submit a cover letter (Statement of Interest) indicating research area of interest, KSU faculty that could potentially supervise within the area of interest, career goals, and background information that may be relevant to succeeding in the MSIB program.
- Prior to final submission of materials for application, successful candidates will typically have conversed with (via email, telephone, or in person) at least one tenure-track faculty member in the Department of Molecular and Cellular Biology or the Department of Ecology, Evolution, and Organismal Biology concerning potential thesis research projects and the willingness of the faculty member to accept graduate students. Faculty members in other departments can serve as MSIB thesis advisors with permission of the MSIB coordinator.

Admission Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credit

Graduate courses may be taken at other Commission of Colleges (COC) regionally accredited institutions; justification must be provided for taking courses with similar content to those offered at KSU. All transfer courses must be approved by the student's thesis advisor and evaluated and approved by the MSIB Program Coordinator in order to satisfy degree requirements at KSU (minimum grade of B will be accepted for transfer courses, and a maximum of 6 transfer credits will be allowed). Courses used for transfer credit must have been finished within five years of completion of MSIB and cannot reduce residency requirements. Transfer grades are not used in calculating semester, summer term, or cumulative grade-point averages.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of

program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (6 Credit Hours)

- BIOL 7100: Professional Aspects in Biology
- BIOL 7200: Integrative Biology

Electives (3-17 Credit Hours)

Select from the following:

- BIOL 6100: Molecular Genetics
- BIOL 6350: Comparative Vertebrate Anatomy
- BIOL 6399: Seminar
- BIOL 6410: Cell and Molecular Biology
- BIOL 6413: Advanced Evolutionary Analysis
- BIOL 6420: Plant Physiology
- BIOL 6422: Plant Ecology
- BIOL 6460: Medical Microbiology
- BIOL 6465: Immunology
- BIOL 6475: Virology
- BIOL 6486: Bioethics
- BIOL 6490: Special Topics
- BIOL 6610: Advanced Studies in Anatomy and Physiology
- BIOL 6620: Advanced Studies in Ecology and Evolution
- BIOL 6630: Advanced Studies in Cell and Molecular Biology
- BIOL 6800: Diagnostic Microbiology
- BIOL 7333: Ecological Physiology
- BIOL 7400: Multidisciplinary Approaches to Ecological Questions
- BIOL 7478: Molecular and Microbial Approaches to Pathogenesis
- BIOL 7634: Cell Signaling
- BIOL 7638: Computational Biology
- BIOL 7950: Directed Study
- BIOL 7300: Research Methods Across Biology
- BIOL 7500: Current Topics in Integrative Biology Seminar

Other Advanced Topics or cross-listed courses

A student may include up to 2 courses from outside of Biology as long as they are 6000 or above. Courses outside the college must have prior approval from the MSIB program coordinator.

Thesis (13–27 Credit Hours)

Students must take a minimum of 13 credit hours of Thesis Research and Defense to complete the degree. Students who do not take the maximum must complete the remaining credit hours through electives.

- BIOL 7990: Research for Master's Thesis Course repeatable up to 26 credit hours.
- BIOL 7999: Master's Thesis Defense

Program Total (36 Credit Hours)

College of The Arts

Academic Programs

Art and Design, MA

Program Description

This MA was developed in alignment with the standards established by the National Association of Schools of Art and Design while encompassing the values of Kennesaw State, the College of the Arts and the School of Art and Design. These values are reflected in our commitment to: rigorous transformational student experience; the exploration of essential expressions of the human condition; and multiple orientations for the simultaneous development of advanced scholarship in professional practice and community engagement.

The MA with a major in Art and Design prepares leaders in artistic industries with embodied professional practice and pedagogy, as well as local and global engagement. Students engage in collaborative inquiry with disciplinary experts to solve problems at an advanced level. This integrated degree mirrors our desire to break free of the limits of discipline-specific constraints by including concentrations in Digital Animation, Museum Studies and Art Education. When students complete this degree program, they demonstrate competencies in:

- Critical inquiry, research, and creative practice.
- Innovative techniques and technologies to work in art and design.
- Transferring skills and knowledge base across disciplines to think critically and to connect research to problem solving in creative activity.
- Diverse historical, contemporary culture and contexts.
- Collaborate on our core values for the development of a personal narrative that intrinsically values art.

Concentrations

Students select one of three concentrations:

1. **Digital Animation Concentration:** Students in this concentration will pursue advanced creative problems in digital media including frame-to-frame animation, rigged animation, storyboarding, and visual development for film and game media. The program also challenges students to professional levels of research, communication of their ideas, and critical ideation and development of their concepts. Upon completing the degree students will be prepared for advanced animation careers and pursuits.

2. **Art Education Concentration:** The MA concentration in Art Education is designed for teachers who are currently teaching (nationally and internationally) and have licensure, as well as for individuals who are interested in careers within the field of art education that do not require teaching licensure. The concentration focuses on theory-informed practice and the development of student-centered, innovative teaching and learning skills. Teachers/individuals will develop methods that facilitate opportunities for students of a broad range of ages and abilities to think critically and solve problems creatively. This concentration in Art Education aligns with The National Visual Arts Standards, and SACS and NASAD requirements for accreditation.
3. **Museum Studies Concentration:** Students in this concentration will gain knowledge of the diversity and function of museums on a local, regional, national, and global level, and their contributions to society. Students will acquire familiarity with the practical aspects of the study, exhibition, conservation, storage of artifacts, artworks, documents, and other objects in museums. A central focus of this concentration is the understanding of the role of museums in research, and their contribution to other disciplines as well as the methods used by museums to educate and disseminate information. Students will have the opportunity to specialize in a particular field of choice. Ultimately students will demonstrate familiarity with communicating topics and issues connected to the world of museums, the art market, libraries, archives, and non-profits.



This program is a part of the College of the Arts.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Grade Point Average (GPA) – Bachelor's degree with a minimum GPA of 2.75 in any related field including but not limited to: art, design, animation, education, history, art history, classical studies, archeology, or anthropology. Applicants with relevant experience are welcome to apply.

- Letter of Application (Upload into the online application) – Should be in the form of a narrative which describes your education, relevant experience, and/or professional background, your future goals, and how admission into the MA in Art and Design program at Kennesaw State University will help you accomplish these goals. The letter should be specific to the program and should be 2 double-spaced pages in length.
- Art and/or Writing Sample, relevant to concentration (Upload into the online application).
- Digital Animation: A demo reel of animation or related work (illustration, sequential art, etc.) between thirty and sixty seconds in length. The content of the demo reel can be related to any undergraduate (or graduate-level) academic coursework and/or any professional work.
- Art Education: 5 pieces of art (any medium or modality) and a page teaching philosophy.
- Museum Studies: One 5-10 page writing sample. This may take the form of a class research paper, capstone, thesis, publication, curatorial proposal, museum education materials, or grant proposal.
- Résumé/CV
- Letters of Recommendation (Optional) – Two (2) letters of recommendation concerning your academic and/or professional preparation for the MA in Art and Design program at KSU.

Transfer Credit

No transfer credits from outside institutions are permitted for this program.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (15 Credit Hours)

- ART 6010: Context, Culture, and Contemporary Practices
- ART 6020: Methods, Theory, and Criticism
- ART 6030: Technologies, Innovation, & Design Thinking
- ART 7000: Thesis: Systematic Inquiry and
- ART 7100: Thesis: Research & Final

Or

- ART 7050: Project: Systematic Inquiry and
- ART 7150: Project: Research & Final

Concentration (15 Credit Hours)

Digital Animation Concentration

- ANIM 6100: Creative Problems in Digital Animation I
- ANIM 6105: Creative Problems in Digital Animation II
- ANIM 6110: Research for Commercial Creatives
- ANIM 6115: Emoting and Communication for Creatives
- ANIM 6120: Ideation and Iteration for Creatives

Art Education Concentration

- ARED 6100: Exploration of Visual Arts
- ARED 6105: Contemporary Teaching Strategies
- ARED 6110: Advanced Studio Practices and Reflective Teaching Course
- ARED 6115: STEAM and Maker Space Studio
- ARED 6120: Media Arts

Museum Studies Concentration

- MUSE 6100: World of Museums
 - MUSE 6105: Internship/Practical Museum Experience
 - MUSE 6110: Technologies and Museum Management
- Select two courses (6 credit hours) from the following:
- MUSE 6115: Topics in Art History
 - MUSE 6120: Art Museum and Curation in Contemporary Context
 - MUSE 6125: Artifact Studies
 - MUSE 6130: Internship II/Practical Museum

Program Total (30 Credit Hours)

Michael J. Coles College of Business

Academic Programs

Accounting, MAcc

Program Description

The Master of Accounting (MAcc) degree program is an accelerated, cohort-based graduate program designed to help undergraduate accounting (business) majors achieve their professional career goals and certification requirements in a dynamic learning environment. The MAcc is presented in a fast-paced, two semester format that integrates CPA Exam preparation into the curriculum. Students will take the CPA Exam during the MAcc program, and they will specialize in either Audit/Advisory or Tax. The MAcc delivers a strong core of graduate accounting seminars to every program participant, enhances technical expertise, develops advanced communication and critical thinking abilities, and promotes leadership skills.



This program is a part of the Michael J. Coles College of Business.

Admission, Enrollment, and Graduation Policy

Admission Requirements

The following are program-specific requirements which are in addition to the general Graduate Admissions requirements. To be considered for admission to the program, the following application materials must be submitted to the KSU Graduate Admissions Office. MAcc admissions are granted to candidates showing high promise of success in graduate accounting study.*

- Letter of Interest
- Resume
- Academic background with an accounting concentration
- Optional Letters of Reference (up to two)
- Graduate Management Admissions Test (GMAT)**

** GMAT waivers are granted to high-achieving students. Please see GMAT alternative in online application.

Admission Criteria for Unique Cases

Due to the certification portion of our program, we do not accept unique cases because students must meet state requirements for certification testing.

Transfer Credit

No transfer credits from outside institutions are permitted for this program.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Core Requirements (21 Credit Hours)

- ACCT 7101: Seminar in Auditing
- ACCT 7201: Corporate Governance and the Business Environment
- ACCT 7301: Corporate Tax and Shareholders
- ACCT 7401: Financial Accounting Theory and Application
- ACCT 7701: MAcc Capstone Experience 1
- ACCT 7702: MAcc Capstone Experience 2
- ACCT 7620: Advanced Accounting Analytics

Elective Requirements (9 Credit Hours)

Select one of the following options:

Option A: Audit/Advisory Specialization

- ACCT 7610: Advanced Systems and Control for Risk Advisors
- ACCT 7630: Regulatory Structures and Emerging Issues in Financial Reporting
- ACCT 7640: Seminar in Internal Auditing

Option B: Tax Specialization

- ACCT 7510: Tax Research and Procedure
- ACCT 7530: Taxation of Flow-Through Entities
- ACCT 7545: State and Local Taxation

Program Total (30 Credit Hours)

Business Administration, MBA (evening)

Program Description

The Coles Evening MBA (EvMBA) is a professional degree providing a broad base of general business knowledge along with several market-based, business-related concentrations. The MBA Program is designed to prepare 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 are empowered with the tools to improve their communication and leadership abilities, increase quantitative and qualitative analytical expertise and upgrade decision-making skills. MBA students also develop effective teaming relationships with subordinates, peers, supervisors, and external constituents.



This program is a part of the Michael J. Coles College of Business.

Admission, Enrollment, and Graduation Policies

Admissions Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

Our MBA applicants come from diverse educational, demographic, and work experience backgrounds, and all possess a commitment to developing their business knowledge, leadership, and professional skills.

Admission to the KSU MBA program is based on a competitive evaluation of pooled applicants using the following criteria:

- Applicants must, by the time of anticipated enrollment, possess a bachelor's degree (in any field) from a regionally accredited institution or its equivalent in the case of those with an international education background.
- Nature and total years of full-time professional experience as indicated by an updated resume included with application
- Academic achievement as demonstrated on official transcripts from all colleges/universities attended.

Additional information may be requested to better assess the candidate's preparedness to enter the programs. For example, the KSU MBA programs do not generally require standardized tests for admissions consideration, however, if a candidate's combination of undergraduate GPA and professional work experience do not adequately indicate the candidate can successfully complete the program, the department may ask candidates to take the GMAT or GRE exam in order for the admissions committee to more fully assess their admissibility to the programs. If at any point before beginning KSU's MBA or WebMBA classes, an applicant or admitted student submits an official GMAT or GRE score to KSU, the submitted GMAT or GRE score may be used for consideration or reconsideration of an admissions decision.

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

Accounting Concentration Additional Requirements

Candidates interested in the Accounting Concentration should contact the MBA Admissions/Advising Coordinator prior to submitting their application to the EvMBA Program to discuss the additional requirements for the accounting concentration. In addition to the qualifications for admission into the EvMBA Program, students seeking admission into the accounting concentration will need to satisfy additional accounting requirements, which may be satisfied by:

Having earned an Accounting BBA from a regionally accredited school of business or accounting:

or

Having successfully completed coursework (with a grade of "C" or better) from a regionally accredited program in the following topics:

- Intermediate Financial Accounting
- Individual Taxation
- Accounting and Information Systems
- Auditing and Assurance

Submission of transcripts are required for verification, please consult with program director for additional information.

Foundation Requirements

Students can satisfy the foundation requirements for the MBA program in one of the following two manners:

- By completing the appropriate prerequisite modules in the areas of Financial Accounting, Managerial Accounting, Corporate Finance, and Statistics.
- By completing the following undergraduate courses (or their KSU equivalents) with a grade of "C" or better:
 - Financial Accounting (ACCT 2101)
 - Managerial Accounting (ACCT 2102)
 - Principles of Finance (FIN 3100)
 - Business Statistics (ECON 2300)

Admissions Requirements for Unique Cases

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

Transfer Credits

A student may transfer up to 25% of graduate courses provided the transfer hours are made prior to the last 27 hours of course work. The transfer of credit for course work completed at another institution will be approved only under the following conditions:

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

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of

program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Core Requirements (15 Credit Hours)

All MBA candidates are required to complete 15 credit hours of core courses plus their individual concentration requirements.

- ECON 7010: Resource Allocation and Decision Analysis
- FIN 7020: Business Finance
- MKTG 7030: Strategic Marketing
- MGT 7040: Managing the Value Chain
- MGT 7050: Managing and Leading Work Behavior

Concentration (21 Credit Hours)

All candidates for the MBA degree are required to complete 21 credit hours of concentration courses.

General Management Concentration

- ACCT 7000: Accounting Insights for Managers
- IS 7090: Leveraging Information Systems in Business
- MGT 7999: Strategic Management: An Integrative, Capstone Experience

Concentration Electives

Choose 9 credit hours from the 7000 or 8000-level MBA courses (i.e., ACCT, BLAW, ECON, FIN, FIS, GBA, IS, MGT, MKTG). 3 graduate-level credit hours may be taken outside of the College of Business with the permission of the Program Director. Only 6 credit hours may be a Special Projects Course (GBA 8950 - 3 credit hours, repeatable twice.)

International Course

Select 3 credit hours from the following:

- ECON 7610: International Business Perspectives
- FIN 7370: Multinational Financial Management
- MGT 7200: International Supply Chain Management
- MGT 7910: International Management

- MKTG 7730: International Marketing Management

Accounting Concentration

- ACCT 7415: Theory of Business Reporting
- ACCT 7430: Accounting Strategies for Decision Making in a Global Environment
- ACCT 7450: Advanced Accounting Information Systems and Analytics
- ACCT 7460: Seminar in Auditing and Attestation
- ACCT 7470: Seminar in Taxation
- ACCT 7480: Business Combinations and Transactions (Capstone)
- BLAW 7350: Managing in the Legal Environment

Digital Marketing Concentration

- ACCT 7000: Accounting Insights for Managers
- IS 7090: Leveraging Information Systems in Business
- MKTG 7670: Digital Marketing and Integrated Marketing Communications
- MKTG 7710: Digital Consumer Behavior
- MKTG 7730: International Marketing Management
- MKTG 7760: Marketing Analytics
- MGT 7999: Strategic Management: An Integrative, Capstone Experience

Finance Concentration

- ACCT 7000: Accounting Insights for Managers
- IS 7090: Leveraging Information Systems in Business
- MGT 7999: Strategic Management: An Integrative, Capstone Experience

Concentration Electives

Select 9 credit hours from the following:

- FIN 7320: Advanced Corporate Finance
- FIN 7330: Investment Analysis
- FIN 7380: Real Property: Analysis and Investment
- FIN 7360: Financial Management of Financial Institutions
- FIN 7370: Multinational Financial Management

International Course

Select 3 credit hours from the following:

- ECON 7610: International Business Perspectives
- FIN 7370: Multinational Financial Management
- MGT 7200: International Supply Chain Management
- MGT 7910: International Management
- MKTG 7730: International Marketing Management

FinTech Concentration

- ACCT 7000: Accounting Insights for Managers
- FIS 6810: Payments Processing in FinTech
- FIS 6850: FinTech Payments Security and Assurance
- FIS 6860: Emerging FinTech Payments Technologies
- FIS 6890: Experiential Learning in FinTech Payments
- IS 7090: Leveraging Information Systems in Business
- MGT 7999: Strategic Management: An Integrative, Capstone Experience

Information Security & Assurance Concentration

- ACCT 7000: Accounting Insights for Managers
- IS 7090: Leveraging Information Systems in Business
- IS 7200: Legal and Ethical Issues in Information Systems
- IS 7310: Governance, Risk Management, and Compliance
- IS 7320: Information Security Technologies
- IS 7330: Disaster Recovery/Business Continuity Planning
- MGT 7999: Strategic Management: An Integrative, Capstone Experience

Organizational Entrepreneurship and Innovation Concentration

- ACCT 7000: Accounting Insights for Managers
- IS 7090: Leveraging Information Systems in Business
- MGT 7520: Entrepreneurship, Innovation, and Creativity
- MGT 7525: Organizational Innovation and Entrepreneurship
- MGT 7530: New Venture Creation and Growth
- MGT 7545: Launching New Ventures
- MGT 7999: Strategic Management: An Integrative, Capstone Experience

Program Total (36 Credit Hours)

Business Administration, MBA (executive)

Program Description

The Coles Executive MBA (EMBA) is designed for working professionals with a strong desire to advance their careers. In only 19 months, approximately one weekend a month, Coles EMBA provides the strategic business and leadership skills needed to achieve personal and professional success. Coles' cutting-edge global teaming experience, program-long executive coaching, and customized integrated curriculum are just a few of the differences that lead to its internationally ranked and accredited status. Be a commanding business leader with a Coles Executive MBA.



This program is a part of the Michael J. Coles College of Business.

Admission, Enrollment, and Graduation Policies

Admission Requirements

Admission to the Coles Executive MBA Program is based on a competitive process. The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Completion of an interview with the appropriate Coles EMBA Recruitment Director.
- Completed Executive MBA application.
- Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University (See "Admission Criteria for Applicants Without an Undergraduate Degree" below).
- A minimum of five (5) years of relevant post-graduate professional experience as evidenced by a current resume.
- Two letters of recommendation speaking to leadership, teaming, and/or other professional qualifications.

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

Admission Criteria for Unique Cases

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

- Ten years of significant business experience.
- A GMAT score of 550 or greater.
- A minimum of 60 semester hours of undergraduate course work from an accredited institution.
- A panel interview with three faculty members which results in a favorable recommendation by all three.
- Final review and approval by the Vice President for Academic Affairs.
- Students admitted to the EMBA program without an undergraduate degree shall number no more than 5% of the final class headcount

Transfer Credit

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

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Core Requirements (48 Credit Hours)

- GBA 7211: Business Acumen Foundations
- GBA 7212: Principles of Leadership
- GBA 7221: Business Strategy & Analysis for Executive Decision Making
- GBA 7222: The Business of Teaming and Coaching
- GBA 7231: The Enterprise Value Chain
- GBA 7232: Managing Human Capital
- GBA 7233: Personal and Professional Development Planning
- GBA 7241: Experiencing Business in a Global Environment
- GBA 7242: International Leadership and Collaboration
- GBA 7251: Application of Business Acumen and Leadership
- GBA 7253: Managing Your Career

Program Total (48 Credit Hours)**Notes**

- Refer to the KSU Graduate College for Grade, GPA and program length requirements.

Business Administration, MBA (webMBA)

Program Description

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

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 over a year and a half. 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.



This program is a part of the Michael J. Coles College of Business.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

Our MBA applicants come from diverse educational, demographic, and work experience backgrounds, and all possess a commitment to developing their business knowledge, leadership, and professional skills.

Admission to the KSU MBA program is based on a competitive evaluation of pooled applicants using the following criteria:

- Applicants must, by the time of anticipated enrollment, possess a bachelor's degree (in any field) from a regionally accredited institution or its equivalent in the case of those with an international education background.
- Nature and total years of full-time professional experience
- Academic achievement as demonstrated on official transcripts from all colleges/universities attended.

Additional information may be requested to better assess the candidate's preparedness to enter the programs. For example, the KSU MBA programs do not generally require standardized tests for admissions consideration, however, in certain cases the department may ask candidates to take the GMAT or GRE exam in order for the admissions committee to more fully assess their admissibility to the programs. If at any point before beginning KSU MBA or WebMBA classes an applicant or admitted student submits an official GMAT or GRE score to KSU, the submitted GMAT or GRE score may be used for consideration or reconsideration of an admissions decision.

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

Admission Criteria for Unique Cases

The program does not admit non-degree seeking students. Students enrolled in graduate degree programs must register for at least one course in at least one semester per academic year in order for the original program requirements for their degree to remain unchanged (unless a Leave of Absence has been approved). 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.

Transfer Credits

The program allows, but does not encourage, a maximum of 25% of transfer credit 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 MBA program at Kennesaw State University.
 5. The courses to be considered for transfer should not be more than five years old at the time the student enters Kennesaw State University.
- Moreover, the credits transferred should not be more than 6 years at the time of their graduation from the MBA program.

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

The Georgia WebMBA Orientation focuses on team building, program requirements and information, and includes interaction with our program faculty, administrators, and graduates. Sessions include technology seminars, communication and team maintenance, personality assessments and presentations by course leads for each WebMBA course. Students will work in their teams to create team contracts, have face-to-face time with their faculty, deans and administrators and participate in a panel discussion comprised of current students and alumni. All students must

successfully complete this mandatory orientation held in Atlanta prior to starting the first semester.

Foundation Requirements

The below Foundation Requirements have been suspended for this program for three academic years starting in the Fall 2022 Catalog publication (i.e., 2022–2023 academic catalog, the 2023–2024 academic catalog and the 2024–2025 academic catalog). This suspension is effective beginning with the Spring 2023 application cycle. Students who anticipate starting the program during this time are exempt from these requirements.

Students can satisfy the foundation requirements for the MBA program in one of the following two manners:

- By completing the appropriate prerequisite modules in the areas of Financial Accounting, Managerial Accounting, Corporate Finance, and Statistics.
- By completing the following undergraduate courses (or their KSU equivalents) with a grade of "C" or better:
 - Financial Accounting (ACCT 2101)
 - Managerial Accounting (ACCT 2102)
 - Principles of Finance (FIN 3100)
 - Business Statistics (ECON 2300)

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

The Georgia Web Master of Business Administration program is made up of foundation, orientation residency and core courses. All students must satisfy the 3 foundation requirements and the Orientation Residency, and complete the 30 credit hours of prescribed core MBA courses.

Orientation Residency

- WMBA 1000: Georgia WebMBA Orientation

Course Requirements

- WMBA 6000: Human Behavior in Organizations
- WMBA 6010: Managerial Accounting
- WMBA 6030: Global and International Business
- WMBA 6040: Managerial Decision Analysis
- WMBA 6050: Strategic Marketing
- WMBA 6060: Managerial Finance
- WMBA 6070: Entrepreneurship
- WMBA 6080: Management Information Systems
- WMBA 6100: Operations and Supply-Chain Management
- WMBA 6110: Strategic Management

Program Total (30 Credit Hours)

Notes

- Only 2 courses (6 credit hours) may be transferred into this program from another institution, and their approval is subject to the program director and the policies of the Kennesaw State University Graduate College (e.g., an AACSB-International accredited program, completed within 6 years of MBA graduation at KSU).
- Refer to the KSU Graduate College for Grade, GPA and program length requirements.

Digital Financial Technologies, MS

Program Description

The Master of Science in Digital Financial Technologies is a cross disciplinary program that prepares students for career opportunities in the area of integrating technology into providing banking, lending, payments, insurance, and investment services. It provides a strong foundation in the technologies, techniques, and tools employed in one of the largest financial technology domains, digital payments. Students will learn about cutting-edge technologies in digital payments such as blockchain, popular AI machine-learning techniques, as well as the financial knowledge required to work in the industry. Graduates of the program will be ready to immediately apply their skills to solving financial technology challenges in the real world.



This program is a part of the Michael J. Coles College of Business.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Resume/Vita required.
- Undergraduate degree from an accredited university.
- Minimum undergraduate degree GPA 2.75.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Core Courses (21 Credit Hours)

- FIS 6810: Payments Processing in FinTech

- FIS 6850: FinTech Payments Security and Assurance
- FIS 6860: Emerging FinTech Payments Technologies
- FIS 6870: Compliance and Policies in FinTech Payments
- FIS 6890: Experiential Learning in FinTech Payments
- IT 6923: Blockchain Technology in Payments
- IS 7935: Business Intelligence – Traditional and Big Data Analysis

Electives (9 Credit Hours)

Choose any three courses for nine total credit hours:

- FIS 6815: Blockchain for Business
- FIS 6880: FinTech Payments for the Unbanked
- IS 7060: Information Systems Development Methods and Technologies
- IS 7100: Advanced IT Project Management
- IT 6933: Machine Learning Technology in FinTech
- Any 6000, 7000, or 8000 level FIS course

Program Total (30 Credit Hours)

Healthcare Management and Informatics, MS

Program Description

The Master of Science in Healthcare Management and Informatics (MSHMI) is the only premier, interdisciplinary graduate degree in the State of Georgia designed to prepare the next generation of health care managers and informaticians to be visionaries, leaders, and innovators in their field. Our graduates develop the knowledge necessary to tackle the challenges facing the delivery and practice of healthcare in the 21st century.

Health Informatics is experiencing exceptional growth, with many organizations unable to find qualified candidates who understand the healthcare industry, have expertise in informatics, and are capable leaders. MSHMI meets this need by empowering graduates with a holistic understanding of healthcare practices; technology, data analytics, and informatics skills; and a mastery of management and conflict-resolution techniques.

The MSHMI program offers a comprehensive curriculum with built-in opportunities for professional engagement, networking, executive mentoring, and practical real-world experience. These elements combine to guarantee that our graduates have the tools to reach their full potential. Our faculty, industry partners, and executive board members are all committed to student success.



This program is a part of the Michael J. Coles College of Business.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Acceptable undergraduate grade-point average
- Application Letter/Brief Essay
- Current Resume
- International Applicants (IELTS or TOEFL required)
- Optional requirements:

- Professional Certifications
- Graduate and post-graduate transcripts
- Satisfactory score on the GMAT or GRE test
- Two letters of recommendation

Admission Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credit

MSHMI does accept transfer credit. Once a student is admitted into the program, the Program Director will review the student's transcript, along with course descriptions. After the director reviews and if a course lines up with a course in the program, the Graduate College will make all final decisions on the acceptance of transfer credit. If the program director approves the awarding of transfer credit, the student is allowed a maximum of 25%.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (33 Credit Hours)

- HMI 7510: Introduction to Healthcare Management and Informatics
- HMI 7770: Capstone in Healthcare Management and Informatics
- HMI 7570: Healthcare Processes and Workflows
- HMI 7560: Management and Application of Electronic Health Records
- HMI 7590: Health Care Industry: Economics, Strategy, and Leadership
- HMI 7610: Management & Ethics of Leadership in Healthcare
- HMI 7620: Data Mining and Visualization in Healthcare
- HMI 7520: Data Analytics via SAS
- HMI 7540: Healthcare Information Systems Development
- HMI 7550: Database Systems in Healthcare
- HMI 7580: Governance, Risk Management and Compliance in Healthcare

Elective Courses (3 Credit Hours):

Choose one course from the following:

- HMI 7530: Data Analytics via R
- IS 7100: Advanced IT Project Management
- IS 7200: Legal and Ethical Issues in Information Systems
- IS 7320: Information Security Technologies
- HMI 7910: Special Topics in Healthcare Management and Informatics
- HMI 7900: Directed Study in Healthcare Management and Informatics
- IS 7330: Disaster Recovery/Business Continuity Planning
- IT 7503: Foundations of Health Information Technology
- IT 7113: Data Visualization
- MGT 7040: Managing the Value Chain
- NURS 7753: Technology in Nursing Education and Practice I
- NURS 7794: Advanced Leadership and Policy in a Multicultural World

Prerequisite/Co-Requisite Course to all Required/Elective Courses in the Program:

HMI 7510 – Healthcare Management and Informatics (HMI 7510 is required to be taken in the first semester of admission in the program with the other courses). o Admission to the Graduate Program in Healthcare Management and Informatics and/or Permission of the Director of Healthcare Management and Informatics.

Prerequisite/Co-Requisite Course to Elective and Capstone Courses in the Program:

Successful completion of at least 18 credit hours of course work in the Healthcare Management and Informatics graduate program and/or Permission of the Director of Healthcare Management and Informatics.

Program Total (36 Credit Hours)

Information Systems, MSIS

Program Description

Coles MSIS teaches analysis, scoping and controlled use of business data and technology to refine processes, optimize decisions, and implement strategies in order to derive business value. Working professionals benefit from the hybrid nature of delivery and the flexible pace of study. Full time students benefit from professionally experienced professors and real life opportunities for projects and industry engagements. Coles MSIS welcomes all majors and degrees from undergraduate education. The program also offers opportunity for an MBA-MSIS dual degree and two embedded graduate certificates in Information Security and Assurance, and Business Intelligence.

The MSIS program teaches scoping, choice, assessment, deployment, management and secured use of information and computing technologies in the way they bring value to an organization with special emphasis on the following areas:

- Data Management and Business Intelligence Including Big Data
- Information Security Risk Management
- System Analysis and Design
- IT Project Management
- IT Strategy



This course is a part of the Michael J. Coles College of Business.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Acceptable undergraduate GPA from an accredited US University or equivalent
- Satisfactory GMAT/GRE Score (Waivers Available - conditions apply)
- Statement of Interest
- Current Resume
- List of 3 recommenders with complete contact details including phone number

Admission Criteria for Unique Cases

Coles MSIS does not accept students who are not seeking a degree. For a shorter duration program, see the 12 credit hour Graduate certificate in Information Security and Assurance, or the 15 credit hour Graduate Certificate in Business Intelligence.

Transfer Credit

Up to 6 transfer credits from accredited US universities' graduate programs are allowed. In order to be considered, detailed syllabus and schedule of the courses including assignment descriptions need to be submitted to the program director with a formal letter to assess equivalency with courses in the MSIS program. The decision of the program director is final and binding.

Enrollment Requirements

Students take the same set of 10, 3-credit courses to complete the program within one calendar year. Prior permission is required to take courses outside the department. Students should contact the program director before they register for non-MSIS courses. These requests are considered on a case by case basis and the program director's decision is binding and final.

Note: Under no circumstances more than six (6) credit hours may be taken outside the MSIS program.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (30 Credit Hours)

- IS 7005: Informatics
- IS 7060: Information Systems Development Methods and Technologies
- IS 7080: Database Application Design and Implementation
- IS 7100: Advanced IT Project Management
- IS 7200: Legal and Ethical Issues in Information Systems
- IS 7310: Governance, Risk Management, and Compliance
- IS 7320: Information Security Technologies
- IS 7330: Disaster Recovery/Business Continuity Planning

- IS 7920: IT Customer Relationship Management
- IS 7935: Business Intelligence – Traditional and Big Data Analysis

Program Total (30 Credit Hours)

Business Administration/Conflict Management Dual Master's Degree (MBA/MSCM)

Program Description

The Master of Business Administration/Master Science in Conflict Management is a dual degree offered by the Coles College of Business Administration and the College of Humanities and Social Sciences. The primary objective of this program is to prepare students for competitive leadership and managerial positions in careers requiring extensive understanding and interaction with conflict management and business acumen. The students' desire for this program comes from the extensive interaction between the two sectors in areas such as global project management, negotiations and contracting.



This program is a part of the Michael J. Coles College of Business.

Admission, Enrollment, and Graduation Policies

Admission Requirements

To be admitted into the dual degree program, the applicant must specify the option at the time of application to the Graduate School. Students interested in applying for the MBA-MSCM dual degree program should consult with both the MSCM Director and MBA Director with regard to admission requirements and required courses. The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

1. Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University.
2. Academic background (approved by MBA and MSCM program directors).
3. Current GMAT score required by each individual program
4. Two letters of recommendation.
5. Personal statement that explains interest in enrolling in the dual degree program.
6. Professional experience via Resume and two years of working professional experience.

(Note: Personal interviews will be conducted whenever possible and responsible work, community service, and leadership experience will be considered).

*International applicants have additional requirements; see Graduate Admissions section of KSU's catalog.

Admission Criteria for Unique Cases

The KSU MBA (evening) does not admit non-degree seeking students.

Transfer Credit

No credit from outside institutions is accepted for this degree program.

Enrollment Requirements

The program consists of a minimum of 54 hours of graduate study of which 27 hours are in areas of Business Administration and 27 hours are in Conflict Management. Additional credit hours may be required depending on each student's academic background. Students may also be required to take foundational courses in business as specified by the respective program director. It generally takes approximately three years to earn both degrees for a full-time student.

Students will be required to take the core courses from both MBA and MSCM programs as well as one international business MBA elective in the Coles College of Business.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Business Administration Courses (18 Credit Hours)

Required courses counting toward the awarding of the MBA degree:

- IS 7090: Leveraging Information Systems in Business
- ACCT 7000: Accounting Insights for Managers
- ECON 7010: Resource Allocation and Decision Analysis
- FIN 7020: Business Finance
- MKTG 7030: Strategic Marketing

Plus one international MBA elective

Conflict Management Courses (18 Credit Hours)

Required courses counting toward the awarding of the MSCM degree:

Required Courses

- MSCM 7205: Basic Mediation Training Clinic
- MSCM 7230: Foundations and Theories of Conflict Management: ADR Continuum
- MSCM 7315: Organizational and Workplace Conflict
- MSCM 7320: Critical Knowledge and Skills of Conflict Management: Public Policy Disputes, Cross-Cultural and International Conflict Resolution
- MSCM 7400: Conflict Management Research Methods
- MSCM 7500: Conflict Management Systems Design
- MSCM 7705: Domestic Relations Mediation

Electives

Choose 2 of the following:

- MSCM 7325: Advanced Civil Mediation Clinic
- MSCM 7335: Organizational Leadership
- MSCM 7355: Advanced International Mediation Clinic
- MSCM 7365: Humanitarian Crisis Intervention

Dual Credit MBA Courses (9 Credit Hours)

MBA Courses that count toward both the MBA and the MSCM degrees:

- MGT 7040: Managing the Value Chain
- MGT 7050: Managing and Leading Work Behavior
- MGT 7999: Strategic Management: An Integrative, Capstone Experience

Dual Credit MSCM Courses (9 Credit Hours)

MSCM Courses that count toward both the MSCM and the MBA degrees:

- MSCM 7210: Foundations and Theories of Conflict Management: Conflict Theory

- MSCM 7220: Foundations and Theories of Conflict Management: Negotiation Theory
- MSCM 7310: Interpersonal, Intergroup, and Community Conflict

Program Total (54 Credit Hours)

Business Administration/Information Systems Dual Master's Degree (MBA/MSIS)

Program Description

Acquire valuable skills necessary to be a technology leader in tomorrow's global business environment. The Coles College MBA-MSIS brings business strategy to technology projects and technological innovation to business challenges. By blending best business practices and strategic technology skills, students acquire the knowledge necessary to become qualified and capable leaders for cutting-edge global organizations.



This program is a part of the Michael J. Coles College of Business.

Admission, Enrollment, and Graduation Policy

Admission Requirements

To be admitted into the dual degree program, the applicant must specify the option at the time of application to the Graduate School. Students interested in applying for the MBA/MSIS dual degree program should consult with the program coordinator with regard to admission requirements and required courses. The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University;
- Academic background (approved by MBA and MSIS program directors);
- Acceptable scores on the Graduate Management Admissions Test (GMAT) or the General Test of the Graduate Record Examination (GRE)
- Three letters of recommendation (optional);
- Professional experience (Note: Personal interviews will be conducted whenever possible and responsible work, community service, and leadership experience will be considered).

Admissions Requirements for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credit

No credit from outside institutions is accepted for this degree program.

Enrollment Requirements

The Coles College MBA-MSIS consists of 54 hours of graduate study, including 27 hours of business administration courses and 27 hours of information systems courses. Students are required to take the core courses from both the MBA and MSIS programs, plus one elective MBA course.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

MBA (18 Credit Hours)

- ACCT 7000: Accounting Insights for Managers
- ECON 7010: Resource Allocation and Decision Analysis
- FIN 7020: Business Finance
- MGT 7040: Managing the Value Chain
- MKTG 7030: Strategic Marketing
- Plus one international business MBA elective

MSIS (18 Credit Hours)

- IS 7005: Informatics
- IS 7100: Advanced IT Project Management
- IS 7310: Governance, Risk Management, and Compliance
- IS 7920: IT Customer Relationship Management
- IS 7060: Information Systems Development Methods and Technologies
- IS 7330: Disaster Recovery/Business Continuity Planning

Dual Credit MBA Courses (9 Credit Hours)

MBA Courses that count toward both the MBA and the MSIS degrees:

- IS 7090: Leveraging Information Systems in Business

- MGT 7050: Managing and Leading Work Behavior
- MGT 7999: Strategic Management: An Integrative, Capstone Experience

Dual Credit MSIS Courses (9 Credit Hours)

MSIS courses that count toward both MSIS and MBA degrees:

- IS 7080: Database Application Design and Implementation
- IS 7200: Legal and Ethical Issues in Information Systems
- IS 7700: Information Systems Policy and Strategy

Program Total (54 Credit Hours)

Business Administration/Public Administration Dual Master's Degree (MBA/MPA)

Program Description

The Master of Business Administration/Master of Public Administration (MBA/MPA) Program is a dual degree offered by the Coles College of Business Administration and the College of Humanities and Social Sciences. The objective of this program is to allow students who are interested in public and private sectors to concurrently register in both MBA and MPA programs. The increasing interdependence of the public and private sectors makes this dual degree program not only innovative, but attractive to students wishing to pursue careers in positions responsible for working with their counterparts in private and public organizations, and in a variety of settings where both the knowledge of business and government are very crucial.



This program is a part of Michael J. Coles College of Business.

Admission, Enrollment, and Graduation Policies

Admissions Requirements

To be admitted into the dual degree program, the applicant must specify the option at the time of application to the Graduate School. Students interested in applying for the dual degree option MBA/MPA Program should consult with either the MPA Director or the MBA Director with regard to admission requirements and required courses. The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

General Admission Requirements for the MBA/MPA Dual Degree Program:

- Baccalaureate degree from an institution accredited in a manner accepted by Kennesaw State University (official transcripts from all previous institutions of higher education are required);
- Official score reports for either the General Test of the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT); each program has separate admission standards.
- Two letters of recommendation; and

- A personal statement describing your career aspirations.

Admissions Requirements for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credit

No credit from outside institutions is accepted for this degree program.

Enrollment Requirements

The program consists of a minimum of 54 hours of graduate study, of which 27 hours are in areas of Business Administration and 27 hours are in the areas of Public Administration. Additional credit hours may be taken depending on each student's academic background or areas of concentration in the MPA Program. It generally takes approximately three years to earn both degrees as a full-time student.

Students will be required to take the core courses from both the MBA and the MPA programs.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Business Administration Required Courses (18 Credit Hours)

Required classes counting toward the awarding of the MBA degree:

- ACCT 7000: Accounting Insights for Managers
- ECON 7010: Resource Allocation and Decision Analysis
- FIN 7020: Business Finance
- MGT 7040: Managing the Value Chain
- MGT 7999: Strategic Management: An Integrative, Capstone Experience
- MKTG 7030: Strategic Marketing

Public Administration Required Courses (18 Credit Hours)

Required classes counting toward the awarding of the MPA degree:

- PAD 6200: Fundamentals of Public Administration and Public Service
- PAD 6250: Research Methods and Computer Applications
- PAD 6300: Public Organization Theory
- PAD 6350: Public Service Budgeting
- PAD 6450: Governmental Relations
- PAD 7998: MPA Capstone Seminar

Dual Credit MBA Courses (9 Credit Hours)

MBA courses that count toward both the MBA and MPA degrees:

- IS 7090: Leveraging Information Systems in Business
 - MGT 7050: Managing and Leading Work Behavior
- 1 MBA elective (must be international business course)

Dual Credit MPA Courses (9 Credit Hours)

MPA courses that count toward both MPA and MBA degrees:

- PAD 6500: Policy Analysis
 - or
 - PAD 6600: Program Evaluation
 - PAD 6700: Human Resource Management in Public Service
- 1 MPA elective

Electives

Students are required to select and complete 6 credit hours of elective courses, one MBA elective and one MPA elective, that best fits their career and personal goals in either program. In consultation with the faculty and the program director, students may develop their specific areas of administrative expertise by selecting an appropriate combination of courses within designated concentrations

Program Total (54 Credit Hours)

Business Administration/Social Work Dual Master's Degree (MBA/MSW)

Program Description

KSU is committed to developing innovative programs that are responsive to the rapidly changing economic, social and political climate and to the interdependence of sectors (public, private and nonprofit). Therefore, KSU is offering the first dual degree MSW/MBA program in the state of Georgia. "In recent decades, social work practitioners have increasingly been called upon to think entrepreneurially to seek private funding and to collaborate with nongovernmental organizations to provide social services and goods" (c.f. Lee, 2016, p. 209). Similarly, companies have become more socially responsible because of consumer demand, employee morale, potential to develop new markets, and a desire to create sustainable business practices that focus on triple-bottom line (preserve wellbeing of people and planet while making a profit).

The Master of Social Work and Master of Business Administration (MSW/MBA) Program is a dual degree offered by the WellStar College of Health and Human Service and the Coles College of Business Administration to meet this need. The objective of the dual degree program is to create future leaders and change agents who create "social value" by focusing on the triple-bottom line and initiate purposeful "social change." The competencies acquired through the dual degrees will be sought after by Corporate Social Responsibility (CSR) units in companies, Employee Assistance Programs (EAPs), and large managed care organizations (behavioral and physical health) to name a few. Additionally, graduates can also launch their own social entrepreneurial ventures, social enterprises and private practices. Hence, graduates can be employed by organizations in all three sectors (private, nonprofit and public).



This program is a part of the Michael J. Coles College of Business.

Admission, Enrollment, and Graduation Policy

Admission Requirements

To be admitted into the dual degree program, the applicant must specify the option at the time of the application to the Graduate College. Students interested in applying for the dual degree option MSW/MBA Program should consult with the MSW and the MBA Program Directors with regard to admission requirements and course sequence.

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

Admission to the KSU MSW/MBA programs is based on a competitive evaluation of pooled applicants using the following criteria:

- A GPA of 3.0 or better on a 4.0 scale over the last 60 hours of undergraduate study, as indicated on official college or university transcript received directly from the degree-granting institution. Course work from all two- and four-year institutions should be submitted directly by the institutions.
- 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.
- Two letters of recommendation.
 - One from a faculty member familiar with the applicant's academic work. Note: if unable to locate an academic reference you may add one additional professional reference.
 - One professional reference from a former employer, field or volunteer supervisor.
- An autobiographical statement, maximum 1500 words, double-spaced, that includes the following:
 - Your experience in social work, including volunteer experience.
 - Life experiences that 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.
- Nature and total years of full-time professional experience may also be considered.

If at any point before beginning classes in the dual degree program, an applicant or admitted student submits an official GMAT or GRE score to KSU, the submitted GMAT or GRE score may be used for consideration of an admissions decision.

Admissions Requirements for Unique Cases

For the MSW/MBA program, additional information may be requested in order to

better assess the candidate's preparedness to enter the programs. For example, the program does not generally require standardized tests for admissions consideration, however, in certain cases the program may request candidates to take the GMAT or GRE exam in order for the admissions committee to assess their suitability for the programs.

Transfer Credit

No credit from outside institutions is accepted for this degree/certificate/endorsement/program.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Social Work Required Courses (48 Credit Hours)

Core classes counting towards awarding of the MSW degree.

- SW 7700: Social Work Foundations
 - SW 7701: Social Work Practice I
 - SW 7703: Social Work Practice II
 - SW 7704: Human Behavior in a Social Environment I
 - SW 7705: Human Behavior in a Social Environment II
 - SW 7707: Practice Focused Research Methods
 - SW 7708: Generalist Internship/Integrative Seminar I
 - SW 7709: Generalist Internship/Integrative Seminar II
 - SW 7802: Advanced Clinical Practice I: Working With Individuals
 - SW 7806: Addiction Theory and Policy
 - SW 7811: Advanced Clinical Practice II: Working With Groups
 - SW 7812: Specialized Internship III/Integrative Seminar III
 - SW 7830: Psychopathology and Clinical Assessment, Diagnosis, and Service Planning I
 - SW 7813: Specialized Internship IV/Integrative Seminar IV
 - SW 7831: Psychopathology and Clinical Assessment, Diagnosis, and Service Planning II
- SW Clinical Specialization Class/SW Elective 2 8700 or 8800 level course

Business Administration Courses (24 Credit Hours)

Core classes necessary for awarding of MBA degree.

- ACCT 7000: Accounting Insights for Managers
 - FIN 7020: Business Finance
 - MGT 7040: Managing the Value Chain
 - MGT 7999: Strategic Management: An Integrative, Capstone Experience
 - MKTG 7030: Strategic Marketing
 - ECON 7010: Resource Allocation and Decision Analysis
 - IS 7090: Leveraging Information Systems in Business
- MBA Elective 1

Dual Credit SW Courses (6 Credit Hours)

SW courses that count towards both the MSW and the MBA degrees.

- SW 7702: Social Welfare Policy and Services
- SW 7706: Introduction to Social Work Research

Dual Credit MBA courses (6 Credit Hours)

MBA courses that count towards both the MSW and MBA degrees.

- MGT 7050: Managing and Leading Work Behavior
MBA study abroad, if student is unable to participate in study abroad substitute any MBA international business elective

Program Total (84 Credit Hours)

Business Administration, Ph.D

Program Description

The KSU Doctor of Philosophy in Business Administration (Ph.D) program is an innovative doctoral program designed to prepare highly experienced professionals for teaching and research positions at AACSB accredited business schools or for advanced research positions in consulting, government or industry. The KSU Ph.D program combines the rigor of a traditional doctoral program with intense classroom study allowing full immersion into state of the art academic research content and methods.



This program is a part of the Michael J. Coles College of Business

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- The admission process is highly competitive and designed to identify applicants with the background and experience necessary to complete the requirements of a rigorous doctoral degree program.
- The four-step application process is designed to determine if applicants have the skills and interests necessary to succeed in the program.
- Admission decisions for each step are made only after receipt of required documents for that step.
- The application process begins during the Summer, enrollment decisions are made in the Spring for admittances to a Ph.D cohort beginning during the following Fall semester.

Applicants should review the four-step admissions process for directions on how to apply at <https://coles.kennesaw.edu/phd/admissions/index.php>.

Admissions Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credit

Transfer credit is not permissible for any part of the KSU Doctor of Philosophy in Business Administration program.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section in Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Foundation Course (3 Credit Hours)

Students must attend orientation in addition to taking one of the following courses that corresponds with the chosen concentration:

- ACCT 9001: Introduction to Research
- IS 9001: Introduction to Research
- MGT 9001: Introduction to Research
- MKTG 9001: Introduction to Research
- ECON 9001: Introduction to Business Research

Discipline Seminar Courses (12 Credit Hours)

Students must take four of the following courses that correspond with the chosen concentration:

ACCT students take the below four courses:

- ACCT 9005: Developments in Accounting Research Seminar
- ACCT 9006: Seminar in Behavioral Accounting Research
- ACCT 9007: Seminar in Archival Accounting Research
- ACCT 9008: Multivariate Analysis in Accounting Research

IS students take the below four courses:

- IS 9005: Individual Level Theory Seminar on Information Systems I
- IS 9006: Individual Level Theory Seminar on Information Systems II
- IS 9007: Organizational Level Theories and Contemporary Topics in Information Systems

IS students will choose one of the the following courses as their fourth course.

- IS 9008: Seminar in IS Research II

- IS 9011: Seminar in Graph Theory
- IS 9012: Seminar in Data Mining
- IS 9013: Seminar in Data Mining II
- IS 9014: Seminar in Binary Classification
- IS 9015: Seminar in Risk Management and Decision Analysis
- IS 9016: Seminar in Business Intelligence using Simulation
- IS 9017: Seminar in Operations Research in Business Intelligence
- IS 9018: Seminar in Traditional and Big Data Analytics
- IS 9021: Seminar in Healthcare Management and Informatics
- IS 9022: Seminar in Healthcare Processes and Workflow
- IS 9023: Seminar in Electronic Health Records
- IS 9024: Seminar on Healthcare Industry
- IS 9025: Seminar in Management and Ethics of Leadership in Healthcare
- IS 9026: Seminar in Governance, Risk Management and Compliance in Healthcare

MGT students take the below four courses:

- MGT 9005: Seminar in Human Resource Management Research
- MGT 9006: Seminar in Entrepreneurship and International Business Research
- MGT 9007: Seminar in Organizational Behavior Research
- MGT 9008: Seminar in Strategic Management Research

MKTG students take the below four courses:

- MKTG 9005: Consumer Behavior
- MKTG 9006: Theory and Current Issues in Marketing
- MKTG 9007: Seminar in Sales Leadership
- MKTG 9008: Marketing Strategy and Analytics

Risk and Decision Analytics students take the below four courses:

- ECON 9011: Advanced Econometrics
- ECON 9012: Empirical Asset Pricing
- ECON 9013: Advanced Decision Analytics
- ECON 9014: Decision and Risk Analysis

Business Research Methods Courses (15 Credit Hours)

Students must take all five of the following courses:

- BRM 9201: Research Methods and Basic Data Analysis
- BRM 9202: Analysis of Variance Designs
- BRM 9203: Qualitative Research Methods

- BRM 9204: Regression Analysis
- BRM 9205: Advanced Business Research Analysis

Dissertation Design (3 Credit Hours)

Students must take the following course that corresponds with the chosen concentration:

- ACCT 9900: Dissertation Development in Business Administration
- IS 9900: Dissertation Development in Business Administration
- MGT 9900: Dissertation Development in Business Administration
- MKTG 9900: Dissertation Development in Business Administration
- ECON 9900: Dissertation Development in Business Administration

Dissertation Research (15 Credit Hours)

Students must take one of the following courses (3 Credit Hours) that corresponds with the chosen discipline:

- ACCT 9903: Doctoral Directed Study
- IS 9903: Doctoral Directed Study
- MGT 9903: Doctoral Directed Study
- MKTG 9903: Doctoral Directed Study
- ECON 9903: Doctoral Directed Study

Students must take four sections (12 Credit Hours) of one of the following courses that corresponds with the chosen discipline:

- ACCT 9904: Dissertation Research
- IS 9904: Dissertation Research
- MGT 9904: Dissertation Research
- MKTG 9904: Dissertation Research
- ECON 9904: Dissertation Research

Program Total (48 Credit Hours)

Business Intelligence Certificate

Program Description

This certificate program will educate students in the use of business intelligence concepts and techniques for analyzing data and presenting actionable information to inform managerial decisions. Specifically, it will equip them with a wide variety of tools, methodologies that will enable them to examine structured and unstructured data, collect data from internal systems and external sources, prepare it for analysis, develop and run queries against that data and create reports, dashboards and data visualizations, simulate real world systems and evaluate what-if scenarios and determine appropriate improvement strategies. Then, through various applications the students learn to make the analytical results available to corporate decision-makers as well as operational managers and workers.



This program is a part of the Michael J. Coles College of Business.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- GPA of a 3.00 or greater
- Undergraduate degree in business or related quantitative fields
- 2 years industry work experience
- Those with GRE/GMAT score (GMAT=[500,550], Equivalent GRE Score) above set threshold can apply for waiver of the required experience.
- Those with an undergraduate GPA of 3.50 and above and coming from a business or quantitative field can apply for a waiver of the required experience.
- Those with a Masters degree earned from an accredited US university in a business or quantitative field with GPA 3.00 or more can apply for an experience waiver.
- International students may be required to take the GMAT/GRE and satisfy the university wide TOEFL requirement.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (15 Credit Hours)

- ECON 7710: Statistics for Business Analysis
- ECON 7730: Business Intelligence – Risk Management and Decision Analysis
- ECON 7750: Introduction to Business Intelligence Using Simulation
- ECON 7770: Operations Research in Business Intelligence
- IS 7935: Business Intelligence – Traditional and Big Data Analysis

Program Total (15 Credit Hours)

Business Research Methods Post-Master's

Certificate

Program Description

This certificate in business research methods is a niche program targeting senior researchers in the "insights industry". These are researchers in companies such as Qualtrics, Gartner, Nielsen, PwC, EY or an organization that recruits and employs individuals with significant training and experience in planning, designing, conducting, and analyzing research studies and applying research skills to solve complex business problems. Certificate candidates will follow the once-a-month in class residency structure of the Ph.D. in Business Administration and side-by-side with Ph.D. candidates.

At the end to the course of study, participants students will be able to

- Get an overview of research designs, including the ethical considerations involved.
- Design a research strategy based on research questions.
- Conduct a research study using surveys, experiments, archival, or qualitative methods
- Utilize appropriate statistical techniques for data analysis, including univariate, multivariate, qualitative, and latent construct modeling.
- Interpret results and formulate business implications based on such outcomes.
- Learn typically used software packages such as SAS, SPSS, NVIVO and SmartPLS



This program is a part of the Michael J. Coles College of Business

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

1. Resume documenting professional experience. Minimum 8 years of experience.

2. Candidates need to have to have an accredited Master's Degree. Preference will be given to applicants holding a business related Master's Degree.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

- BRM 9201: Research Methods and Basic Data Analysis
- BRM 9202: Analysis of Variance Designs
- BRM 9204: Regression Analysis

Electives (3 Credit Hours)

Select one of the following for three credit hours:

- BRM 9203: Qualitative Research Methods
- BRM 9205: Advanced Business Research Analysis

Program Total (12 Credit Hours)

Financial Technology (FinTech) Certificate

Program Description

Businesses need to leverage technology to create and offer better banking, lending, payments, insurance, and investment services. This program will help students understand disruptions in the FinTech industry by focusing on the digital payments sector. The goal is for students to create an action plan to foster digital payments innovation in an organization. Students will learn how FinTech can help reach untapped markets, reduce costs, create economies of scale, and improve customer experience.



This program is a part of the Michael J. Coles College of Business.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (12 Credit Hours)

- FIS 6810: Payments Processing in FinTech
- FIS 6850: FinTech Payments Security and Assurance
- FIS 6860: Emerging FinTech Payments Technologies
- FIS 6890: Experiential Learning in FinTech Payments

Program Total (12 Credit Hours)

Information Security and Assurance Certificate

Program Description

The graduate certificate program in information security and assurance is designed for both working professionals and graduate students. Students learn IT security technology through a hands-on virtual lab. Traditional classes teach how to secure and manage IT resources and how to plan, provide and manage system security incidents and disasters. Students also learn IT ethics and legalities including corporate and regulatory compliance in terms of methods, approaches and governance.



This program is a part of the Michael J. Coles College of Business.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (12 Credit Hours)

Security Management

- IS 7310: Governance, Risk Management, and Compliance
- OR
- IT 6823: Information Security Concepts and Administration

Security Technology

- IS 7320: Information Security Technologies

Contingency Planning

- IS 7330: Disaster Recovery/Business Continuity Planning

Elective

- IS 7200: Legal and Ethical Issues in Information Systems
OR
- IS 7305: Foundations of Information Security

Program Total (12 Credit Hours)

**Norman J. Radow College of Humanities
and Social Sciences**

Academic Programs

American Studies, M.A.

Program Description

KSU's Master of Arts with a major in American Studies (MAST) offers an interdisciplinary study of American cultures as they exist locally, regionally, nationally, and transnationally. As the sole American Studies graduate curriculum in the University System of Georgia, KSU's course of study introduces students to the most important and innovative scholarship dealing with the United States and the Americas and their role in the world. Students will have the opportunity to engage in practical, project-based learning linked to their own professional development needs and interests. Thus, students will not only learn cutting-edge approaches to the study of American history, politics, literature, arts, and culture, but they will also apply this knowledge through group work, collaborations with faculty, community service, and career-related capstone projects. Students also have the opportunity to pursue humanities and social science-based thesis projects as preparation for further graduate training. The MA program with a major in American Studies provides an infield upgrade for certified high school History and English teachers as well as middle-grades social studies and language arts teachers in the state of Georgia.



This program is a part of the Norman J. Radow College of Humanities and Social Sciences.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- **Letter of Application:** The letter of application should be in the form of a narrative which describes your educational and/or professional background, your future goals, and how admission into the American Studies M.A. program at Kennesaw State University will help you accomplish these goals. The letter should be specific to the program and should be 2-3 double-spaced pages in length.

- **Writing Sample:** The writing sample should demonstrate the writing skills you have developed as a student and/or professional. The sample should be relevant to the field of American Studies broadly defined, and it should be refined and revised to fit within 5-7 double-spaced pages.
- **GPA:** The program minimum is 2.75 for all undergraduate courses from the degree-granting institution, but we expect the class will average above 3.00.
- **2 Letters of Recommendation:** Applicants should ask recommenders to submit letters of recommendation through the KSU Graduate College online admission system. At least one letter should be from a faculty member at the last school you attended (unless you have been out of school for more than five years). Substitutions for faculty recommendations may include work associates or others who can comment on your academic potential for graduate work.
- **C.V./Résumé** (Optional).

Admission Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credit

Up to 25% of graduate work from other accredited institutions may be transferred. To be transferred, course work from other institutions must correspond to Kennesaw State's Master of Arts in American Studies curriculum. Students will need to provide course descriptions and syllabi wherever possible, and the amount of credit granted will be at the discretion of the program director. Such course work may be no more than five years old.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of degree requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (12 Credit Hours)

- AMST 6201: History and Culture of the Americas
- AMST 6401: Literature and Culture of the Americas
- AMST 7000: American Studies Scholarship
- AMST 7100: American Studies Methods

Disciplinary Electives (9 Credit Hours)

Any nine credit hours at the 7000 level in the AMST prefix.

Related Electives (3 Credit Hours)

Select any additional three credit hours at the 7000 level from the AMST prefix, or other approved graduate-level courses for three credit hours.

Capstone Requirement (6 Credit Hours)

Students must complete a minimum of 3 credit hours for each course. Please see program coordinator regarding repeating or enrolling in more than 3 credit hours per course.

- AMST 7901: Capstone Literature Review and Proposal
- AMST 7902: Capstone Experience

Program Total (30 Credit Hours)

Conflict Management, MSCM

Program Description

The primary objective of the MSCM is to produce students who:

1. understand the nature of conflict from the perspective of multiple disciplines;
2. understand the continuum of responses to conflict;
3. possess the necessary skills to facilitate the management of various types of conflict;
4. demonstrate the ability to analyze and research conflict in an organizational environment;
5. demonstrate the ability to design conflict intervention procedures and strategies appropriate to a particular situation or environment;
6. demonstrate the ability to evaluate the efficacy of a given intervention or system of interventions; and
7. successfully participate in conflict management on a particular level in one or more specific environments.

The Master's program prepares students to identify and pursue opportunities for a new career based on conflict management expertise. The MSCM also provides students with enhanced credentials to pursue career advancement in an existing work environment.



This program is a part of the Norman J. Radow College of Humanities and Social Sciences.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

1. Letter of Intent: An application letter that states the applicant's interest and goals for the MSCM and the potential use of the degree.
2. Résumé: A current résumé is required.

3. 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.

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, exceptions may be made if the applicant's educational background, excellence in performance in business and professional activities, creativity and leadership, or experience in the field of alternative dispute resolution indicates success in the program. In reviewing the academic work of applicants, the junior/senior adjusted grade point average for all applicants will be considered. In cases where the applicant has done additional accredited undergraduate work beyond the bachelor's degree or has done accredited graduate work, the most recent two-year adjusted GPA will be used in the admissions consideration.

An applicant will not be admitted until a completed application, application fee, letter of intent, current résumé, two letters of recommendation, valid Immunization Certificate, and official transcripts for all undergraduate and graduate courses have been received and evaluated.

Admission Criteria for Unique Cases

MSCM courses are closed for admission to any student not currently enrolled in the MSCM program; however, any student admitted to graduate study at KSU may request "permission of the instructor" to enroll. This is up to the discretion of the faculty of record in the course and the MSCM program director.

Transfer Credit

Students are not allowed to transfer credit into the MSCM program. If a student has already completed accredited general mediation or family mediation training, that skills training may be waived once they are accepted into the program. Additional credits may be required to compensate for the waived course(s).

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (26 Credit Hours)

- MSCM 7205: Basic Mediation Training Clinic
- MSCM 7210: Foundations and Theories of Conflict Management: Conflict Theory
- MSCM 7220: Foundations and Theories of Conflict Management: Negotiation Theory
- MSCM 7230: Foundations and Theories of Conflict Management: ADR Continuum
- MSCM 7315: Organizational and Workplace Conflict
- MSCM 7400: Conflict Management Research Methods
- MSCM 7500: Conflict Management Systems Design
- MSCM 7600: Applied Conflict Management Project Design
- MSCM 7720: Applied Conflict Management Experience
- MSCM 7311: Interpersonal Conflict
- MSCM 7321: Cultural Aspects of Conflict Resolution

Elective Courses (4 Credit Hours)

Students will take additional courses to fulfill the 30 hour degree requirement and may choose among the following:

- MSCM 7325: Advanced Civil Mediation Clinic
or
- MSCM 7355: Advanced International Mediation Clinic

- MSCM 7335: Organizational Leadership
or
- MSCM 7365: Humanitarian Crisis Intervention

- MSCM 7320: Critical Knowledge and Skills of Conflict Management: Public Policy Disputes, Cross-Cultural and International Conflict Resolution
or 3 of the following 1-credit courses:
- MSCM 7321: Cultural Aspects of Conflict Resolution
- MSCM 7501: Facilitation Skills Clinic
- MSCM 7502: Restorative Justice
- MSCM 7511: Diversity & Social Justice

- MSCM 7512: Nonviolence in Theory and Practice
- MSCM 7900: Special Topics
- MSCM 7705: Domestic Relations Mediation
or
- MSCM 7706: Grant Writing & Program Evaluation
or
- MSCM 7707: International Conflict and Peacebuilding Case Writing
or
- MSCM 7708: Peacebuilding and Post-Conflict

- MSCM 7710: The Practice of Conflict Management: Field Experience
or
- MSCM 7715: The Practice of Conflict Management: Field Experience

Program Total (30 Credit Hours)

Criminal Justice, M.S.

Program Description

The Master of Science with a major in Criminal Justice (MSCJ) is an ideal program for traditional students who aspire to pursue their academic goals and for professionals in the field of criminal justice who want to advance their knowledge and skills for career enhancement. The program includes face-to-face and online course instructional formats. The program requires either 33 semester credit hours, including six core courses and three elective courses (thesis option), or 36 semester credit hours, including six core courses, five elective courses, and a demonstration project course (non-thesis option).



This program is a part of the Norman J. Radow College of Humanities and Social Sciences.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Application Letter (can be uploaded to the online application) - Should state your interest in and goals for the MS in Criminal Justice program, including reasons for why/how this program will meet your professional or academic needs (Note: If the applicant has a record of work experience in the criminal justice field, the applicant should explain in the letter the type and length of the experience, his or her work-related promotions and achievements, and skills/ knowledge acquired.)
- Resume - can be uploaded to the online application.
- Letters of Recommendation (Two) (Can be sent electronically through the online application). **Notes:** Letters should be from academics/ former professors. One letter could be from a work supervisor if the applicant has numerous years of work experience in the criminal justice field.
- GRE Score Report - Request that your scores be sent electronically to KSU (school code 5359). No department code is necessary.

*****Important Note***:** GRE Score Report NOT needed if applicant has one of the following other records of external validation: (1) Record of successful academic performance such as undergraduate GPA of 3.25 or above; *OR* (2) Demonstrated record of successful work experience in the criminal justice field for a period of four (4) or more years. [Note: For examples of qualifying types of work experience, see "Admissions Criteria" document on MSCJ Resources page.

Admission Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credit

The MSCJ program accepts up to nine semester hours (three courses) for the non-thesis option and a maximum of 25% for the thesis option of acceptable graduate transfer credit from institutions that are accredited by their regional higher education body. Students must provide course descriptions and syllabi wherever possible, and the program director will determine the amount of credit granted. Such course work may be no more than five years old. No academic credit is awarded by the program for life experience or for military, police academy, or other professional training.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required (18 credit hours):

- CRJU 7702: Advanced Criminological Theory
- CRJU 7703: Advanced Law Enforcement
- CRJU 7704: Institutional and Community Corrections
- CRJU 7705: Law and the Legal Process
- CRJU 7706: Advanced Research Methods
- CRJU 7712: Applied Statistics and Data Analysis in CJ

Electives

Select three, 9 hours, for the Thesis Option and select five, 15 hours, for the Non-Thesis Option

- ACCT 7000: Accounting Insights for Managers
- CRJU 7701: Critical Issues in Criminal Justice
- CRJU 7707: Strategic Planning in Criminal Justice
- CRJU 7708: Criminal Justice Policy and Analysis
- CRJU 7709: Comparative Criminal Justice Systems
- CRJU 7710: Transnational Crimes and International Security
- CRJU 7711: Human Rights Standards in Law Enforcement
- CRJU 7713: Family, Crime and Violence
- CRJU 7714: Communities and Crime
- CRJU 7715: Race, Crime and Justice
- CRJU 7722: International Criminal Justice Experience
- CRJU 7900: Special Topics in Criminal Justice
- CRJU 7950: Directed Study
- PAD 6200: Fundamentals of Public Administration and Public Service
- PAD 6600: Program Evaluation
- PAD 7455: Administrative Law
- IS 7310: Governance, Risk Management, and Compliance

Research Options (3–6 Credit Hours)

Thesis Option (6 Credit Hours)

- CRJU 7990: Thesis

Non-Thesis Option (3 Credit Hours)

- CRJU 7998: Demonstration Project

Program Total (Thesis Option 33 Credit Hours) (Non-Thesis Option 36 Credit Hours)

Integrated Global Communication, M.A.

Program Description

The M.A. with a major in Integrated Global Communication (MAIGC) at Kennesaw State University is a professional-oriented, 30-hour graduate program that prepares students for careers in globally-integrated organizations. The MAIGC offers an innovative curriculum that balances theory and skills, a cohort model that builds collaboration and leadership, and a one-of-a-kind Summer Engagement Abroad Module that sends students abroad to study, observe, or work with communication professionals in another country.



This program is a part of the Norman J. Radow College of Humanities and Social Sciences.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

1. Letter of Application (Can be uploaded into the online application) – Should state the importance of M.A. in Integrated Global Communications in achieving your career goals.
2. Essay (Can be uploaded into the online application) – Why does global communication interest you? Provide a brief statement addressing the formation of your multicultural or global interests and a description of tentative plans for research (specific problems or general areas) in the MAIGC program. (500 words)
3. Resume (Can be uploaded into the online application)
4. Letters of Recommendation (3) (Can be sent electronically through the online application) – Should be academic and at least one from professional
5. Recommended GPA of 3.0 or higher.

Admission Criteria for Unique Cases

Prior experience in communication is preferred, but excellent applicants without communication-related experience will be considered.

Transfer Credit

The transfer of up to 25% of credit for course work completed at another institution will be reviewed on an individual basis by the program director.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (27 Credit Hours)

- COM 7100: Survey of Global Communication
- COM 7300: International Public Relations
- COM 7350: Principles of Strategic Communication
- COM 7400: Communication Research Methods
- COM 7500: Communication for Multinational Corporations
- COM 7600: Communication and Technology Seminar
or
- COM 7650: Health Communication Challenges and Opportunities
- COM 7900: Integrated Global Communication Capstone

Summer Experiences

Select one of the following:

- COM 7700: Integrated Global Communication Directed Study
- COM 7710: Integrated Global Communication Practicum
- COM 7720: Integrated Global Communication Study Abroad
- COM 7730: Integrated Global Communication Study Tour

Elective (3 Credit Hours)

Choose One of the Following:

- COM 6670: Crisis Leadership Communication
- COM 6690: Topics in Integrated Global Communication

Program Total (30 Credit Hours)

International Policy Management, MS

Program Description

The MSIPM Program is a cohort-based online Master's degree program. The program builds on KSU's strong tradition of, and longstanding commitment to, globally-focused education. The theoretically-grounded, empirically-focused, and policy-relevant curriculum equips graduates with the knowledge and skills required to succeed in today's increasingly internationalized professional world.

The MSIPM program is a 30 semester-hour course of study. Students begin as a group in the fall semester of year one and complete the program in May of year two. Since courses are offered in a predetermined sequence, program time-to-completion is only 20 months.



This program is a part of the Norman J. Radow College of Humanities and Social Sciences.

Admission, Enrollment, and Graduation Policies

Admissions Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Evidence that the applicant has a bachelor's degree or a KSU-approved equivalent degree from an accredited college or university;
- A letter of interest outlining the applicant's educational goals, including a rationale for why/how this program will meet the applicant's professional needs;
- A writing sample of about 5 pages that demonstrates the applicant's writing ability. The sample may come from previous undergraduate or graduate course work. It can also be professional (work-related) writing.
- Two letters of recommendation.
- Optional: Scores from the Graduate Record Exam (GRE), the Graduate Management Admissions Test (GMAT) and/or Law School Admissions Test (LSAT)

Admission Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credit

No credit from outside institutions is accepted for this degree program.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (15 Credit Hours)

- IPM 7720: World Politics and Governance
- IPM 7725: Comparative Policy and Politics
- IPM 7760: Global Experience
- IPM 7765: Capstone: Practicum or Thesis

Additional Courses (15 Credit Hours)

Students take five of the following courses, to be determined for each cohort by the Program.

- IPM 7710: Policy Analysis
- IPM 7730: International Conflict Management
- IPM 7735: International Development: Policy and Practice
- IPM 7740: Strategic Negotiation and Decision-Making
- IPM 7745: International Political Economy
- IPM 7750: Global Trade: Policy and Practice
- IPM 7755: Political Risk Management
- IPM 7756: Global Regulatory Policy
- IPM 7757: Transnational Civil Society
- IPM 7770: International Law & Organization
- IPM 7900: Special Topics in International Policy Management

Program Total (30 Credit Hours)

Professional Writing, MAPW

Program Description

The Master of Arts in Professional Writing (MAPW) degree is an interdisciplinary professional graduate degree program that prepares candidates for a wide variety of writing-related positions in academia, business, publishing, screenwriting and the literary 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 into the writing conventions of a given genre, adapting their writing style to the requirements of various rhetorical contexts in today's print, electronic and multimodal environments.

Additional resources of special importance to the program faculty and students are the Kennesaw State University Writing Center, the Kennesaw Mountain National Writing Project and the Georgia Writers Association.



This program is a part of the Norman J. Radow College of Humanities and Social Sciences.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- "Statement of Purpose" addressing their preparation for and goals for the MAPW program and a rationale for the choice of concentration and support areas;
- One copy of representative writing samples from both the concentration and the support area, not to exceed 25 pages;

- Have earned or be in the process of completing a baccalaureate degree from an accredited college or university with a minimum 3.0 grade point average on a 4.0 scale;
- The General Test of the Graduate Record Examination (GRE) is optional. Applicants who opt to take the test must show a total score of 154 (qualitative) and a minimum 4.5 (analytic writing). Applicants who opt not to take the GRE must show evidence in the "Statement of Purpose" of one of the following:
 - having substantially published or produced with an established professional or non-profit venue; or having substantially participated in writing a significant document with an established business, non-profit or government agency; or
 - having had entry-level experiences in the professional fields as a writer, editor, script coordinator, writing teacher, or the like; or
 - having received a recommendation after either a face to face, telephone or tele-conference interview with a panel of three outside reviewers who are MAPW alumni or MAPW Community Board members or a combination of these selected by the program director;

An applicant who has been previously accepted into or completed a graduate program at an accredited college or university (including previous acceptance in the MAPW), as evidenced by official transcripts is exempt from the GRE and the optional requirements.

- Applicants may submit up to 3 optional letters of recommendation.

Admission Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

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.

Graduation Requirements

MAPW candidates must petition to graduate at least one semester prior to completion of program requirements. Before MAPW students can petition to graduate, they must

have a cumulative grade point average of at least 3.0. The student should print the form located on the MAPW web site at: www.mapw.hss.kennesaw.edu.

The student must obtain the MAPW graduate director's signature before submitting the petition to the business office and registrar. Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Core Course (3 Credit Hours)

The core course gives MAPW students the necessary tools to acquire both practical and theoretical knowledge about writing, writers, and graduate-level study skills. Students must complete the core course within their first semester in the MAPW program:

- PRWR 6000: Intro to Professional Writing

Major Concentration and Support Area (27 Credit Hours)

Two options exist for completing this portion of the program:

1. Option 1 includes the Major Concentration (15 hours), each student selects one concentration from the three offered below and takes five courses from this concentration. In the Support Area, each student also selects one of the remaining two concentrations as the support area. The student must take three courses (9 hours) from this second concentration to satisfy the support area requirement. In addition, the student will take one elective (3 hours).

2. Option 2 includes the Major concentration (15 hours) and two courses from each of the other two concentrations (12 hours) allowing students to study all three areas of professional writing offered in the MAPW program.

Applied Writing

- PRWR 6100: Readings for Writers

- PRWR 6200: Contemporary Rhetoric and its Applications
- PRWR 6240: Technical Writing
- PRWR 6255: Grant & Proposal Writing
- PRWR 6260: Managing Writing in Organizations
- PRWR 6280: Business and Technical Editing
- PRWR 6410: Feature Writing
- PRWR 6440: Professional and Academic Editing
- PRWR 6520: Creative Nonfiction Writing I
- PRWR 6550: Document Design and Desktop Publishing
- PRWR 6570: Writing for Social Media
- PRWR 6760: World Englishes
- PRWR 6800: Careers in Professional Writing
- PRWR 6810: Publishing in the 21st Century
- PRWR 6850: Web Content Development
- PRWR 6860: Intercultural Communication in Context
- PRWR 7520: Creative Nonfiction Writing II
- PRWR 7550: Advanced Applied Writing
- PRWR 7600: MAPW Practical Internship
- PRWR 7810: Research Methods for Writers
- PRWR 7900: Special Topics
- PRWR 7950: MAPW Directed Study

Composition and Rhetoric

- PRWR 6100: Readings for Writers
- PRWR 6150: Rhetorical Theory
- PRWR 6200: Contemporary Rhetoric and its Applications
- PRWR 6300: Understanding Writing as Process
- PRWR 6500: Composition Theory and Pedagogy
- PRWR 6650: Introduction to Literacy Studies
- PRWR 6750: Teaching Writing to Speakers of Other Languages
- PRWR 6760: World Englishes
- PRWR 6800: Careers in Professional Writing
- PRWR 6860: Intercultural Communication in Context
- PRWR 7600: MAPW Practical Internship
- PRWR 7800: Teaching Assistant Practicum I
- PRWR 7801: Teaching Assistant Practicum II
- PRWR 7810: Research Methods for Writers

- PRWR 7900: Special Topics
- PRWR 7950: MAPW Directed Study

Creative Writing

- PRWR 6100: Readings for Writers
- PRWR 6410: Feature Writing
- PRWR 6440: Professional and Academic Editing
- PRWR 6455: The Genres of Creative Writing
- PRWR 6460: Fiction Writing I
- PRWR 6470: Poetry Writing I
- PRWR 6480: Playwriting I
- PRWR 6520: Creative Nonfiction Writing I
- PRWR 6760: World Englishes
- PRWR 6800: Careers in Professional Writing
- PRWR 6810: Publishing in the 21st Century
- PRWR 7460: Fiction Writing II
- PRWR 7470: Poetry Writing II
- PRWR 7480: Playwriting II
- PRWR 7520: Creative Nonfiction Writing II
- PRWR 7600: MAPW Practical Internship
- PRWR 7810: Research Methods for Writers
- PRWR 7900: Special Topics
- PRWR 7950: MAPW Directed Study
- STVW 6490: Screenwriting I
- STVW 6495: TV Writing: Half-Hour
- STVW 6496: TV Writing: One-Hour
- STVW 7490: Screenwriting II
- STVW 7495: TV Writing II
- STVW 7496: TV Writers Room

MAPW Capstone Project (6 Credit Hours)

The MAPW Capstone project is designated as a thesis, portfolio, or practicum, accompanied by a rationale for its purpose and design that involves electronic and/or print media and is relevant to the student's concentration in professional writing. After submitting an approved capstone proposal, the candidate works under the direction and advice of two faculty members to produce the project. The

candidate must submit the capstone project at least two weeks before either 1) a discussion about the project with the faculty committee, or 2) a public presentation about the project or a reading from the project for an audience of faculty and peers. The candidate will consult with the capstone committee about which option to choose.

- PRWR 7960: MAPW Capstone Project

Program Total (36 Credit Hours)

Public Administration, MPA

Program Description

The Master of Public Administration (MPA) is a professional degree that prepares persons interested in public service for administrative and leadership positions in governmental agencies and nonprofit organizations. The program's student and teaching-oriented faculty seek to contribute to the development of professional individuals with an ethos of public service values by providing them with a combination of solid academic learning and concrete practical experiences. The MPA Program is located in the School of Government and International Affairs.



This program is a part of the Norman J. Radow College of Humanities and Social Sciences.

Accreditation

The Master of Public Administration Program is accredited by Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- A baccalaureate degree from an accredited college or university with at least 2.75 grade point average;
- Submit a statement of purpose essay of approximately 1,000 words addressing the following question: "In what way do you expect the Master of Public Administration degree to affect or enhance your career goals and aspirations?";
- A current résumé;
- Two letters of recommendation from faculty or work supervisors with direct knowledge of the applicant that address the applicant's potential for graduate study and use of an MPA degree.

Students are admitted to the program based upon an overall review of all credentials including any work and community service experience that indicates potential success in graduate work and in professional public service.

Admission Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Credits

Up to nine semester hours of graduate work from other NASPAA-accredited master's programs may be transferred. To be transferred, course work from other institutions must correspond to Kennesaw State University's MPA curriculum period. 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.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Core Curriculum (21 Credit Hours)

- PAD 6200: Fundamentals of Public Administration and Public Service
- PAD 6250: Research Methods and Computer Applications
- PAD 6300: Public Organization Theory
- PAD 6350: Public Service Budgeting
- PAD 6450: Governmental Relations
- PAD 6700: Human Resource Management in Public Service
- PAD 6500: Policy Analysis
- or
- PAD 6600: Program Evaluation

Concentrations (12 Credit Hours)

State, Local, and Regional Administration

Select four of the following:

- PAD 7130: Regional Politics and Policy
- PAD 7230: Local Governance and City Management
- PAD 7390: Public Financial Management
- PAD 7430: Regional and Local Planning
- PAD 7461: Law for Public Managers

Information Systems Administration

- IS 7100: Advanced IT Project Management
 - IS 7700: Information Systems Policy and Strategy
- Students will select two other graduate IS or MPA courses, or other graduate course approved by the program director.

Nonprofit Administration

Required:

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

Select two of the following:

- MSCM 7100: Introduction to Conflict Management
- PAD 7120: Health Policy
- PAD 7130: Regional Politics and Policy
- PAD 7140: International Environmental Policy
- PAD 7150: Contemporary Public Issues
- PAD 7250: Leadership and Ethics in Public Service
- PAD 7465: Law for Nonprofit Managers

Additional Course Options

Students who elect not to pursue a designated concentration can choose a combination of four courses from the list below.

- IS 7005: Informatics
- IS 7060: Information Systems Development Methods and Technologies
- IS 7080: Database Application Design and Implementation
- IS 7090: Leveraging Information Systems in Business

- IS 7100: Advanced IT Project Management
- IS 7200: Legal and Ethical Issues in Information Systems
- IS 7305: Foundations of Information Security
- IS 7310: Governance, Risk Management, and Compliance
- IS 7320: Information Security Technologies
- IS 7330: Disaster Recovery/Business Continuity Planning
- IS 7400: Enterprise Process Models
- IS 7500: Emerging Technologies
- IS 7600: Global IS Management
- IS 7700: Information Systems Policy and Strategy
- IS 7800: IT Leadership
- MSCM 7100: Introduction to Conflict Management
- PAD 6500: Policy Analysis
- PAD 6600: Program Evaluation
- PAD 7100: Philanthropy and the Nonprofit Sector
- PAD 7120: Health Policy
- PAD 7130: Regional Politics and Policy
- PAD 7140: International Environmental Policy
- PAD 7150: Contemporary Public Issues
- PAD 7180: Nonprofit Governance and Administration
- PAD 7230: Local Governance and City Management
- PAD 7250: Leadership and Ethics in Public Service
- PAD 7390: Public Financial Management
- PAD 7430: Regional and Local Planning
- PAD 7455: Administrative Law
- PAD 7461: Law for Public Managers
- PAD 7465: Law for Nonprofit Managers
- PAD 7470: Issues in Criminal Justice Administration
- PAD 7900: Special Topics
- PAD 7950: Directed Study
- PAD 7985: Internship in Public Service
- PAD 7995: Public Service Practicum
- PRWR 6255: Grant & Proposal Writing

Capstone (3 Credit Hours)

- PAD 7998: MPA Capstone Seminar

Program Total (36 Credit Hours)**Special Notes:**

Kennesaw State University offers qualified students the opportunity to apply for either of two dual degree programs. The MBA-MPA is a dual degree program in which students can earn both a Master of Public Administration and a Master of Business Administration degree. The MPA-MAIGC is a dual degree program in which students can earn both a Master of Public Administration and a Master of Arts in Global Integrated Communication degree. To be admitted into either dual degree program, the applicant must specify this option to the Graduate School at the time of application.

Public Administration/ Criminal Justice Dual

Master's Degree (MPA/MSJ)

Program Description

The MPA-MSJ program provides graduate students with a unique set of knowledge and The Master of Public Administration/Master of Science in Criminal Justice (MPA/MSJ) Program is a dual degree offered by the College of Humanities and Social Sciences. The objective of this program is to allow students who are interested in serving in public administration and criminal justice to register concurrently in both the MPA and MSJ programs. The demand for leaders in both these career areas requires professionals well versed in how the public sector operates and how to administer effectively criminal justice programs. This dual degree program combines preparation in public management and criminal justice theory and practice to make graduates competitive in these growing fields.



This program is a part of the Norman J. Radow College of Humanities and Social Sciences.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

To be admitted into the dual degree program, the applicant must specify the option at the time of application to the Graduate School. Students interested in applying for the dual degree option MPA/MSJ Program should consult with either the MPA Director or the MSJ Director with regard to admission requirements and required courses. Applications will be considered for admission in the fall and spring semesters. MPA/MSJ applications will be considered by a joint MPA and MSJ committee of faculty who regularly teach in their respective programs. Applicants will submit a single application package for admission to the dual degree.

Requirements

- A baccalaureate degree from a regionally accredited college or university with at least 2.75 grade point average;
- A record of external validation, including at least ONE (1) of the following:
 - A. Graduate Record Exam – GRE (verbal and quantitative --- minimum combined score of 286 on the GRE's current scale or 800 on the prior scale);
 - B. Record of successful academic performance such as undergraduate GPA of 3.25 or better;
 - C. Demonstrated record of successful work experience in the criminal justice or public administration field for a period of four (4) or more years. Examples may include:
 - A police officer who has been promoted to a higher rank (sergeant, etc.) or a police officer who has received a significant award or similar recognition for his or her work-related achievement
 - A correctional employee who has been promoted to a supervisory or management position (a warden, etc.) or a correctional employee who has received a significant award or similar recognition for his or her work-related achievement
 - A court employee who has been promoted to a supervisory or management position (a clerk of court, case manager, etc.) or a court employee who has received a significant award or similar recognition for his or her work-related achievement.
- Submission of an application to the Office of Graduate Admissions and a non-refundable application fee;
- International students must also provide satisfactory TOEFL or IETLS scores;
- Submit a statement of purpose essay of approximately 1,000 words addressing the following question: "In what way do you expect the Master of Public Administration – Master of Science in Criminal Justice dual degree to affect or enhance your career goals and aspirations?"
- A current résumé
- Two letters of recommendation from faculty (preferred) or work supervisors with direct knowledge of the applicant that address the applicant's potential for graduate study and use of an MPA-MSCJ dual degree.

Transfer Credit

No credit from outside institutions is accepted for this dual degree program.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Master of Public Administration Required Courses (12 Credit Hours)

- PAD 6250: Research Methods and Computer Applications
- PAD 6200: Fundamentals of Public Administration and Public Service
- PAD 6450: Governmental Relations
- PAD 7998: MPA Capstone Seminar

Master of Science in Criminal Justice Required Courses (15 Credit Hours)

- CRJU 7702: Advanced Criminological Theory
- CRJU 7703: Advanced Law Enforcement
- CRJU 7704: Institutional and Community Corrections
- CRJU 7712: Applied Statistics and Data Analysis in CJ
- CRJU 7998: Demonstration Project

Dual Credit MPA Courses (12 Credit Hours)

- PAD 6350: Public Service Budgeting
- PAD 6300: Public Organization Theory
- PAD 6700: Human Resource Management in Public Service

- PAD 6500: Policy Analysis
or
- PAD 6600: Program Evaluation

Dual Credit MSCJ Courses (6 Credit Hours)

- CRJU 7705: Law and the Legal Process
- CRJU 7706: Advanced Research Methods

Electives (6 Credit Hours)

Students are required to select and complete 6 credit hours of elective courses at the 5000-level or above in CRJU or MPA.

Program Total (51 Credit Hours)

Public Administration/Integrated Global Communication Dual Master's Degree (MPA/MAIGC)

Program Description

The Master of Public Administration/Master of Arts in Integrated Global Communication (MPA/MAIGC) Program is a dual degree offered by the College of Humanities and Social Sciences. The objective of this program is to allow students who are interested in serving as communications professionals in the government and nonprofit sectors to register concurrently in both the MPA and MAIGC programs. The public's demand for information about the actions of public sector organizations, especially in emergency situations, requires professionals well versed in how the public sector operates and how to communicate effectively with diverse audiences. This dual degree program combines preparation in public management and communication theory and practice to make graduates competitive in the growing public communication field.



This program is a part of the Norman J. Radow College of Humanities and Social Sciences

Admission, Enrollment, and Graduation Policies

Admission Requirements

To be admitted into the dual degree program, the applicant must specify the option at the time of application to the Graduate School. Students interested in applying for the dual degree option MPA/MAIGC Program should consult with either the MPA Director or the MAIGC Director with regard to admission requirements and required courses. The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- A baccalaureate degree from an accredited college or university with at least 2.75 grade point average;
- Scores from a standardized graduate admission test, such as GRE, MAT, GMAT or LSAT. Request that your scores be sent electronically to KSU. –OR– Obtain a GRE waiver. –OR– Minimum test scores of:

- 304 GRE combined Verbal and Quantitative Reasoning, 3.9 Analytical Writing
- 400 MAT
- 570 GMAT
- 148 LSAT
- Submit a statement of purpose essay of approximately 1,000 words addressing the following questions: "In what way do you expect the Master of Public Administration – Master of Arts in Integrated Global Communication dual degree to affect or enhance your career goals and aspirations?"
- A current résumé;
- Two letters of recommendation from faculty or work supervisors with direct knowledge of the applicant that address the applicant's potential for graduate study and use of an MPA-MAIGC dual 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.

MPA/MAIGC applications will be considered by a joint MPA and MAIGC committee of faculty who regularly teach in their respective programs.

Admission Criteria for Unique Cases

Currently, there are no exceptions to the admission criteria.

Transfer Credit

No credit from outside institutions is accepted for this degree program.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

The MPA-MAIGC is a dual degree program consisting of 54 credit hours, of which 24 hours are in public administration and 24 hours are in communications. Students are also required to complete 6 credit hours of electives.

Master of Public Administration (24 Credit Hours)

- PAD 6200: Fundamentals of Public Administration and Public Service

- PAD 6250: Research Methods and Computer Applications
- PAD 6350: Public Service Budgeting
- PAD 6450: Governmental Relations
- PAD 6700: Human Resource Management in Public Service
- PAD 6500: Policy Analysis
- or
- PAD 6600: Program Evaluation
- PAD 7998: MPA Capstone Seminar
- PAD Elective

Master of Arts in Integrated Global Communication (18 Credit Hours)

- COM 7100: Survey of Global Communication
- COM 7300: International Public Relations
- COM 7400: Communication Research Methods
- COM 7500: Communication for Multinational Corporations
- COM 7600: Communication and Technology Seminar
- or
- COM 7650: Health Communication Challenges and Opportunities
- COM 7900: Integrated Global Communication Capstone

Dual Credit MAIGC Courses (6 Credit Hours)

MAIGC courses that count toward both MPA and MAIGC degrees:

- COM 6670: Crisis Leadership Communication
- COM 7350: Principles of Strategic Communication

Dual Credit International Experience (6 Credit Hours)

Students are required to select and complete six credit hours of international experience that count toward both the MPA and MAIGC degrees and best fit their career and personal goals. Three of the six hours must be MPA-related coursework. Three hours must be MAIGC- or MPA-related courses, directed study, or international experience.

Program Total (54 Credit Hours)

International Conflict Management, Ph.D.

Program Description

This full time, interdisciplinary, in-residence program is designed to meet the global demand for scholar-practitioners to address the complex array of international conflict and security challenges through the development and implementation of empirically-based research, recommendations, and solutions. Following rigorous substantive and methodological preparation, applied experience in the field, and the successful completion of their dissertation research, program graduates will be ready to compete for tenure-track university faculty appointments and a wide range of operational positions in government, and non-governmental agencies.

Completion of the INCM Ph.D. requires a minimum of 75 credit hours of study, which includes all coursework, transfer credits, and dissertation research. Additional program requirements include a first-year progress and funding evaluation, a comprehensive examination on core courses, dissertation proposal defense, and dissertation defense.



This program is a part of the Norman J. Radow College of Humanities and Social Sciences.

Admission, Enrollment, and Graduation Policies

Admissions Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

Applicants are required to submit portfolios of documents as evidence of their qualifications. Qualified applicants are recommended for admission based on the International Conflict Management (INCM) Program Admissions Committee evaluation of the submitted materials. The MA/MS degree in a related discipline is highly recommended as the basic requirement. Evidence of relevant full-time work experience or international experience is strongly recommended, but not required.

1. Resume or CV, showing the chronological progression of educational and work experiences including any additional information relevant to support the application.
2. Statement of Intent describing the applicant's interest in the study of international conflict management and any relevant experiences and an outline of how the Ph.D. program could further those interests. Applicants are also encouraged to identify a research topic area and are encouraged to list potential faculty mentors.
3. Writing Sample demonstrating writing and analytical abilities related to higher education or professional experience. This writing sample is preferred in English, however, will be accepted in another language accompanied by an English translation. There are no length requirements, however, longer samples (e.g., a senior or master's thesis) should be accompanied by an abstract or executive summary.
4. Letters of Recommendation from three references, at least two of which describe the applicant's qualifications, motivation and prospects for success in the program. The references will be sent an email with a link to a reference form to be completed electronically.
5. A GRE score is not required, but may be submitted; if submitted, the GRE score will be considered alongside the other application materials. Applicants who submit GRE scores are not favored over those who do not.
6. A TOEFL (Test of English as a Foreign Language) or an IELTS (International English Language Testing System) score is required for all non-native speakers of English applicants. (www.ets.org/toefl/ [minimum score of 88] or the IELTS www.ielts.org/ [minimum score of 6.5]). Applicants from countries where English is an official language are not required to submit scores. Other exceptions for non-native speakers to request a waiver of this requirement can be found at: <https://www.kennesaw.edu/admissions/graduate/application-process/international.php/#foreign> Submit the completed waiver request form to ksugrad@kennesaw.edu.

Admissions Criteria for Unique Cases

Currently, there are no exceptions to the admission requirements.

Transfer Policy

INCM Ph.D. students can transfer up to 17 credits into the program subject to program director approval. Students may be asked to provide syllabi and other documentation to demonstrate course content. There is no time restriction placed on transfer credits into the INCM program in terms of when the courses were taken.

Enrollment Requirements

Students are expected to maintain a 3.0 GPA within the program of study. Students can be dismissed from the program under any of the following conditions: while on probation, the term GPA is less than 3.0; not clearing probation after 2 semesters; achieving a semester GPA of less than 2.0 on any semester, and receiving a final grade of 'F' in any course. Students can also be removed from the program for cause, such as plagiarism, unprofessional behavior inside or outside the classroom, unprofessional behavior toward university faculty, staff, administrators and students, etc.

Graduation Requirements

All requirements for a Ph.D. degree must be completed within seven years, beginning with the first registration in graduate-level classes following admission to the degree program. Extension of time may be granted in special circumstances approved by the Program and School Directors with input from the Dissertation Committee Chair. Only courses in which credit has been earned within seven years of the date of admission (excluding Transfer Credits) will be counted for degree credit. Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Core Seminars (17 Credit Hours)

- INCM 8000: Comparative Approaches to Knowledge
- INCM 8001: Theories of International Conflict: International Relations Approaches
- INCM 8002: Theories of International Conflict: Economic Approaches
- INCM 8003: Theories of International Conflict: Socio-Cultural Approaches
- INCM 8004: Theories of International Conflict: Peace and Conflict Studies Approaches
- INCM 8005: Professional Knowledge for the PhD
- INCM 9600: Dissertation Proposal Colloquium

Peacebuilding and Development Requirement (6 Credit Hours)

Select six credit hours from the following courses:

- INCM 8355: Transitional Justice and Reconciliation
- INCM 9320: Essentials of International Negotiation: Theory and Practice
- INCM 8340: Transnational Civil Society and Conflict
- INCM 9350: Peacebuilding and Peacekeeping
- INCM 9380: Sustainable Development
- INCM 9410: Comparative Conflict Management Policies of International Organizations
- INCM 9430: Post-Agreement Reconstruction
- MSCM 7321: Cultural Aspects of Conflict Resolution
- MSCM 7502: Restorative Justice
- MSCM 7365: Humanitarian Crisis Intervention
- MSCM 7707: International Conflict and Peacebuilding Case Writing
- MSCM 7708: Peacebuilding and Post-Conflict
- MSCM 7715: The Practice of Conflict Management: Field Experience

Research Method Requirements (9 Credit Hours)

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

Advanced Research Methods (3 Credit Hours)

Although 3 credits hours are required, students may take more as electives, related studies, or concentration hours.

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

Additional Electives, Related Studies, & Concentration Area (25-31 Credit Hours)

Any INCM or MSCM course above the 5000 level; students should consult with the Program Director and Program Coordinator. Students may take up to 18 graduate credit hours in any related field (i.e., Related Studies) – as approved by the Program Director – toward the electives requirement.

Dissertation Research (9-15 Credit Hours)

INCM 9900 is a variable credit course (1-9 hours). Students should consult their graduate advisor or program director.

- INCM 9900: Ph.D. Dissertation Research

Program Total (75 Credit Hours)

American Studies Certificate

Program Description

This is a graduate certificate in American Studies that includes 15 hours of graduate course work. It may be taken along with another KSU graduate program, or it may be taken as a standalone certificate.



This program is a part of the Norman J. Radow College of Humanities and Social Sciences.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required (6 credit hours)

- AMST 6201: History and Culture of the Americas
- AMST 6401: Literature and Culture of the Americas

Electives (9 Credit Hours)

Any three of the following American Studies cluster courses depending on the individual student's interests and career goals.

- AMST 7000: American Studies Scholarship
- AMST 7100: American Studies Methods
- AMST 7200: American Social Movements
- AMST 7230: Public History and Culture
- AMST 7240: Enterprise & Labor in American Culture
- AMST 7300: American Cities, Suburbs, and Countryside

- AMST 7310: Regional Studies
 - AMST 7330: Identities and Social Groups
 - AMST 7410: Literature and Performance in American Culture
 - AMST 7420: American Popular Culture
 - AMST 7450: American Visual Culture
 - AMST 7460: Movements in American Culture
 - AMST 7510: Passages to America
 - AMST 7520: America in Transnational Context
- Any approved graduate-level study abroad course.

Program Total (15 Credit Hours)

Creative Writing Certificate

Program Description

A Graduate Certificate in Creative Writing is offered through the Master of Arts in Professional Writing Program in the English Department, Radow 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 degree 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.



This program is part of the Norman J. Radow College of Humanities and Social Sciences.

Admission, Enrollment and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- 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)
- One copy of representative sample of creative writing in the genre to be studied, not to exceed 25 double-spaced pages.
- Optional: One to three letters of reference from someone who can evaluate the student's: creative writing skills commitment to creative writing and academic work

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Creative Writing Course Options

Select twelve credit hours from the following. Students should select at least one workshop-based course.

Workshop-Based Courses

- PRWR 6410: Feature Writing
- PRWR 6455: The Genres of Creative Writing
- PRWR 6460: Fiction Writing I
- PRWR 7460: Fiction Writing II
- PRWR 6470: Poetry Writing I
- PRWR 7470: Poetry Writing II
- PRWR 6480: Playwriting I
- PRWR 7480: Playwriting II
- PRWR 6520: Creative Nonfiction Writing I
- PRWR 7520: Creative Nonfiction Writing II
- STVW 6490: Screenwriting I
- STVW 7490: Screenwriting II
- STVW 6495: TV Writing: Half-Hour
- STVW 6496: TV Writing: One-Hour
- STVW 7495: TV Writing II
- STVW 7496: TV Writers Room

Non Workshop-Based Courses

- PRWR 6810: Publishing in the 21st Century
- PRWR 6100: Readings for Writers
- PRWR 6440: Professional and Academic Editing
- PRWR 6760: World Englishes
- PRWR 6800: Careers in Professional Writing

- PRWR 7600: MAPW Practical Internship
- PRWR 7810: Research Methods for Writers
- PRWR 7900: Special Topics

Program Total (12 Credit Hours)

Digital and Social Media Certificate

Program Description

The Graduate Certificate in Digital and Social Media is an online, 12-hour certificate program at Kennesaw State University that provides students with the foundations for using digital and social media effectively, efficiently and strategically in today's media-saturated landscape. Emerging concepts, issues and trends are discussed, the use of digital and social media as part of an organization's strategic communication efforts are studied, various new media technologies, applications and platforms are reviewed, and hands-on experience in producing digital and social media content is provided.

The objectives for the Graduate Certificate in Digital and Social Media are:

- To provide for students the foundations of digital and social media communication theories.
- To expose students to new and emerging concepts, issues and trends in digital and social media.
- To prepare students to effectively use social media as part of strategic communication efforts.
- To review various new media technologies, applications, and platforms that create new opportunities for both accommodating and advocating various points of view.
- To provide for students hands-on experience in producing digital and social media content.



This program is a part of the Norman J. Radow College of Humanities and Social Sciences.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Completed online graduate application
- Official transcripts

- Personal statement
- TOEFL required for those without a degree from an English-speaking institution

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (12 Credit Hours)

Choose any four (4) 3-credit hour courses from the following:

- COM 6100: Survey of Digital and Social Media Concepts
- COM 6200: Digital Media Law
- COM 6410: Digital Publication Design
- COM 6490: Topics in Social Media
- COM 6900: Digital and Social Media Content Strategy
- COM 7600: Communication and Technology Seminar
- PRWR 6570: Writing for Social Media
- Other graduate-level courses by approval of the program coordinator.

Program Total (12 Credit Hours)

Professional Editing and Publishing Certificate

Program Description

The Graduate Certificate in Professional Editing and Publishing (PEP) 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, this certificate prepares students for entry into the competitive industry of professional editing and publishing through a combination of academic study and hands-on experience. Through this certificate, students will be prepared for positions such as copy editors, developmental editors, editorial assistants, managing editors, and freelance editors, as well as related careers in marketing, sales, and design within the publication industry. Additionally, they will be prepared to organize or join effective editing workflows in multiple media production environments, including print and digital publication venues. Students will also gain an excellent grasp of industry-level linguistic craft and intellectual property standards for American English contexts, as well as an appreciation for how these standards differ in other global contexts. Upon completion of this certificate, students will be prepared to edit works across a range of genres, content domains, and media, as well as adjust their editorial approaches accordingly. The certificate will also benefit students interested in navigating publishing industries as authors and editing their own work more effectively.



This program is a part of the Norman J. Radow College of Humanities and Social Sciences.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (6 credit hours)

- PRWR 6440: Professional and Academic Editing
- PRWR 6810: Publishing in the 21st Century

Electives (6 credit hours)

- PRWR 6150: Rhetorical Theory
- PRWR 6200: Contemporary Rhetoric and its Applications
- PRWR 6260: Managing Writing in Organizations
- PRWR 6280: Business and Technical Editing
- PRWR 6455: The Genres of Creative Writing
- PRWR 6550: Document Design and Desktop Publishing
- PRWR 6570: Writing for Social Media
- PRWR 6760: World Englishes
- PRWR 6860: Intercultural Communication in Context
- PRWR 7600: MAPW Practical Internship

Program Total (12 Credit Hours)

Professional Writing for International Audiences

Certificate

Program Description

The Professional Writing for International Audiences Certificate provides students with interdisciplinary grounding in writing practices important to careers with global impact. Its core courses emphasize knowledge of different cultural and linguistic traditions as well as practice in communicating more effectively in a variety of written media. Its flexible design allows for emphasis in different areas: writing professional documents for international clientele; collaborative writing among English speakers from different backgrounds; teaching writing to speakers of different languages; creative writing incorporating global dialects of English; editing texts for American, British, or other English-speaking populations. The Certificate benefits professionals working in international contexts as well as those working in US companies, non-profits, schools, or government offices with a number of employees, clients, students, or customers from diverse linguistic backgrounds.



This program is a part of the Norman J. Radow College of Humanities and Social Sciences.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

International Linguistic Foundations (6 credit hours)

Select two of the following courses:

- PRWR 6750: Teaching Writing to Speakers of Other Languages

- PRWR 6760: World Englishes
- PRWR 6860: Intercultural Communication in Context

Writing Elective (3 Credit Hours)

Select one course from one of the following interest areas:

Applied Writing

- PRWR 6200: Contemporary Rhetoric and its Applications
- PRWR 6240: Technical Writing
- PRWR 6255: Grant & Proposal 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 6570: Writing for Social Media
- PRWR 6850: Web Content Development
- PRWR 6860: Intercultural Communication in Context
- PRWR 7550: Advanced Applied Writing
- PRWR 7600: MAPW Practical Internship
- PRWR 7900: Special Topics

Composition and Rhetoric

- PRWR 6150: Rhetorical Theory
- PRWR 6200: Contemporary Rhetoric and its Applications
- PRWR 6300: Understanding Writing as Process
- PRWR 6500: Composition Theory and Pedagogy
- 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

Creative Writing

- PRWR 6410: Feature Writing

- PRWR 6440: Professional and Academic Editing
- PRWR 6455: The Genres of Creative Writing
- PRWR 6460: Fiction Writing I
- PRWR 6470: Poetry Writing I
- PRWR 6480: Playwriting I
- PRWR 6520: Creative Nonfiction Writing I
- PRWR 6760: World Englishes
- PRWR 6800: Careers in Professional Writing
- PRWR 7460: Fiction Writing II
- PRWR 7470: Poetry Writing II
- PRWR 7480: Playwriting II
- PRWR 7520: Creative Nonfiction Writing II
- PRWR 7600: MAPW Practical Internship
- PRWR 7810: Research Methods for Writers
- PRWR 7900: Special Topics
- STVW 6490: Screenwriting I
- STVW 6496: TV Writing: One-Hour
- STVW 6495: TV Writing: Half-Hour
- STVW 7490: Screenwriting II
- STVW 7495: TV Writing II
- STVW 7496: TV Writers Room

International, Interdisciplinary, Writing Elective (3 credit hours)

Select one course from one of the following interest areas:

Applied Writing

- PRWR 6200: Contemporary Rhetoric and its Applications
- PRWR 6240: Technical Writing
- PRWR 6255: Grant & Proposal 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 6570: Writing for Social Media
- PRWR 6850: Web Content Development

- PRWR 6860: Intercultural Communication in Context
- PRWR 7550: Advanced Applied Writing
- PRWR 7600: MAPW Practical Internship
- PRWR 7900: Special Topics

Composition and Rhetoric

- PRWR 6150: Rhetorical Theory
- PRWR 6200: Contemporary Rhetoric and its Applications
- PRWR 6300: Understanding Writing as Process
- PRWR 6500: Composition Theory and Pedagogy
- 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

Creative Writing

- PRWR 6410: Feature Writing
- PRWR 6440: Professional and Academic Editing
- PRWR 6455: The Genres of Creative Writing
- PRWR 6460: Fiction Writing I
- PRWR 6470: Poetry Writing I
- PRWR 6480: Playwriting I
- PRWR 6520: Creative Nonfiction Writing I
- PRWR 6760: World Englishes
- PRWR 6800: Careers in Professional Writing
- PRWR 7460: Fiction Writing II
- PRWR 7470: Poetry Writing II
- PRWR 7480: Playwriting II
- PRWR 7520: Creative Nonfiction Writing II
- PRWR 7600: MAPW Practical Internship
- PRWR 7810: Research Methods for Writers
- PRWR 7900: Special Topics
- STVW 6490: Screenwriting I
- STVW 6495: TV Writing: Half-Hour
- STVW 6496: TV Writing: One-Hour

- STVW 7490: Screenwriting II
- STVW 7495: TV Writing II
- STVW 7496: TV Writers Room

Conflict Management

- MSCM 7100: Introduction to Conflict Management
- MSCM 7321: Cultural Aspects of Conflict Resolution
- MSCM 7706: Grant Writing & Program Evaluation

Criminal Justice

- CRJU 7709: Comparative Criminal Justice Systems
- CRJU 7710: Transnational Crimes and International Security
- CRJU 7722: International Criminal Justice Experience

English

- ENGL 7701: Pedagogy for Teaching Literature
- ENGL 7711: Multicultural Literature in English
- ENGL 7721: Texts and Contexts in English Language Arts
- ENGL 7731: Language Studies in English
- ENGL 7735: Introduction to Composition Studies
- ENGL 7741: Technology and Media in English and Language Arts
- ENGL 7750: English Studies in the Schools

Communication

- COM 6410: Digital Publication Design
- COM 7100: Survey of Global Communication
- COM 7300: International Public Relations

Public Administration

- PAD 7140: International Environmental Policy
- PAD 7150: Contemporary Public Issues

Engineering Management

- QA 6600: Methods of Analysis
- QA 6640: Quality Cost and Supplier Evaluation
- QA 6725: Quality Assessment of the Organization

Computing

- CS 7347: Natural Language Processing

Education

- EDL 7101: Critical Analysis of Policy, Theory and Praxis for Educational Leaders
- INED 7731: Assessment of English Language Learners
- INED 7750: Language, Power, and Pedagogy
- INED 7778: Language Development and Literacy for English Learners
- INED 7779: Collaborative Practices with Families, Schools, and Communities
- INED 7781: Cultural Issues for ESOL Teachers
- INED 7782: Applied Linguistics for ESOL Teachers
- INED 7787: Content Area Reading and Writing for English Learners
- TLED 7101: Critical Analysis of Policy, Theory, & Praxis for Teacher Leaders

Program Total (12 Credit Hours)

Screen & Television Writing Certificate

Program Description

The Graduate Certificate in Screen & TV Writing is offered through the Master of Arts in Professional Writing Program in the Department of English. A unique four-course, non-degree program, this certificate prepares students for entry into the competitive industry of writing for film, television, streaming platforms, and other media outlets through a combination of academic study and hands-on practical experience. Students will take one required foundational course to learn the basics of screen storytelling, and they will select three electives with options in feature film writing, various types of television writing, including writing the half-hour, one-hour, and participating in a TV writers room, as well as industry internships.



This program is a part of the Norman J. Radow College of Humanities and Social Sciences.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- "Statement of Purpose" addressing their preparation for and goals for the Screen & Television Writing Certificate program
- One copy of representative writing samples not to exceed 25 pages;
- Have earned or be in the process of completing a baccalaureate degree from an accredited college or university with a minimum 3.0 grade point average on a 4.0 scale;
- The General Test of the Graduate Record Examination (GRE) is optional.
 - Applicants who opt to take the test must show a total score of 520 (verbal) and a minimum 4.5 (analytic writing). Applicants who opt not to take the GRE must show evidence in the "Statement of Purpose" of one of the following:
 - having substantially published or produced with an established professional or non-profit venue; or having substantially

- participated in writing a significant document with an established business, non-profit or government agency; or
 - having had entry-level experiences in the professional fields as a writer, editor, script coordinator, writing teacher, or the like; or
 - having received a recommendation after either a face to face, telephone or tele-conference interview with a panel of three outside reviewers who are MAPW alumni or MAPW Community Board members or a combination of these selected by the program director;
 - An applicant who has been previously accepted into or completed a graduate program at an accredited college or university (including previous acceptance in the MAPW), as evidenced by official transcripts is exempt from the GRE and the optional requirements.
- Applicants may submit up to 3 optional letters of recommendation.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Course (3 Credit Hours)

- STVW 6490: Screenwriting I

Elective Courses (9 Credit Hours)

Select three courses (9 credit hours) from the following:

- PRWR 7600: MAPW Practical Internship
- STVW 6495: TV Writing: Half-Hour
- STVW 6496: TV Writing: One-Hour
- STVW 7490: Screenwriting II
- STVW 7495: TV Writing II
- STVW 7496: TV Writers Room
- STVW 7900: Special Topics in Screen & TV Writing

Program Total (12 Credit Hours)

Southern Polytechnic College of Engineering and Engineering Technology

Academic Programs

Civil Engineering, MSCE

Program Description

The Master of Science in Civil Engineering Program provides engineering graduates, technical professionals and working engineers an opportunity to advance their professional careers by offering courses in a variety of civil engineering disciplines, including structural, geotechnical, water resources, environmental, and transportation.



This program is a part of the Southern Polytechnic College of Engineering & Engineering Technology.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office no later than the published deadline date for the semester in which the applicant plans to enroll:

- A 1 - 2 page Statement of Purpose describing your career and educational goals, and
- A current resume.

International students should consult the graduate admission website for additional requirements.

Admission Criteria

Graduate applicants shall have the following qualifications:

- An undergraduate degree in engineering, engineering technology, computer science, physical science, or other technically oriented major from an accredited college or university. Interested students from other disciplines may be admitted to the program, but may be required to complete additional courses.

- A minimum undergraduate grade point average of 3.0 (on the 4.0 scale) or its equivalent. Applicants with a GPA of 2.75 or better may be considered if they meet the following:
 - A minimum of 4 years' relevant work experience in the field of engineering after their undergraduate degree. You must supply at least two (2) recommendations from former or current employers/supervisors. The letters of recommendation must clearly state your years of employment and relevant work experience.
 - Successful completion of the Fundamentals of Engineering exam in Civil or Environmental Engineering.
 - Official GRE scores meeting the current admission profile: 148 (600 on old scale) Quantitative.

Admission Criteria for Unique Cases

At this time the program is not granting admissions for unique cases.

Transfer Credit

Graduate work taken at other regionally accredited institutions must be evaluated and approved by the program director and/or graduate committee of the program in order to satisfy degree requirements at KSU. Such transfer credit cannot exceed two courses or 6 credit hours. No grade below B may be accepted. The graduate school may have additional specific requirements or limitations for transfer credit.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Essential Skills (6 Hours)

All MSCE students are required to take the following courses.

- ENGR 6002: Research Methods
- CE 6003: Probabilistic Analysis and Reliability in Civil Engineering

Thesis Option

Students in the thesis option are required to: – complete minimum 6 hours of thesis credit – take minimum 6 courses (18-hours) from the core electives listed below

- CE 6401: Master's Thesis

Non-Thesis Option

Students in the Non-Thesis Option are required to take a minimum of 8 courses (24-hours) from the core electives listed below.

Core Electives

Students are to take a minimum of 6 courses (18 hours) if they are in the Thesis Option. Students are to take a minimum of 8 courses (24 hours) if they are in the Non-Thesis Option.

- CE 6101: Finite Element Analysis
- CE 6102: Structural Dynamics
- CE 6103: Prestressed Concrete Design
- CE 6105: Ground Improvement
- CE 6202: Advanced Highway Design and Traffic Safety
- CE 6203: Advanced Bituminous and Concrete Materials
- CE 6204: Bituminous and Concrete Materials
- CE 6104: Deep Foundations: Driven Piles and Drilled Shafts
- CE 6133: Design of Timber and Masonry Structures
- CE 6201: Transportation Planning
- CE 6302: Advanced Air Pollution Management and Control
- CE 6303: Water Resources Management
- CE 6304: Advanced Hydraulics
- CE 6333: Advanced Hazardous Waste Engineering
- CE 6343: Solid Waste Management and Engineering
- CE 6433: Hydraulic Principles and Applications in Civil Engineering
- CE 6533: Computational Geotechnical Engineering
- CE 6633: Highway Pavement Engineering
- CE 6683: Inelastic Behavior of Pavement Materials
- CE 6900: Special Topics in CE

Program Total (30 Credit Hours)

Electrical and Computer Engineering, MS

Program Description

The Master of Science in Electrical and Computer Engineering is a 30-hour graduate program designed to meet the needs of individuals who wish to pursue advanced studies in modern electrical, electronic or computer technologies in order to fulfill their personal or career goals. The program blends applications and theory to prepare graduates for a broad range of career opportunities. The degree is offered in a hybrid online and in-person modality to provide students with flexibility to manage their life, career and educational goals.



This program is a part of the Southern Polytechnic College of Engineering & Engineering Technology.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office no later than the published deadline date for the semester in which the applicant plans to enroll:

- A 1 – 2 page Statement of Purpose describing your career and educational goals, and
- A current resume

Admission Criteria

Applicants to the Master of Science Program with a major in Electrical and Computer Engineering must have the following qualifications to be eligible for this program:

- An undergraduate degree in engineering, engineering technology, computer science, physical science, or other technically oriented major from an accredited college or university. Interested students from other disciplines may be admitted to the program, but may be required to complete additional courses.

- A minimum undergraduate grade point average of 3.0 (on the 4.0 scale) or its equivalent. Applicants with a GPA of 2.75 or better may be considered if they meet any of the following:
 - A minimum of 4 years' relevant work experience in the field of engineering after their undergraduate degree. You must supply at least two (2) recommendations from former or current employers/supervisors. The letters of recommendation must clearly state your years of employment and relevant work experience.
 - Successful completion of the Fundamentals of Engineering exam in Electrical and Computer Engineering.
 - Official GRE scores meeting the current admission profile: 148 (600 on old scale) Quantitative

Admission Criteria for Unique Cases

While applications from otherwise suitably qualified non-BSEE graduates are welcome, a list of leveling/prerequisite (undergrad) courses in Mathematics and/or Electrical Engineering must be taken and passed as a condition for admission into the MSECE program. These courses are decided by the Electrical and Computer Engineering Program Coordinator in conjunction with the graduate admissions committee based on such an applicant's unique situation.

Transfer Credit

The program accepts a maximum of 25% of transfer credit for degree completion, subject to KSU policies and the approval of the Electrical and Computer Engineering Program Coordinator. The student should fill out the "Request for Graduate Transfer Credit" form and submit that to the Electrical and Computer Engineering Program Coordinator for processing.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

- ENGR 6002: Research Methods
- ENGR 6120: Applied Engineering Mathematics

- EE 6770: Applications of Neural Networks

Major Electives (12 Credit Hours)

Select any 6000-level or higher Electrical Engineering (EE) or Computer Engineering (CPE) courses for a total of 12 credit hours. Note that EE 6800 Master's Project can be taken twice for credit with a limit of once per semester.

Guided Electives (9 Credit Hours)

Select 9 credit hours of 5000-level or higher coursework from the Graduate Catalog with departmental approval.

Program Total: (30 Credit Hours)

Engineering Management, MSEM

Program Description

This program is for those in technical or engineering disciplines who wish to move into management roles, or those already in management roles who wish to enhance their skillset. The Master of Science in Engineering Management (MSEM), 100% online master's program, prepares those individuals in the engineering arena to address the complex industry issues of today by combining engineering, management, and business aspects through a comprehensive and quantitative curriculum. This 30 semester-hour degree develops future industry leaders by further developing the student's skills with sound business and leadership methodology. A Quality Management concentration is also available. The objective of the degree is to produce graduates who are ready to be business leaders in a technical engineering professional work environment.



This program is a part of the Southern Polytechnic College of Engineering & Engineering Technology.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office no later than the published deadline date for the semester in which the applicant plans to enroll:

- A 1 - 2 page Statement of Purpose describing your career and educational goals, and
- A current resume.

Admission Criteria

Applicants to the Master of Science Program with a major in Engineering Management must have the following qualifications to be eligible for this program:

- An undergraduate degree in engineering, engineering technology, computer science, physical science, or other technically oriented major from an accredited college or university. Interested students from other disciplines may

be admitted to the program but may be required to complete additional courses.

- A minimum undergraduate grade point average of 3.0 (on the 4.0 scale) or its equivalent. Applicants with a GPA of 2.75 or better may be considered if they meet any of the following:
 - A minimum of 4 years' relevant work experience in the field of engineering after their undergraduate degree. You must supply at least two (2) recommendations from former or current employers/supervisors. The letters of recommendation must clearly state your years of employment and relevant work experience.
 - Successful completion of the Fundamentals of Engineering exam.
 - Official GRE scores meeting the current admission profile: 148 (600 on old scale) Quantitative.

Admission Criteria for Unique Cases

This program does not accept non-degreed students.

Transfer Credit

Graduate work taken at other 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. No grade below B may be accepted. Transfer grades are not used in calculating semester, summer term, or cumulative grade-point averages. Transfer credit for the Master of Science in Engineering Management cannot exceed 6 credit hours. Transcripts will be evaluated for transfer credit after full admission, upon request.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (18 Credit Hours)

- MGT 7050: Managing and Leading Work Behavior
- SYE 6005: Introduction to Systems Engineering
- SYE 6010: Project Management Processes
- FIN 7020: Business Finance

- EM 6510: Data Analysis for Engineering Managers
- EM 6650: Quality Systems Management

Elective Courses (12 Credit Hours)

Select any 4 courses:

- SYE 6070: Logistics and Supply Chain Management
- SYE 6075: Manufacturing and Warehousing Systems
- IS 7090: Leveraging Information Systems in Business
- EM 6800: Master's Directed Study

The following courses qualify for the Quality Management Concentration:

- EM 6602: Total Quality
- EM 6611: Statistical Process Control
- EM 6613: Linear Regression Analysis
- EM 6722: Human Factors Engineering

Program Total (30 Credit Hours)

Intelligent Robotic Systems, MS

Program Description

The program in Intelligent Robotic Systems teaches students advanced topics such as control of autonomous robotic arms, simulation, the Robot Operating System (ROS), machine learning, and computer vision. The program also places an emphasis on systems, as one of its aims is to retrain STEM students not having a previous robotics background by focusing more on integration of robotic systems than narrowly focused depth of knowledge. All courses in the program are either built or selected around the classic robotics paradigm of sense-think-act, which is more recently updated to include "communicate." The thirty-credit curriculum therefore includes nine required courses on the topics of perception, intelligence, control, and communication; and the choice of one of three elective course options. Courses are organized in seven-week modules consisting of two courses per module. The program can therefore be completed in twelve months with modules delivered 2-2-1 in fall-spring-summer.



This program is part of the Southern Polytechnic College of Engineering & Engineering Technology.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office. Applicants must meet the following minimum requirements in order to be admitted into the MS degree program with a major in Intelligent Robotic Systems (IRS) in KSU:

- An earned BS degree from a regionally accredited college or university in science, technology, engineering, and mathematics (STEM).
- An undergraduate GPA of 3.0 or greater. If the undergraduate GPA is less than 3.0, some additional coursework may be required and IRS program committee may need to vote on whether the application is accepted, on individual evaluation.

- Official GRE scores meeting the current admission profile: 150 (450 on old scale) Verbal and 148 (600 on old scale) Quantitative. Applicants with lower scores may be accepted provisionally requiring additional preparatory course work.
 - GRE Test scores may be waived if an applicant has:
 - Four or more years of relevant work experience earned after receiving their first baccalaureate degree or
 - a 3.5 undergraduate GPA or better.
 - To request a GRE waiver, send a letter outlining your work experience or a current resume to the Robotics and Mechatronics Engineering Department
- A minimum TOEFL or CEFR score is required for international students.
 - TOEFL: Computer Based composite score > 213 and Internet Based composite score > 80
 - CEFR: minimum of B2 level
- Holders of other than STEM degrees may, based on individual evaluation, be required to take some transition courses in order to be accepted.
- At least two letters of recommendation (professional and academic) are required if the undergraduate GPA is less than 3.0 or the minimum GRE score is not met.

International students should plan to have all documents in at least one month before the published deadline for their selected program. International students should consult the Graduate Admissions website for additional requirements.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (27 Credit Hours)

- CS 7267: Machine Learning
- CS 7367: Machine Vision
- MTRE 6100: Advanced Robot Programming
- MTRE 6200: Modeling and Control of Robotic Manipulators
- MTRE 6300: Robot Simulation, Communications, and ROS

- MTRE 6400: Perception, Navigation, and Path Planning of Mobile Robots
- MTRE 6720: Digital Manufacturing and Robotic Automation
- MTRE 6740: Soft Robotics
- MTRE 6750: Ethics in Robotics: The Ethical and Social Implications of Robotics

Elective Course (3 Credit Hours)

Select one 3-credit hour course from the following:

- MTRE 6000: Fundamentals of Control Systems
- MTRE 6710: Manipulation of 3D Point Cloud Data
- MTRE 6730: Advanced Controls of Robotic Manipulators
- MTRE 6800: Master's Project

Program Total (30 Credit Hours)

Mechanical Engineering, MSME

Program Description

The Master of Science in Mechanical Engineering (MSME) program is a 30 semester-hour graduate program that is offered in both fully online version and on-campus formats. The online version of the programs allows full-time engineers and technical professionals to complete a degree program while continuing to work full time. The on-campus format allows students the option of a face-to-face alternative. Both delivery methods afford the identical rigorous curriculum and program objectives. The MSME program will enable students to gain an advanced understanding of principles and applications in mechanical engineering.



This program is a part of the Southern Polytechnic College of Engineering & Engineering Technology.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office no later than the published deadline date for the semester in which the applicant plans to enroll:

- A 1 – 2 page Statement of Purpose describing your career and educational goals, and
- A current resume.

International students should consult the graduate admission website for additional requirements.

Admission Criteria

Applicants to the Master of Science Program in Mechanical Engineering must have the following qualifications to be eligible for this program:

- An undergraduate degree in engineering, engineering technology or other technically oriented major from an accredited college or university. Holders of other closely related degrees may, on individual evaluation, be accepted, but

may be required to take some transition courses prior to starting graduate-level courses.

- A minimum undergraduate grade point average of 3.0 (on the 4.0 scale) or its equivalent. Applicants with a GPA of 2.75 or better may be considered if they meet any of the following:
 - A minimum of 4 years' relevant work experience in the field of engineering after their undergraduate degree. You must supply at least two (2) recommendations from former or current employers/supervisors. The letters of recommendation must clearly state your years of employment and relevant work experience.
 - Successful completion of the Fundamentals of Engineering exam in Mechanical Engineering.
 - Official GRE scores meeting the current admission profile: 148 (600 on old scale) Quantitative.

Admission Criteria for Unique Cases

The Master of Science in Mechanical Engineering does not accept non-degreed students.

Transfer Credit

Transfer credit is not accepted for this program.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (12 Credit Hours)

- ENGR 6120: Applied Engineering Mathematics
- ME 6220: Advanced Solid Mechanics
- ME 6230: Advanced Engineering Thermodynamics
- ME 6250: Advanced Dynamics and Vibrations

Elective Courses (18 Credit Hours)

Choose any of the following or any other 3-credit hour graduate-level courses at the 6000-level or above approved by the ME graduate program coordinator.

- EM 6602: Total Quality
- ME 6200: Introduction to Continuum Mechanics
- ME 6210: Advanced Manufacturing
- ME 6240: Applied Engineering Design
- ME 6260: Advanced Engineering Heat Transfer
- ME 6270: Advanced Fluid Mechanics and Computational Fluid Dynamics
- ME 6280: Mechanics of Composite Materials and Structures
- ME 6800: Master's Project
- SYE 6005: Introduction to Systems Engineering
- SYE 6010: Project Management Processes

Program Total (30 Credit Hours)

Systems Engineering, MSSENG

Program Description

The Master of Science in Systems Engineering program provides an opportunity for working professionals to acquire advanced systems engineering skills through full or part-time study. The Master of Science in Systems Engineering program will educate professionals with science, technology or engineering backgrounds to solve industry challenges of the 21st century. These professionals will develop the advanced systems engineering knowledge to assess program risks, understand requirements and develop solutions to meet the complex needs of business and technology. Systems Engineering classes are offered completely online. Instructors use a variety of state-of-the-art instructional tools that allow students to pursue the Systems Engineering degree from anywhere they can access the Internet.



This program is a part of the Southern Polytechnic College of Engineering & Engineering Technology.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office no later than the published deadline date for the semester in which the applicant plans to enroll:

- A 1 - 2 page Statement of Purpose describing your career and educational goals, and
- A current resume.

International students should consult the graduate admission website for additional requirements.

Admission Criteria

Applicants to the Master of Science Program with a major in Systems Engineering must have the following qualifications to be eligible for this program:

- An undergraduate degree in engineering, engineering technology, computer science, physical science, or other technically oriented major from an accredited college or university. Interested students from other disciplines may be admitted to the program, but may be required to complete additional courses.
- A minimum undergraduate grade point average of 3.0 (on the 4.0 scale) or its equivalent. Applicants with a GPA of 2.75 or better may be considered if they meet any of the following:
 - A minimum of 4 years' relevant work experience in the field of engineering after their undergraduate degree. You must supply at least two (2) recommendations from former or current employers/supervisors. The letters of recommendation must clearly state your years of employment and relevant work experience.
 - Successful completion of the Fundamentals of Engineering exam.
 - Official GRE scores meeting the current admission profile: 148 (600 on old scale) Quantitative

Admission Criteria for Unique Cases

This program does not accept non-degreed students.

Transfer Credit

Graduate work taken at other 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. No grade below B may be accepted. Transfer grades are not used in calculating semester, summer term, or cumulative grade-point averages. Transfer credit for the Master of Science in Systems Engineering cannot exceed 6 credit hours. Transcripts will be evaluated for transfer credit after full admission, upon request.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (15 Credit Hours)

- SYE 6610: Engineering Statistics

- SYE 6010: Project Management Processes
- SYE 6025: Engineering Economic Analysis
- SYE 6031: Advanced System Dynamics Modeling
- SYE 6055: System Engineering Project

Electives (15 Credit Hours)

Typically the electives will be Systems Engineering courses, but 6000 level courses from other programs, i.e. Management, Quality Assurance, and Software Engineering, etc., may be taken with approval of the Program Director or Department Chair. Select five courses:

- SYE 6005: Introduction to Systems Engineering
- SYE 6015: Systems Analysis and Design
- SYE 6035: Modeling and Simulation
- SYE 6050: Reliability and Sustainability
- SYE 6065: System Optimization
- SYE 6070: Logistics and Supply Chain Management
- SYE 6075: Manufacturing and Warehousing Systems
- SYE 6611: Statistics for Process Analysis and Improvement
- SYE 6800: Master's Directed Study

Program Total (30 Credit Hours)

Interdisciplinary Engineering, Ph.D.

Program Description

Today's engineers face complex problems that require interdisciplinary approaches. Industries are particularly interested in interdisciplinary graduate education that emphasizes both breadth of knowledge and depth in a particular field. The Interdisciplinary Engineering Ph.D. program is designed specifically to meet these needs.

The Ph.D. program in Interdisciplinary Engineering takes advantage of unique resources and strengths at Kennesaw State by creating a program that can be tailored to the individual student while focusing on interdisciplinary research thrusts in Intelligent Robot Systems, Smart Infrastructure, Biomedical and Health Systems, and Innovative Materials. The program, with a strong research emphasis, prepares graduates for academic and industrial careers.



This program is a part of the Southern Polytechnic College of Engineering & Engineering Technology.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

Ph.D. students will be selected through a highly competitive review process. Criteria for selection include GPA, optional GRE scores, documented relevant engineering or PM experience, personal statement, research interest statement, CV, and letters of recommendation.

An undergraduate or graduate degree in Engineering or a closely related field, for example physics, mathematics, computer science is required. Must have successfully completed calculus through calculus II and at least one higher-level mathematics course such as calculus III, linear algebra, differential equations, discrete mathematics, etc.

Required Documents

- Statement of how this degree facilitates your career goals, recent accomplishments and activities, and research interest.
- CV/resume. Documented relevant engineering or project management experience after earning B.S. degree or Professional Engineering license is considered.
- Three letters of recommendations from academic and/or professional contacts. At least two letters must be from an academic contact.

An applicant can supplement their application with the GRE general test. High quantitative scores will be considered.

Other information not listed here may be considered in exceptional circumstances.

Transfer Credit

Graduate work taken at other regionally accredited institutions must be evaluated and approved by the program director and/or graduate committee in order to satisfy degree requirements. Such transfer credit cannot exceed 25% of the total semester hours required for the degree and cannot reduce residency requirements.

Enrollment Requirements

Elective Credit

Elective credit, selected with the student's advisor, is required to ensure depth and breadth of an interdisciplinary engineering degree. Graduate course work numbered 6000 or above can be applied, so long as at least 75% of the total semester hours required for the degree are at the doctoral level (8000-9999).

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (15 Credit Hours)

- ENGR 8001: Research Seminar
- ENGR 8002: Research Methods
- ENGR 8004: Proposal Development Workshop
- ENGR 8006: Professional Practice Workshop
- ENGR 8120: Advanced Engineering Mathematics

Concentrations (12 Credit Hours)

Intelligent Robotic Systems

- CS 8267: Advanced Machine Learning
- ENGR 8130: Dynamics of Discrete and Continuous Systems
- MTRE 8100: Advanced Robot Programming
- MTRE 8400: Advanced Topics in Mobile Robots

Smart infrastructure

- CE 8201: Advanced Transportation Planning
- ENGR 8210: Urban Network Modeling and Optimization
- ENGR 8220: Software Defined Radio and Networking for the Internet of Things
- SYE 8005: Advanced Systems Engineering

Biomedical and Health Systems

- ENGR 8300: Biomedical and Health Sciences Engineering
- ENGR 8310: Biomedical and Health Systems Modeling
- ENGR 8320: Systems Physiology and Pathophysiology
- ENGR 8330: Biomedical Device Design & Development

Innovative Materials

- ENGR 8400: Electronic and Optical Properties of Materials
- ENGR 8410: Mechanical Properties of Materials
- ENGR 8420: Materials Fabrication and Characterization
- ENGR 8430: Advanced Materials

Electives (9 Credit Hours)

Select 9 credit hours of 6000-level or higher coursework from the following prefixes:
ENGR, CE, EE, ME, MTRE, SYE.

Research (36 Credit Hours)

Students will take a minimum of 15 hours of ENGR 9900 to graduate. This course should only be taken by students who have passed the candidacy exam or with the permission of the program director.

- ENGR 8860: Graduate Research
- ENGR 9900: Ph.D. Dissertation Research

Program Total (72 Credit Hours)

Six Sigma Green Belt Certificate

Program Description

Graduates of many advanced degree programs will be asked to champion organizational efforts to improve performance in some area. These activities are referred to as Process Improvement or Continuous Improvement initiatives that are the focus of Six Sigma methodology. It is not unusual for management in any organization to want to improve performance even if Six Sigma is not a formal program within the company. A Green Belt is the first professional level of recognition for individuals trained in Six Sigma. The American Society for Quality (ASQ) is the national certification society for all Six Sigma levels of accomplishment. ASQ offers a four-hour exam to obtain a lifetime Green Belt certification. This certificate is based on the ASQ Six Sigma Green Belt body of knowledge. Application for the ASQ exam requires three years of work experience in process improvement activities. Since this requirement is not met by some students or students may not want to pursue it for other reasons, KSU offers two pathways to earn the Graduate Six Sigma Certificate.

Students in Data Science and Analytics, MS or the Business Administration, MBA can earn the certificate by taking a sequence of four Statistics courses. Additionally, students may earn the certificate independent of any other graduate program, by applying to the Graduate Six Sigma Certificate program, and completing the four engineering management courses. If students would like to pursue the Statistics pathway independently, they would need to complete one prerequisite course, STAT 7020 or an equivalent statistical methods course, prior to the four courses in the certificate requirements.



This program is a part of Southern Polytechnic College of Engineering & Engineering Technology.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

1. Resume/Vita – (Can be uploaded into the online application.)

2. Statement of Purpose - (Can be sent electronically through the online application.)

Admission in the Certificate program does not in any way qualify a student for admission to a graduate program.

Admission Criteria for Unique Cases

At this time, the program is not granting admission for unique cases.

Transfer Credit

No credit from outside institutions is accepted for this certificate program.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (12 Credit Hours)

Select the appropriate discipline-specific pathway:

Quality Assurance Pathway

- EM 6602: Total Quality

- EM 6510: Data Analysis for Engineering Managers
or
- SYE 6610: Engineering Statistics

- EM 6611: Statistical Process Control
or
- SYE 6611: Statistics for Process Analysis and Improvement

- EM 6650: Quality Systems Management

OR

Statistics Pathway

- STAT 7100: Statistical Methods
- STAT 7110: Quality Control and Process Improvement
- STAT 7140: Six Sigma Problem Solving
- STAT 7220: Applied Experimental Design

Program Total (12 Credit Hours)

Systems Engineering Certificate

Program Description

The Department of Systems and Industrial Engineering offers a Graduate Certificate in Systems Engineering. Systems Engineering blends engineering, systems thinking, and management topics in a 12 credit hour program. Students from a variety of science, technical or engineering backgrounds can develop fundamental systems engineering knowledge to assess program risks, understand requirements and develop solutions to meet the complex needs of business and technology. Systems Engineering classes are offered completely online. Instructors use a variety of state-of-the-art instructional tools that allow students to pursue the Systems Engineering certificate from anywhere they can access the Internet.



This program is a part of the Southern Polytechnic College of Engineering & Engineering Technology.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Resume/Vita - (Can be uploaded into the online application.)
- Statement of Purpose - (Can be sent electronically through the online application.)

Admission Criteria for Unique Cases

Currently there are no exceptions for unique cases in the admissions process.

Transfer Credit

At this time the program is not accepting transfer credit.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:

5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses

- SYE 6005: Introduction to Systems Engineering
- SYE 6010: Project Management Processes
- SYE 6025: Engineering Economic Analysis
- SYE 6031: Advanced System Dynamics Modeling

Program Total (12 Credit Hours)

Wellstar College of Health and Human Services

Academic Programs

Exercise Science, MS

Program Description

The Master of Science in Exercise Science is a 30 semester hour graduate study program in kinesiology and applied exercise science that offers a core in Exercise Physiology. Students focus on the physiological responses/adaptations to exercise through laboratory-based activities and exposure to research investigation. Students will benefit from a curriculum suited for many employment opportunities including clinical settings, strength and conditioning, fitness and wellness related fields, and research. The program features a choice among three capstone experiences: 1) Master's Thesis, 2) Master's Project, or 3) Administrative Field Experience.

The program is delivered in a state-of-the-art Health Sciences building that provides study areas, computer labs, a graduate lounge, and private group meeting areas for students. There is a 6,250 square foot Exercise Science laboratory complex which includes a Biomechanics lab, Exercise Physiology lab (instructional area and four independent research spaces), and research offices. Graduate Research and Teaching Assistantship opportunities are available but competitive. Graduate Assistants work with individual faculty members in research labs and/or assist with course instruction.

The Master of Science with a major in Exercise Science program is offered in a traditional model of curriculum instruction over four consecutive semesters beginning each fall semester. Most program classes will be scheduled in late afternoons and early evenings to allow working professionals to pursue advanced preparation with minimum disruption to ongoing career commitments. The curriculum is comprised of 30 semester hours divided into a core, approved electives, and a capstone experience.

Students admitted to the program will work closely with the Graduate Program Director to develop their program of study. Any changes to the program of study must be approved by the Graduate Program Director.



This program is a part of the Wellstar College of Health and Human Services.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Baccalaureate degree or equivalent in exercise science, sport management, or other relevant field from a nationally accredited institution with a major GPA of at least 3.0.
- Applicants from other disciplines or related fields will be considered for admission with evidence of foundational coursework related to the degree. Work experience in the field may provide sufficient background to permit entry into the program.
- GRE is optional.
- A formal statement of personal goals for the program; the statement should be a maximum of 2 pages, double-spaced, that includes the following:
 - Your experience in the field, including volunteer experience.
 - Your reason(s) for choosing this degree program.
 - Your experience with research (if applicable).
 - Your career goals and how furthering your education with this degree will help you realize these goals.
- Two references (preferably from academic sources). References should include both the rating form and a separate letter on letterhead; these items should be uploaded from each reference.
- Resume or curriculum vitae is required and should include the following when applicable: education, experience (work and volunteer), certifications, professional affiliations, special skills related to the field, and research presentations/publications.

Admission Criteria for Unique Cases

Currently there are no exceptions to the admission requirements.

Transfer Credit

A student may transfer up to 25% of graduate credit from other nationally accredited institutions. To be transferred, coursework from other institutions must correspond to Kennesaw State University's MS in Exercise Science curriculum. The student must provide a course description and syllabus for consideration and the amount of credit granted will be at the discretion of the program director. A minimum grade of "B" must

have been received in the course and the course work must be no more than five years old. See the graduate program coordinator to begin the transfer process.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

MSES Core (21 Credit Hours)

- EHS 6100: Research Methods in Sports and Exercise
- EHS 6200: Statistical Methods in Sports and Exercise
- EHS 6510: Advanced Exercise Physiology
- EHS 6520: Sport and Exercise Psychology
- EHS 6530: Advanced Laboratory Techniques in Exercise Physiology
- EHS 6540: Bioenergetic and Neuromuscular Aspects of Exercise
- EHS 6550: Cardiovascular and Clinical Physiology

Capstone Experience (3–6 Credit Hours, choose one experience)

Choose one from the following:

- EHS 7800: Administrative Field Experience
- EHS 7850: Master's Project in Applied Exercise and Health Science
- EHS 7900: Master's Thesis repeated over two semesters

Approved Electives (3–6 Credit Hours)

Any EHS prefix at the 6000–7000 level, or non-EHS courses, with program director approval.

Program Total (30 Credit Hours)

Family Nurse Practitioner, MSN

Program Description

The Family Nurse Practitioner Program prepares the participating student to sit for national certification as a family nurse practitioner. The program is conducted in a hybrid format with alternating weekend classes and is completed in four semesters. This professional degree prepares experienced registered nurses to sit for certification as family nurse practitioners. The program builds on the background of professional nurses to prepare them to function as primary care providers for patients across the lifespan in the emerging collaborative world of health care.

Housed in the Wellstar College of Health and Human Services, the Family Nurse Practitioner Program maintains close community ties with a variety of health care agencies and providers.



This program is a part of the Wellstar College of Health and Human Services.

Accreditation Information

The baccalaureate degree and master's degree in nursing at Kennesaw State University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Baccalaureate degree in nursing from a nationally accredited institution with a satisfactory GPA of at least 3.0.
- Minimum one year full-time professional experience as a Registered Nurse, documented in a professional résumé. (Experience must have occurred within the last five years and have involved direct patient care.)
- Current unencumbered RN licensure in the state of Georgia (submit copy).
- Written statement of personal program goals.
- Undergraduate research course.

- Two professional letters of reference

Admissions Criteria for Unique Cases

Students classified as non-degree students are not permitted to enroll in the Family Nurse Practitioner, MSN.

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 Family Nurse Practitioner program curriculum. Decisions regarding this transfer will be made by the program director. The credit to be considered for transfer will not be more than five years old at the time the student enters.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Course Designation Core Courses (17 Credit Hours)

- NURS 7715: Professional Advanced Role Development and Health Care Issues
- NURS 7735: Advanced Health Assessment, Health Maintenance and Health Promotion
- NURS 7755: Pharmacology for Advanced Practice Nursing
- NURS 7765: Advanced Physiology and Pathophysiology
- NURS 7776: Theory and Research for Advanced Nursing Scholarship
- NURS 7777: Evidence-Based Practice I
- NURS 7778: Evidence-Based Practice II
- NURS 7779: Evidence-Based Practice III

Family Curriculum (10 Credit Hours)

- NURS 7800: Clinical Management of Selected Common Health Conditions in Adults
- NURS 7805: Clinical Management of Selected Common Health Conditions in Children
- NURS 7830: Clinical Management of Reproductive Health
- NURS 7835: Clinical Management of Key Populations

Residency (17 Credit Hours)

- NURS 7850: Primary Care Practicum I
- NURS 7851: Primary Care Practicum II
- NURS 7852: Primary Care Practicum III
- NURS 7853: Primary Care Practicum IV

Program Total (44 Credit Hours)

Leadership in Nursing, MSN

Program Description

The Leadership in Nursing Graduate Program provides an MSN in two concentrations: 1) Nursing Education Leadership in a Digital World or 2) Nursing Administration and Transformational Leadership. The advanced degree tracks build on the background of experienced registered nurses to prepare them to function in a variety of leadership roles in complex healthcare systems.

Nursing Education Leadership in a Digital World concentration prepares the professional registered nurse to practice in a variety of leadership positions in the ever-changing world of nursing education whether in health care or academic environments. Grounded in nursing education practice and guided by healthcare and education theory and research, the graduate will demonstrate the knowledge and skills necessary to provide leadership in a nursing education setting. The program emphasizes experiential learning in teaching through three practicum courses along with developing technology proficiencies, such as use of simulation, to maximize educational outcomes for students, patients, or nursing staff.

Nursing Administration and Transformational Leadership concentration develops knowledge and skills in collaborative practice grounded in current evidence in leadership, healthcare economics, and policy development. Housed in the WellStar College of Health and Human Services, the Leadership in Nursing MSN programs maintain close community ties with a variety of health care agencies and providers.



This program is a part of the Wellstar College of Health and Human Services.

Accreditation Information

The baccalaureate degree and master's degree in nursing at Kennesaw State University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Admission, Enrollment, and Graduation Policies

Admissions Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the

following application materials must be submitted to the KSU Graduate Admissions Office:

- Baccalaureate degree in nursing from a nationally accredited institution with a satisfactory GPA of at least 3.0.
- Statement of Personal Goals – This can be uploaded into the online application. It should not exceed one page.
- Current unencumbered RN licensure in the state of Georgia (Education Track) or state in which practice is planned for Nursing Administration Track (submit copy).
- Two Letters of Recommendation – These can be sent electronically through the online application.
- Undergraduate research course.

Admission decisions are based on overall evaluation of all these elements.

Admission Criteria for Unique Cases

Students classified as non-degree students are not permitted to enroll in the MSN Leadership in Nursing Education program.

Transfer Credit

Up to 15 quarter hours or 9 semester hours of graduate work from other accredited institutions may be transferred. This work must correspond to the MSN curriculum at Kennesaw State University. Decisions regarding potential transfer will be made by the Associate Program Director. The credit to be considered for transfer will not be more than five years old at the time the student enters.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Research Core (6 Credit Hours)

This series of theory and research courses provides the foundation for advanced practice nursing scholarship.

- NURS 7776: Theory and Research for Advanced Nursing Scholarship
- NURS 7777: Evidence-Based Practice I

- NURS 7778: Evidence-Based Practice II
- NURS 7779: Evidence-Based Practice III

Concentration (34 Credit Hours)

Select one concentration from the following:

Nursing Education Leadership in a Digital World Concentration

- NURS 7712: Nurse Educator Role
- NURS 7723: Instructional Methods and Outcome Measurement in Nursing Education
- NURS 7724: Curriculum Design and Evaluation in Nursing Education
- NURS 7736: Advanced Health Assessment
- NURS 7753: Technology in Nursing Education and Practice I
- NURS 7754: Technology in Nursing Education and Practice II
- NURS 7755: Pharmacology for Advanced Practice Nursing
- NURS 7765: Advanced Physiology and Pathophysiology
- NURS 7797: Health Policy
- NURS 7873: Nurse Educator Practicum I
- NURS 7874: Nurse Educator Practicum II
- NURS 7875: Nurse Educator Practicum III

Nursing Administration and Transformational Leadership Concentration

- NURS 6151: Nurse Executive Financial Management Skills
- NURS 7780: Seminar in Conflict Management & Ethics of Leadership for Advanced Practice Nursing
- NURS 7793: Health Policy Leadership Seminar
- NURS 7794: Advanced Leadership and Policy in a Multicultural World
- NURS 7795: Global Initiatives in Healthcare, Changing World
- NURS 7796: Advanced Nursing Leadership Role
- NURS 7880: Leadership Role in Nursing Administration – Practicum I
- NURS 7881: Leadership Role in Nursing Administration–Practicum II
- NURS 7882: Leadership Role in Nursing Administration–Practicum III
- NURS 7711: Executive Presence

Program Total (40 Credit Hours)

Prosthetics and Orthotics, MS

Program Description

The Master of Science in Prosthetics & Orthotics is a 48 semester-hour graduate program which combines clinically oriented coursework in orthotics and prosthetics (O&P), rehabilitation medicine, and allied health science with engineering. The program is administered through the Department of Exercise Science and Sport Management as an interdisciplinary graduate program, collaborating with the Georgia Tech-Emory University School of Biomedical Engineering, Emory University School of Medicine, the Atlanta Veterans Administration and Atlanta metropolitan area hospitals, medical centers and orthotics/prosthetics health care facilities.

The major curriculum elements covered in the degree include:

- Orthotics, Prosthetics and Rehabilitation
- Clinical rotations each semester
- Applied Science and Research (Capstone Research Project)
- Clinical integration of technical and engineering innovations



This program is a part of the Wellstar College of Health and Human Services.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

Requirements for Degree:

- Baccalaureate degree or equivalent from a regionally accredited institution with a major GPA of at least 3.0. Typical MS degree applicants have had undergraduate degrees in fields, such as exercise science, biomedical engineering, mechanical engineering, and psychology.
- Completion of program prerequisites with a C or better prior to matriculating into the program. Prerequisite Course Summary and Plan of Prerequisite Completion forms must be submitted.

- A formal statement of personal goals for the program, maximum 2 pages, double-spaced, that includes the following:
 - Your experience in the field, including volunteer/shadowing experience.
 - Your reason(s) for choosing this degree program.
 - Your experience with research (if applicable).
 - Your career goals and how furthering your education with this degree will help you realize these goals.
- Three references (from academic or professional sources).
- Resume or curriculum vitae should include the following when applicable: education, experience (work and volunteer), certifications, professional affiliations, special skills related to the field, and research presentations/publications.

Prerequisites:

- Biology: lecture and laboratory (4 semester credit hours)
- Chemistry: lecture and laboratory (4 semester credit hours)
- Physics: lecture and laboratory (4 semester credit hours)
- Psychology: Introductory or General course (3 semester credit hours)
- Psychology: Abnormal or Human Growth & Development course (3 semester credit hours)
- Statistics: one lecture course (3 semester credit hours)
- Human Anatomy and Physiology: two lecture courses (6 semester credit hours)

Health Immunization Requirement:

In accordance with the Centers for Disease Control and Prevention, students involved in clinical patient interaction are required to have the following immunizations and to provide documentation to the Student Health Services. There may be nominal costs to the student associated with obtaining the following immunizations:

- Hepatitis B
- Measles, Mumps, Rubella and Rubeola
- TDAP
- Varicella (or history of disease)
- Tuberculosis Screening

Background Check

Following an admission offer into the program, a background check will be completed on each applicant prior to matriculation.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (48 Credit Hours)

- OP 6001: P&O Processes/Methods
- OP 6002: Clinical Pathology
- OP 6003: Clinical Gait Analysis
- OP 6004: CAD/CAM in P&O Laboratory
- OP 6005: Assistive Technology
- OP 6101: Lower Limb Orthotics I
- OP 6102: Lower Limb Orthotics II
- OP 6103: Spinal Orthotics
- OP 6104: Upper Limb Orthotics
- OP 6201: Introduction to Prosthetics
- OP 6202: Transtibial Prosthetics
- OP 6203: Transfemoral Prosthetics
- OP 6204: Upper Limb Prosthetics

Clinical Practicum (7 Credit Hours)

- OP 7001: Clinical Practicum in P&O I
- OP 7002: Clinical Practicum in P&O II
- OP 7003: Clinical Practicum in P&O III
- OP 7004: Clinical Practicum in P&O IV

Research Seminars (5 Credit Hours)

- OP 7501: Research Seminar in P&O I
- OP 7502: Research Seminar in P&O II
- OP 7503: Research Seminar in P&O III

Program Total (48 Credit Hours)

Social Work, MSW

Program Description

The vision for the Department of Social Work and Human Services is to be a world leader in educating, training, and empowering clinical social work practitioners to support human potential and promote social justice, diversity, and inclusion

The Master of Social Work program at Kennesaw State University is a clinical program and is designed to prepare students for entry-level professional practice in social work. Upon graduation, students are eligible for taking the Licensed Master of Social Work (LMSW) exam and they may also pursue further clinical supervision requirements to become a Licensed Clinical Social Worker (LCSW).. The KSU Master of Social Work program is fully accredited by the Council on Social Work Education (CSWE).

The Master of Social Work program offers two program options:

- **Traditional MSW Program** - The Traditional MSW is a 60-hour, full-time program that accepts students with a baccalaureate degree that reflects a broad liberal arts base in the social, behavioral or psychological sciences, human biology, the humanities or statistics.
- **Advanced Standing Program** - The Advanced Standing MSW is a 36-hour, full-time program that accepts students with a baccalaureate degree in Social Work (BSW) from a CSWE accredited baccalaureate program. There are no equivalent degrees for this program.



This program is a part of the Wellstar College of Health and Human Services.

Accreditation Information

The Master of Social Work Program at Kennesaw State University is accredited by the Council of Social Work Education (CSWE):<https://www.cswe.org/Accreditation/Directory-of-Accredited-Programs.aspx>

Admission, Enrollment, and Graduation Policies

Admissions Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- A GPA of 3.0 or better on a 4.0 scale over the last 60 hours of undergraduate study, as indicated on official college or university transcript received directly from the degree-granting institution. Course work from all two- and four-year institutions should be submitted directly by the institutions. .
- **Traditional MSW:** 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.

Advanced Standing MSW: Hold a baccalaureate degree in Social Work (BSW) from a CSWE accredited program. The BSW degree must be conferred within the last 5 years. Applicants holding the BSW degree that was awarded more than 5 years ago must apply for the Traditional MSW program.

- Two letters of recommendation
 - At least one from a faculty member familiar with the applicant's academic work (Note: if you are unable to locate an academic reference, you may add a professional supervisor-related reference from a current or former employer or field supervisor.
 - A professional reference from a current or former employer or field supervisor.
- An autobiographical statement, maximum 1500 words, double-spaced, that includes the following:
 - Your experience in social work, including volunteer experience.
 - Life experiences that 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.

Admissions Criteria for Unique Cases

Students classified as non-degree students are not permitted to enroll in the Master of Social Work program. They may however, register for individual courses with approved overrides.

Transfer Credit

Students enrolled in the Master of Social Work program may be given credit for up to 6 semester hours taken at other CSWE-accredited programs. All requests for transfer

are made to the Social Work Program Director and will be handled on a case-by-case basis. The courses requested for transfer must match the courses offered within the foundation year curriculum at KSU.

Enrollment Requirements

The full-time MSW program is completed in two years (4 semesters)–foundation year and concentration year. There is no part-time study plan for the MSW degree. The Master of Social Work program consists of three areas – foundation courses; advanced clinical courses; and the fieldwork courses. The following is a brief description of each area:

1. Foundation Course Sequence – designed to introduce the student to the field of social work and provide a firm foundation to professional training.
2. Advanced Clinical Course Sequence – this sequence of courses assumes mastery of foundation courses and moves the student into more complex and advanced clinical specialization.
 - Elective courses – advanced clinical elective courses are offered to enrich the student's understanding of the clinical specialization.
3. Fieldwork Courses – internship site placements are an integral aspect of the MSW program. Under the supervision of experienced master's level social workers, fieldwork/internships offer students direct practice experiences in agency setting during the foundation year, and it focuses on clinical work in the second clinical specialization year.
 - A student must receive an overall grade of "B" or above to successfully pass the MSW field seminar courses.
 - Students who receive an overall grade of "C" in a field seminar course will be placed on a performance improvement plan (PIP) for the following semester to stay enrolled in the MSW Program.
 - Students who receive an overall grade of "C" in two field seminar courses will automatically be terminated from the MSW Program.
 - Students who receive an overall grade of "D" or below in any field seminar course will automatically be terminated from the MSW Program.
 - Performance improvement plan (PIP) does NOT APPLY when a student receives two "Cs" a "D" or an "F" in field seminar courses.
 - For appeal and reinstatement policies, see the Graduate Catalog and/or contact the Graduate College.

Graduation Requirements

Each candidate must petition to graduate at least one semester prior to completion of program requirements. For more information, please view the corresponding section of Academic Policies: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Foundational Courses (30 credit hours or 6 credit hours for Advanced Standing)

Credit hours will vary based on which MSW track you have been accepted into.

Foundational MSW Course Sequence – 30 credit hours

- SW 7700: Social Work Foundations
- SW 7701: Social Work Practice I
- SW 7702: Social Welfare Policy and Services
- SW 7703: Social Work Practice II
- SW 7704: Human Behavior in a Social Environment I
- SW 7705: Human Behavior in a Social Environment II
- SW 7706: Introduction to Social Work Research
- SW 7707: Practice Focused Research Methods
- SW 7708: Generalist Internship/Integrative Seminar I
- SW 7709: Generalist Internship/Integrative Seminar II

Advanced Standing Course Sequence (BS in Social Work required) – 6 credit hours

Students who have been awarded Advanced Standing will complete the course below.

- SW 7700: Social Work Foundations
- SW 7910: Community Mental Health Practice

Clinical Specialization Courses (21 Credit Hours)

- SW 7802: Advanced Clinical Practice I: Working With Individuals
- SW 7806: Addiction Theory and Policy
- SW 7811: Advanced Clinical Practice II: Working With Groups
- SW 7812: Specialized Internship III/Integrative Seminar III
- SW 7813: Specialized Internship IV/Integrative Seminar IV

- SW 7830: Psychopathology and Clinical Assessment, Diagnosis, and Service Planning I
- SW 7831: Psychopathology and Clinical Assessment, Diagnosis, and Service Planning II

Advanced Clinical Electives (9 Credit Hours)

Select 9 credit hours from the following:

- SW 7900: Special Topics
- SW 7925: Social Work Practice with Domestic Violence
- SW 7929: Crisis Intervention
- SW 7940: Clinical Practice with Individual and Families with Addictions
- SW 7901: Seminar on Clinical Practice in Child Welfare
- SW 7910: Community Mental Health Practice *Advanced Standing students may not take SW 7910 for a second time.
- SW 7912: Clinical Practice with Abused and Neglected Children and Their Families: Child Protective Services
- SW 7913: Family Therapy
- SW 7914: Seminar in Substance Abuse
- SW 7920: Social Work Forensics
- SW 7921: Perspectives on Child Maltreatment and Child Advocacy
- SW 7922: Professional and System Responses to Child Maltreatment
- SW 7924: Clinical Practice with Children and Adolescents
- SW 7931: Social Entrepreneurship
- SW 7980: Social Work International Study

Program Total (60 credit hours or 36 credit hours for Advanced Standing)

Note:

Electives are selected in consultation with a faculty mentor. The clinical electives will reflect the training interest of the student. A student may enroll in a Study Abroad (SW 8900) course offered by the MSW program and use this course as a clinical elective.

Leadership in Sport and Exercise Certificate

Program Description

This certificate is designed for practicing professionals and those seeking to advance their knowledge, skills, and administrative capabilities while serving as a leader in the field of sports and exercise. Courses address fundamental concepts that emphasize practical applications with a focus on communication skills, leadership theories, industry policies and current trends within the field in preparation for career advancement. The certificate can be completed online. Students have the option of selecting face-to-face electives.



This program is a part of the Wellstar College of Health and Human Services.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

- EHS 6300: Leadership and Administration in Sports and Exercise
- EHS 6410: Trends and Issues in Sports and Exercise
- EHS 6520: Sport and Exercise Psychology

Electives (6 Credit Hours)

Select six credit hours of 6000–7000 level EHS courses.

Program Total (15 Credit Hours)

mHealth Certificate

Program Description

The Post-Baccalaureate Certificate in mHealth trains future researchers in mobile Health (mHealth). This rapidly evolving field, which typically refers to the use of phones, tablets, wearables, sensors, and other health-related devices, is used in disease surveillance, treatment support, epidemic outbreak tracking, health research, chronic disease management, and health care delivery. This certificate allows students from a variety of backgrounds to gain the knowledge and skills needed to create, implement, and evaluate mHealth initiatives in diverse settings to address complex health and healthcare delivery issues.



This program is a part of the Wellstar College of Health and Human Services.

Admission, Enrollment, and Graduation Policies

Admission Requirements

This program does not have additional program-specific admission requirements beyond the general admissions requirements to the Graduate College. For more information, please visit the Graduate Admissions section of the catalog.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

- HHS 6000: Introduction to mHealth
- HHS 6010: Ethical Issues in mHealth, Healthcare, and Human Subjects Research
- HHS 6050: Applied Research in mHealth

Elective Courses (3 Credit Hours)

Select one of the following for three credit hours:

- HHS 6020: mHealth Applications
- HHS 6030: Special Topics in mHealth

Program Total (12 Credit Hours)

Nurse Educator Post-Master's Certificate

Program Description

The post-master's nurse educator certificate program prepares professional nurses who have completed a graduate degree with teaching and learning theory that is grounded in contemporary nursing practice. The graduate of this program will be equipped with the knowledge and skills to teach and lead in academic and healthcare settings and will be eligible to complete the Certified Nurse Educator exam offered by the National League for Nursing.



This program is a part of the Wellstar College of Health and Human Services .

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Students must have earned a Graduate Degree in Nursing.
- Students enrolled in the certificate program should have completed advanced physical assessment (NURS 7735), advanced pharmacology (NURS 7755), and advanced pathophysiology (NURS 7765).

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:
5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (12 Credit Hours)

- NURS 7712: Nurse Educator Role
- NURS 7723: Instructional Methods and Outcome Measurement in Nursing Education
- NURS 7724: Curriculum Design and Evaluation in Nursing Education
- NURS 7753: Technology in Nursing Education and Practice I

Program Total (12 Credit Hours)

Psychiatric Mental Health Nurse Practitioner Post- Master's Certificate

Program Description

The Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-graduate advanced practice registered nurse (APRN) certificate program is a comprehensive and advanced nursing education program that builds upon the foundation of a graduate nursing degree (MSN, DNP, PhD). Applicants must have completed advanced pharmacology (NURS 7755), advanced physiology (NURS 7765), and advanced physical assessment (NURS 7735) courses, or their equivalent, in order to complete this post-graduate APRN certificate program. This program equips the APRN with the specialized knowledge and clinical skills necessary to provide high quality mental health and psychiatric care to diverse populations across the lifespan. As a PMHNP you will be prepared to work in a variety of clinical settings, from primary care and mental health clinics to private practices and mental health facilities.



This program is a part of the Wellstar College of Health and Human Services.

Admission, Enrollment and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Applicants are required to have completed a previous MSN, DNP, or PhD degree.
- Must have completed courses in advanced pharmacology, advanced pathophysiology, and advanced physical assessment prior to starting the program.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy:
5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (26 Credit Hours)

- NURS 7835: Clinical Management of Key Populations
- NURS 7951: Psychopharmacology for Advanced Practice Nursing
- NURS 7952: Therapeutic Modalities for Psychiatric Advanced Practice Nursing
- NURS 7953: Psychiatric Advanced Practice Nursing for Children, Adolescents, and Young Adults
- NURS 7954: Psychiatric Advanced Practice Nursing for Adults and Older Adults
- NURS 7955: Psychiatric Advanced Practice Nursing Capstone Practicum

Program Total (26 Credit Hours)

Social Entrepreneurship Certificate

Program Description

The Certificate in Social Entrepreneurship is designed for those interested in learning about and practicing social entrepreneurship, intrapreneurship, and innovation for addressing complex societal, health, or environmental issues. Social entrepreneurs, intrapreneurs, and innovators attempt to create a better society while also ensuring the financial viability of their efforts. Not only do they focus on the triple bottom line, but also may break down traditional barriers between business, government, and the nonprofit sectors. Consequently, this interdisciplinary certificate invites students at the graduate level to learn the basic principles, skills, and theories of social entrepreneurship along with strategies for designing and launching new ventures. Students can utilize three credit hours from their academic field of study or an approved elective to enrich this interdisciplinary experience.

This graduate certificate program is appropriate for students who are interested in the application of innovation, technology, and business strategies to help address societal, health, and environmental challenges. In their coursework, students will develop impactful social enterprise ideas, leverage innovation and design thinking to evaluate a solutions social value and market potential, and test business and financial structures of social enterprise ideas applying social innovation tools and frameworks. Upon completion, students will be able to harness the skills and perspectives gained from the certificates coursework to advance in their chosen careers.

At completion of the program, students will be able to:

1. Apply, analyze, and synthesize social entrepreneurship, intrapreneurship, and innovation concepts, perspectives, frameworks, and skills to address societal, health and environmental challenges.
2. Design innovative solutions to a complex issue by integrating cross-disciplinary understandings.
3. Leverage innovation and design thinking to evaluate social value and market potential of possible solutions.
4. Test business and financial structures of social enterprise ideas applying social innovation tools and frameworks.
5. Create and launch a new venture and/or an intrapreneurial initiative by applying social entrepreneurial skills.

This graduate certificate program is appropriate for students from a variety of academic backgrounds and experiences who are interested in making sustainable change. This is a stand-alone certificate, whose required courses may be allowed as electives in some graduate programs. Students are encouraged to speak with their academic advisors before applying to the Certificate in Social Entrepreneurship.



This program is a part of the Wellstar College of Health and Human Services.

Admission, Enrollment, and Graduation Policies

Admission Requirements

The following are program-specific requirements beyond the general Graduate Admissions requirements. To be considered for admission to this program, the following application materials must be submitted to the KSU Graduate Admissions Office:

- Letter of Intent: An application letter that states the applicant's interest in the Certificate.
- Transcripts: Official transcript that a verify a baccalaureate degree from a regionally accredited college or university with a minimum grade point average of 3.25 on a 4.00 scale, or a graduate transcript with a minimum grade point average of 3.00 on a 4.00 scale.

Graduation Requirements

Each student is expected to meet the requirements outlined in the Academic Policy: 5.0 PROGRAM REQUIREMENTS & GRADUATION.

Program Course Requirements

Required Courses (9 Credit Hours)

- SW 7931: Social Entrepreneurship
- MGT 7530: New Venture Creation and Growth
- MGT 7545: Launching New Ventures

Elective Course (3 Credit Hours)

Certificate students must take three credits hours from one of the sub-disciplines listed below. Students must meet all prerequisites for elective courses. Students are

encouraged to consult with their advisor and/or program coordinator on selecting an elective course that best suits their goals and interests.

- COM 6900: Digital and Social Media Content Strategy
- COM 7350: Principles of Strategic Communication
- CS 6070: Database Systems
- CS 7265: Big Data Analytics
- ECON 7010: Resource Allocation and Decision Analysis
- HMI 7510: Introduction to Healthcare Management and Informatics
- IS 7080: Database Application Design and Implementation
- MSCM 7321: Cultural Aspects of Conflict Resolution
- MSCM 7501: Facilitation Skills Clinic
- STAT 7100: Statistical Methods
- SW 7703: Social Work Practice II
- SYE 6005: Introduction to Systems Engineering
- PRWR 6255: Grant & Proposal Writing

Program Total (12 Credit Hours)

Graduate Courses

ACCT 7000: Accounting Insights for Managers

3 Credit Hours

Prerequisite: Admission to the Coles MBA program.

This course provides managers with an overview of key accounting issues, with an emphasis on concepts, tools, and international perspectives that will provide direct benefits in the workplace. Areas covered include reporting performance to stakeholders outside the entity, using accounting information inside the entity to make decisions and control behavior, and ensuring the reliability of accounting information.

Note This course may not be used in the MAcc program.

ACCT 7101: Seminar in Auditing

3 Credit Hours

Prerequisite: Admission to the MAcc program

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

ACCT 7110: Business Combinations and Transactions

3 Credit Hours

Prerequisite: ACCT 7401

A study of advanced accounting technical topics, regulation and behavioral issues in financial reporting environments.

ACCT 7120: Transaction Processing and Controls

3 Credit Hours

Prerequisite: Admission to the MAcc program.

This course reviews fundamental transaction processing in accounting systems considering the potential risks and the controls that can be implemented to mitigate the risks. Frameworks, such as COSO's ERM Model, are used to identify the risks and controls. Various technologies will be used to provide students with hands on experience with control tools.

ACCT 7190: Accounting Strategies for Decision-Making in a Global Environment

3 Credit Hours

Prerequisite: ACCT 7401 and ACCT 7120

This course examines the value of accounting strategies from the perspectives of various stakeholders in a global economic environment. A unique feature of the course is that it integrates traditional and contemporary financial accounting, audit, tax, and managerial strategies.

ACCT 7201: Corporate Governance and the Business Environment

3 Credit Hours

Prerequisite: Admission to the MAcc program.

This course examines corporate governance and the broader business environment from the perspective of accounting. The course will be taught in a seminar format, with a great deal of interaction in class.

ACCT 7215: Leadership and Professional Skills

3 Credit Hours

Prerequisite: Admission to the MAcc program.

This course will provide an overview of the behavioral and managerial competencies that are required for success in the 21st century accounting profession.

ACCT 7220: Issues in Managerial Accounting

3 Credit Hours

Prerequisite: Admission to the MAcc program and ACCT 7000 or its equivalent.

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

ACCT 7270: Accounting and Legal Issues in International Business

3 Credit Hours

Prerequisite: Admission to the MAcc program and ACCT 7000 or its equivalent.

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

ACCT 7300: Seminar in Valuation of Closely Held Businesses

3 Credit Hours

Prerequisite: Admission to the MAcc program and ACCT 7000 or its equivalent.

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 7301: Corporate Tax and Shareholders

3 Credit Hours

Prerequisite: Admission to the MAcc program.

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

ACCT 7310: Accounting and Public Policy – Financial Reporting and Auditing

3 Credit Hours

Prerequisite: Enrollment in the MAcc program, and ACCT 7101

This course incorporates both in-class learning and a travel experience to acquaint students with organizations that affect financial reporting and auditing practices.

ACCT 7320: Accounting and Public Policy – Taxation

3 Credit Hours

Prerequisite: Enrollment in the MAcc program.

This course provides both in- and out-of-classroom exposure to taxation resources, tax authorities, and professional firms specializing in tax matters.

ACCT 7401: Financial Accounting Theory and Application

3 Credit Hours

Prerequisite: Admission to MAcc program

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

ACCT 7415: Theory of Business Reporting

3 Credit Hours

Prerequisite: Admission to MBA – Accounting Concentration

A study of financial accounting theory and its application, including current and future business reporting models. Undergraduate accounting course requirements exist for admission to the MBA – Accounting Concentration.

ACCT 7420: Forensic Accounting and Fraud Examination

3 Credit Hours

Prerequisite: Admission to the MAcc program.

This course focuses on forensic accounting and fraud examination, which encompasses both litigation support as well as investigative accounting, and requires the integration of accounting, auditing, taxation, and investigative skills in the practitioner. In addition to providing a broad overview of forensic accounting and fraud examination, this course will also cover aspects of two sub-specializations: behavioral and digital forensics.

ACCT 7430: Accounting Strategies for Decision Making in a Global Environment

3 Credit Hours

Prerequisite: Admission to MBA – Accounting Concentration

This course examines the value of accounting strategies from the perspectives of various stakeholders in a global economic environment. A unique feature of the course is that it integrates traditional and contemporary financial accounting, audit, tax, and managerial strategies. Undergraduate accounting course requirements exist for admission to the MBA – Accounting Concentration.

ACCT 7440: Current Topics in Financial Reporting

3 Credit Hours

Prerequisite: Admission to the MAcc program.

This course will focus on current topics related to financial reporting. The course will illustrate the application of alternative financial reporting standards such as GAAP and IFRS (e.g., challenges in and complexity of fair value accounting, auditing, and reporting).

ACCT 7450: Advanced Accounting Information Systems and Analytics

3 Credit Hours

Prerequisite: Admission to MBA – Accounting Concentration

This course is intended to extend the student's knowledge and understanding of systems and controls with a focus on the role of risk professionals. Undergraduate accounting course requirements exist for admission to the MBA – Accounting Concentration.

ACCT 7460: Seminar in Auditing and Attestation

3 Credit Hours

Prerequisite: Admission to MBA – Accounting Concentration

A study of financial audits, assurance services, and internal audits. Emphasis is on current developments. Undergraduate accounting course requirements exist for admission to the MBA – Accounting Concentration.

ACCT 7470: Seminar in Taxation

3 Credit Hours

Prerequisite: Admission to MBA – Accounting Concentration

A study of the federal income taxation of corporations and shareholders. Topics covered include corporate contributions, distributions of shareholders, stock redemptions, and corporate liquidations. Undergraduate accounting course requirements exist for admission to the MBA – Accounting Concentration.

ACCT 7480: Business Combinations and Transactions (Capstone)

3 Credit Hours

Prerequisite: Admission to MBA – Accounting Concentration

A study of advanced accounting technical topics, regulation and behavioral issues in financial reporting environments. Undergraduate accounting course requirements exist for admission to the MBA – Accounting Concentration.

ACCT 7510: Tax Research and Procedure

3 Credit Hours

Prerequisite: Admission to the MAcc program.

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

ACCT 7530: Taxation of Flow-Through Entities

3 Credit Hours

Prerequisite: Admission to the MAcc program.

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

ACCT 7545: State and Local Taxation

3 Credit Hours

Prerequisite: Admission to the MAcc program

The goal of this course is to develop knowledge and research skills in the area of state and local taxation. The course will include a review of the U.S. Constitution's Due Process and Commerce Clauses, and resulting court cases. Calculations for state personal income, corporate income, sales, and ad valorem property taxes will be included. Selected current issues in the area of state and local taxation will also be incorporated. Estate and gift taxes will also be investigated.

ACCT 7550: Estate and Gift Taxation

3 Credit Hours

Prerequisite: Admission to the MAcc program and ACCT 7000 or its equivalent.

A study of federal estate and gift tax laws involved in interviews 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 7560: International Taxation

3 Credit Hours

Prerequisite: Admission to the MAcc program.

This course examines the income tax consequences of foreign income for U.S. taxpayers and of U.S. income foreign taxpayers. Topics covered include the foreign tax credit, Subpart F income, controlled foreign corporations, and sourcing rules.

ACCT 7570: Selected Topics in Taxation

3 Credit Hours

Prerequisite: Admission to the MAcc program and ACCT 7000 or its equivalent.

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 7580: Current Topics in Taxation

3 Credit Hours

Prerequisite: Admission to the MAcc program.

This course will provide an intensive study of selected topics of current interest in taxation. Selected topics may include, among others, federal estate and gift taxation, taxation of property transactions, state and local tax issues, and tax strategy.

ACCT 7610: Advanced Systems and Control for Risk Advisors

3 Credit Hours

Prerequisite: Admission to Master of Accounting Program

This course is intended to extend the student's knowledge and understanding of systems and controls with a focus on the role of risk professionals (for example, risk advisory consultants and internal auditors).

ACCT 7620: Advanced Accounting Analytics

3 Credit Hours

Prerequisite: Admission to Master of Accounting Program

This course will extend the student's knowledge and understanding of accounting and data analytics with a focus on the role of auditors and other risk professionals (for example, advisory consultants, forensic or tax accountants and internal auditors).

ACCT 7630: Regulatory Structures and Emerging Issues in Financial Reporting

3 Credit Hours

Prerequisite: Admission to the MAcc Program

This course covers several topics related to regulation of public financial reporting regulation.

ACCT 7640: Seminar in Internal Auditing

3 Credit Hours

Prerequisite: Admission to the MAcc program.

This course is designed to provide advanced internal audit knowledge to students considering careers in the accounting and auditing functions with an emphasis on internal auditing. The purpose of the course is to extend students' knowledge of auditing in today's organizations; knowledge that extends beyond the traditional attestation of the financial statements. The course examines in detail internal audit theory, applies internal audit concepts to real corporate cases and involves critical analysis of internal audit practices. The course will also incorporate research papers to achieve its objectives.

ACCT 7701: MAcc Capstone Experience 1

3 Credit Hours

Prerequisite: Admission to the MAcc program

Preparation for professional licensure or certification and career advancement consistent with students' professional goals. Students work with faculty advisers to develop a plan for licensure or certification and for honing professional skills consistent with their goals.

ACCT 7702: MAcc Capstone Experience 2

3 Credit Hours

Prerequisite: ACCT 7701

Continuation of ACCT 7701: Preparation for professional licensure or certification and career advancement consistent with students' professional goals. Students work with faculty advisers to develop a plan for licensure or certification and for honing professional skills consistent with their goals. Students will prepare for their final capstone project.

ACCT 7900: Special Topics in Accounting

1-3 (Repeatable) Credit Hours

Prerequisite: Admission to the MAcc program and ACCT 7000 or its equivalent, and approval of instructor and MAcc program director prior to registration.

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

ACCT 7940: Directed Studies in Accounting and Taxation

1-3 (Repeatable not to exceed 6 semester hours) Credit Hours

Prerequisite: Admission to MAcc program and ACCT 7000 or its equivalent, and approval of the instructor and MAcc program director prior to registration.

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

ACCT 7950: Special Projects in Accounting

1-3 (Repeatable) Credit Hours

Prerequisite: Admission to MAcc program and ACCT 7000 or its equivalent, and approval of the instructor and MAcc coordinator prior to registration.

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

ACCT 9001: Introduction to Research

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

The purpose of this course is to introduce students to the fundamentals of business research, including but not limited to: the fundamental philosophical orientations in research, the role of theory in business research, integrity and ethics in research, and an overview of major research designs. Students will learn the major components of a research article and what is required for effective academic writing. Each subject is introduced through a textbook chapter and/or research articles covering relevant aspects. Wherever possible, faculty will attempt to tie the course content back to the students' individual research interests.

ACCT 9002: Seminar in Accounting Research

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program

This course introduces students to the major research areas in their respective fields. For each research area considered, students will review both seminal and contemporary research articles drawn from major research journals. These articles will be chosen by the professor and augmented by the student. Each seminar will provide a major review of the research questions, theories, research designs and methods relevant to the area of inquiry. Seminars will be guided by a Kennesaw or global scholar with expertise in the research area and will require extensive preparation and engagement by students. Course evaluation will include student preparation of a written research proposal pursuing an area of inquiry relevant to the content presented in the course.

ACCT 9005: Developments in Accounting Research Seminar

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

This course introduces students to developments in selected research areas in accounting within the context of important elements of the research process. The important research issues examined should enable students to understand the nature and developments in accounting research. The nature of the course necessitates drawing from seminal and contemporary research articles. As such, each seminar will focus on the research questions, theories, research designs and methods, and interpreting empirical results. Students are requested to supplement the required readings with other readings and research methods textbooks.

ACCT 9006: Seminar in Behavioral Accounting Research

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

This course is designed to expose students to a selection of behavioral (interview and survey methods) and experimental research in accounting, auditing, and taxation. Students should leave this course with a basic knowledge of behavioral research and be better able to create, analyze, and critique such research to enable the development of a research proposal. This course may also help students identify a dissertation topic.

ACCT 9007: Seminar in Archival Accounting Research

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

The focus of this course is to provide an overview of archival research in auditing and financial accounting, and further develop literature review and critique skills to enable students to formulate ideas for future research. As there is a huge body of literature, the course offers a selection of papers to provide a springboard for further thought. This course may also help students identify a dissertation topic.

ACCT 9008: Multivariate Analysis in Accounting Research

3 Credit Hours

Prerequisite: BRM 9201

This course applies STATA as the statistical software package to analyze and interpret empirical archival data in accounting research. The course will cover multivariate techniques focusing primarily on multiple regression and its numerous diagnostics. The course will also empirically address special topics such as heteroskedasticity, two-stage regressions, selection bias including inverse mills ratio, and propensity score matching. Capital market event study analysis and "difference-in-difference" techniques, interaction effects, and economic effects will also be addressed. Students will be required to empirically replicate at least one fully published research paper and parts of other published research papers.

ACCT 9900: Dissertation Development in Business Administration

3 Credit Hours

Prerequisite: ACCT 9001, BRM 9201, BRM 9202, and BRM 9203

Dissertation Development is intended to provide a flexible learning experience to prepare students for the dissertation process. In this course, we focus on a variety of issues, including an introduction to the dissertation process, dissertation committee selection and approval, dissertation structure and design, and identification and evaluation of potential topics. We will discuss the preparation and writing of the dissertation proposal document with focus on the introduction, literature review, and hypotheses sections. We will discuss issues of research design (including data collection and appropriate methodological choices for analysis). Each topic is introduced through selected papers, and students must come prepared to discuss their own dissertation ideas.

ACCT 9901: Research Methods & Dissertation Design I

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program; ACCT 9006 , ACCT 9007

Dissertation Design I is designed to provide a flexible learning experience to prepare students for the dissertation process. In this course, we focus on a variety of issues including an introduction to the dissertation process, dissertation committee selection and approval, dissertation structure and design, and identification and evaluation of potential topics. We will also discuss the preparation and writing of the proposal introduction, literature review, and hypotheses. At the end of the semester, we will also introduce issues of research design (including how data can be collected and what methods should be employed in analyzing the data). Research design and data analysis will be further explored in Dissertation Design II. Each topic is introduced through selected papers and students must come prepared to present and discuss their own dissertation ideas.

ACCT 9902: Research Methods & Dissertation Design II

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program and ACCT 9901

The purpose of this course is to provide content to support students during the dissertation design and proposal stage. The focus is on preparing an effective research design and methods section to support student dissertations. Topics are introduced through scholarly discussions and course readings.

ACCT 9903: Doctoral Directed Study

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program; ACCT 9006, ACCT 9007, and permission of advisor.

This course is an individualized and independent scholarly investigation and research of an important topic in business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student with in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

ACCT 9904: Dissertation Research

1-9 repeatable Credit Hours

Prerequisite: Admission into Coles DBA program, completion of 12 hours of graduate level research courses, and permission of the advisor.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. This course may be repeated as necessary.

AMST 6201: History and Culture of the Americas

3 Credit Hours

This interdisciplinary graduate course covers the history and cultural interaction of the United States and the Americas, with attention to relationships between policy, labor dynamics, and cultural expressions across the Americas, as well as theoretical frameworks common in transnational study of the US and the Americas. Topics covered may include the Atlantic slave trade; culture and history of migrant labor; indigenous studies; and history and culture of transnational social movements in the Americas.

AMST 6401: Literature and Culture of the Americas

3 Credit Hours

Prerequisite: Admission to a graduate program or graduate certificate

In this interdisciplinary course, students learn about major transnational literary movements in the Americas, with an emphasis on understanding literature in a global context. Course readings and assignments provide an overview of important questions, methods, and theoretical approaches in contemporary American Studies literary scholarship as well as an advanced introduction to important literary works.

AMST 7000: American Studies Scholarship

3 Credit Hours

This course explores a variety of themes, theoretical influences, and methodological approaches currently alive in American Studies and its related disciplinary fields. Particular emphasis is placed on the current controversies and scholarship focused on race, ethnicity, gender and sexuality. The course is organized around broad thematic concepts, with attention to global perspectives. The course introduces some basic conceptual building blocks in the field, and explores some of the historical development of American Studies.

AMST 7100: American Studies Methods

3 Credit Hours

Introduces students to current methods in American Studies research and public practice. The course focuses on core concepts, objects of analysis, and evolving research practices used for working in American Studies. While critiquing notable examples from the field, students consider various dynamic professional contexts for "doing" American Studies, such as professional organizations and journals, classrooms, the workplace, public settings, and other diverse communities outside the university.

AMST 7200: American Social Movements

3 Credit Hours

This course examines the history of and relationship between selected cultural movements through an interdisciplinary lens. The course analyzes the evolution and conduct of movements, as well as the evolution of academic inquiry and understanding of these movements. The course emphasizes the connections between American cultural movements and those in other parts of the world. Topics discussed may include, but are not limited to, the abolitionist, labor, civil rights, American Indian, environmentalist, women's, anti-war, reproductive rights, gay and lesbian, and anti-globalization movements among others. Course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7210: Historical Period***3 Credit Hours***

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. This course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7230: Public History and Culture***3 Credit Hours***

Public History and Culture examines the popular uses and presentations of the American past. Exploring historical memory's role in American culture, the course draws on a range of methods (e.g., site visits, research in popular publications, study of historical documentaries) to critique ways that the past is recorded and transmitted. Course content may include a rationale and debate about defining the parameters of the historical division, as well as an emphasis upon the significance of artifacts, lore, written and oral commentary of the period, and the language that both constructs and vivifies the meanings of past. This course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7240: Enterprise & Labor in American Culture

3 Credit Hours

This course will examine the history of enterprise and labor within their social and cultural contexts from an interdisciplinary perspective. The course will include an overview of the history of work and enterprise in the United States. Students will investigate business enterprise, work, production, and consumption as cultural phenomena. Topics may include: the emergence of the corporation; the labor movement and its cultural representations; enterprise and labor in film, television, literature, and popular culture; the work ethic as a cultural production; the history of corporate social responsibility; immigration and labor/enterprise; ethnic, racial, and gender diversity issues in American business and labor; exploration of labor and business concepts/issues through biography; the social/cultural impact of globalization; regional themes in labor and enterprise; American enterprise in the world. This course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7300: American Cities, Suburbs, and Countryside

3 Credit Hours

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. This course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7310: Regional Studies

3 Credit Hours

Regional Studies offers a thematic study of cultural, social, and economic patterns of a representative region using texts and methods from a variety of disciplines, such as history, literature, and sociology. Students interrogate texts ranging from literary prize-winning novels to primary historical documents located in the earliest settlement and in contemporary literature and historical analysis. This course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7330: Identities and Social Groups

3 Credit Hours

Prerequisite: Admission to the graduate program in American Studies or permission of the program director.

Examines the social construction of individual identities and social groups in American culture. Students survey and critique a range of texts expressing and representing the formation of identity constructions around such categories as race, gender, ethnicity, national origin, class, and sexuality. Students consider the various social forces that shape (and sometimes resist) various views of American identity both within and outside the U.S. and the Americas. This course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7410: Literature and Performance in American Culture

3 Credit Hours

Examines the history and cultural work of literary production and of performance as social practices that can be studied in regional, national, and international American contexts. This course draws its readings from both "literary" and "popular" culture publications. Students may explore both benchmark moments in American literary production (e.g., the publication of *Uncle Tom's Cabin*) and performance history. They may also examine important longer-term movements in the field of American literature and dramatic performance (e.g., the formation of "American Literature" as a school discipline, developments in publishing, key moments in theater history); and/or approaches for linking history-making and cultural memory to performance texts. This course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7420: American Popular Culture

3 Credit Hours

This course examines the role of popular and mass culture in the Americas by beginning with the premise that popular culture is an important site of expression, social instruction, and cultural conflict, and thus deserves critical attention. Students may examine theoretical texts as well as primary sources, and the course may include a focus on global consumerism in America as well as Americanized sites. The course may survey a range of popular texts, such as mass culture events (e.g., sports), advertising, popular music, and theme parks, and place these expressions of mass culture in political, economic, and social contexts. Alternatively, an offering may focus on a particular popular culture product (e.g., bestsellers; popular music) in depth. This course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7450: American Visual Culture

3 Credit Hours

Examines the history and cultural influences of visual culture in American life and the impact of U.S. visual culture in a global context. Emphasis is on the aesthetic, economic, and technological aspects of the film industry and/or visual culture more broadly. Course content may deal with: the history of film, television, photography, painting, sculpture, and/or architecture; the role of particular visual artists, film-makers or producers in shaping popular culture; tensions between high art, popular and commercial culture; or the role of visual culture in the American landscape. Students read from the texts to gain historical perspective, see documentary films dealing with film, the visual arts or landscape, analyze selected works, and consult reviews to ascertain the works' critical reception and impact on the community. The course may involve visits to off-campus sites. This course may be repeated for credit provided the content differs entirely from the previous offerings.

AMST 7460: Movements in American Culture

3 Credit Hours

This course will explore artistic, literary, or other cultural movements in the broad context of American Culture. It may include courses in literary, film or art history, and discussions of broad cultural movements such as romanticism, realism, modernism and post-modernism as they appear in multiple cultural forms. Other examples of movements in American culture might include historically specific cultural movements such as the Black Arts Movement, historical surveys of cultural movements based in a particular ideology, community or social group, such as feminist cultural movements, or nationalism in American literature and the arts. This course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7510: Passages to America

3 Credit Hours

Students enrolled in Passages to America examine forced and voluntary migration and immigration in the historical development of American culture. The varied experiences of these individuals and their families are discussed in the context of such topics as racial and ethnic group relations, nativism, and social class formation. We examine power relations between dominant and subordinate groups, along with debates over citizenship, Americanization policies, and legal/illegal immigration. Finally, students analyze the cultural concepts of assimilation, pluralism, and multiculturalism that frame these debates. This course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7520: America in Transnational Context

3 Credit Hours

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. This course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7700: Practicum (Internship or Applied Research Project)

3 Credit Hours

Prerequisite: AMST 7000 or AMST 7100

This course requires students to apply American Studies knowledge, concepts, and theory to practical issues, non-academic environments, or to new research questions. The practicum may be offered as an internship; applied research project; teaching practicum; or other applied experience as approved by the program director. This course may be repeated.

AMST 7901: Capstone Literature Review and Proposal

1-6 Credit Hours

Prerequisite: Permission of the American Studies graduate program director

Courses that may be taken concurrently: AMST 7100

In the first part of the American Studies capstone experience, students work with faculty advisors to review scholarly literature and write a research or project proposal. The research reviewed will consist of interdisciplinary scholarship from American Studies and related fields that investigates questions consistent with the program's mission and the student's professional goals. Students work with faculty advisors to review literature and develop a proposal related to their topic or project aims.

AMST 7902: Capstone Experience

1-6 Credit Hours

Prerequisite: AMST 7901 and Permission of the program coordinator

A major research project or a project using interdisciplinary methods from American Studies to investigate questions consistent with the program's mission and the student's professional goals. Students work with faculty advisors to carry out research related to their topic or project aims, and complete a product drawing on the content of program courses and integrating it with new, individualized study.

ANIM 6100: Creative Problems in Digital Animation I

3 Credit Hours

Prerequisite: Admission to MA in Art & Design.

Investigation of creative problems in digital animation with exploration leading to professional caliber resolutions. Problems can include multiple issues with storyboarding, character design, environmental design, and animation production.

ANIM 6105: Creative Problems in Digital Animation II

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design and ANIM 6100.

Advanced investigation of creative problems in digital animation with exploration leading to professional caliber resolutions. This can be a sequential project based on work done in Creative Problems in Digital Animation I or an entirely new creative objective created in collaboration with instructor approval.

ANIM 6110: Research for Commercial Creatives

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course fosters a greater understanding of the history and current trends in digital animation, sequential arts, illustration, acting, voice acting and other commercial art fields. The students' research work will require them to reach out to professionals in these fields for interviews and developing their networking skills. A focus on presenting material at conferences and/or to undergraduate classes will be emphasized.

ANIM 6115: Emoting and Communication for Creatives

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This class offers the study of acting, which furthers skills in emotional character and inanimate object animation. Voice acting will be studied in addition to physical acting, creating strong character acting skills. This will allow students to apply their knowledge to a variety of creative industry work including feature films, television, stop motion films, independent film productions, video game productions and with commercial advertising agencies.

ANIM 6120: Ideation and Iteration for Creatives

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course addresses the development of visual literacy including concepting, initial approaches of creating an encompassing aesthetic, creating timelines for production, and exploring the refining aspects of creative production. Students will devise an advanced creative problem and provide a documented account of their creative journey to present as a process journal at the end of the course.

ANTH 7900: Special Topics

1-9 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Special topics of interest to faculty and students.

Note: This course is repeatable and is letter graded.

ANTH 7950: Directed Study

1-9 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Special topics of interest to faculty and students.

This course is repeatable and is letter graded.

EHS 6100: Research Methods in Sports and Exercise

3 Credit Hours

Prerequisite: Graduate status and undergraduate statistics or permission of the instructor

This course is designed to discuss concepts and methodologies employed in research design typically applied in studies dealing in exercise science and sport management. The intent is to provide the student with an intuitive or conceptual understanding of theory, tools, and processes involved in designing research studies relevant to these disciplines.

EHS 6200: Statistical Methods in Sports and Exercise

3 Credit Hours

Prerequisite: Graduate status, or permission of department chair

This course focuses on statistical methods used in the fields of sports and exercise science. Students will be introduced to basic statistical concepts including organizing and displaying data, mode, median, and mean, and measures of variability. More advanced topics including correlation and regression, t tests, analysis of variance, and analysis of nonparametric data will be explored. Students will calculate and interpret data along with using the statistical software SPSS.

EHS 6300: Leadership and Administration in Sports and Exercise

3 Credit Hours

Prerequisite: Graduate status

This course introduces issues and skills relevant to leadership and administration in the sports and exercise industries. Topics covered include leadership styles, interpersonal communication, fiscal management, policy formulation and implementation, decision-making models, and strategic planning.

EHS 6350: Sport Ethics

3 Credit Hours

This course explores ethical issues that impact the operation of the sport industry. The course examines concepts of morality and applies theories of ethics to sport and to the sport management profession. The course assists the future sport manager to engage in the ethical decision-making process.

Note This course may be cross-leveled with SM 3950

EHS 6410: Trends and Issues in Sports and Exercise

3 Credit Hours

Prerequisite: Graduate status

This course critically examines current topics in the sports and exercise industries. Topics include sports and exercise trends, public policy, controversies, and career implications.

EHS 6420: Sports Sponsorship and Promotion

3 Credit Hours

Prerequisite: Graduate status

This course introduces students to issues and concepts relating to how business and non-profit entities can market themselves through sports sponsorship and promotion. Students are exposed to topics including key marketing and sponsorship principles, current trends in the sports industry, sponsorship design/implementation, and post-sponsorship evaluation. This course provides a foundation for those students who plan to pursue a career in marketing and sponsorship in the sports industry.

EHS 6430: Advanced Sports Economics

3 Credit Hours

Prerequisite: Graduate status, Undergraduate microeconomics course, or permission of department chair

This course focuses economic phenomena surrounding sports and exercise. Economic models from industrial organization, public finance, labor economics, game theory, macroeconomics, and other fields of economics are applied to issues in sports and fitness industries.

EHS 6440: Sports Media and Communication

3 Credit Hours

Prerequisite: Graduate status

This course provides in-depth analysis of the media and communications in sports. Students are introduced to concepts of mass communication and the impact it has had on today's sport communication systems. An emphasis is placed on the application of communication principles in the promotion of sports events, venues, and products. Particular focus is given to social networks, print media, broadcast media, news releases, interviews and public relations campaigns.

EHS 6450: Sport Event Management

3 Credit Hours

This course focuses on how to successfully plan and execute sporting events. Topics addressed include the determination of objectives, developing a budget, marketing, recruiting attendees, and safety topics.

Note This course may be cross-leveled with EHS 6450

EHS 6510: Advanced Exercise Physiology

3 Credit Hours

Prerequisite: Graduate status and undergraduate exercise physiology or equivalent or permission of the instructor

An advanced study through readings, discussion and laboratory experiences of select and recent topics in exercise physiology. Topics include metabolic responses to exercise; neuromuscular and molecular physiology related to exercise; temperature regulation during exercise; acute and chronic physiological responses to altitude; exercise during pregnancy; and body composition and weight control.

EHS 6520: Sport and Exercise Psychology

3 Credit Hours

This course addresses psychological aspects related to sport performance and exercise participation. Various factors related to sport performance, exercise adoption and adherence, and physical activity intervention planning are addressed. The course is taught with an emphasis on the application of concepts and discussion and evaluation of the scientific research.

EHS 6530: Advanced Laboratory Techniques in Exercise Physiology

3 Credit Hours

Prerequisite: EHS 6100, and EHS 6510, and admission to the graduate program

Techniques and research applications for measuring, assessing, and evaluating physiological parameters.

EHS 6540: Bioenergetic and Neuromuscular Aspects of Exercise

3 Credit Hours

Prerequisite: EHS 6510 and admission to the graduate program

Examination of acute and chronic bioenergetic and muscular adaptations to the performance of work.

EHS 6550: Cardiovascular and Clinical Physiology

3 Credit Hours

Prerequisite: EHS 6510 and admission to the graduate program

Examination of the mechanisms of cardiovascular dynamics and metabolic function at rest and during exercise in healthy and associated diseased populations.

EHS 7410: Sports and the Law

3 Credit Hours

Prerequisite: Graduate status

Students will demonstrate an understanding of contract law as it relates to sports.

EHS 7510: Physical Activity Epidemiology

3 Credit Hours

Prerequisite: Graduate status

This course provides an epidemiological foundation to physical activity research. Participants examine the literature related to the physiological impact of physical activity on chronic diseases (e.g. cardiovascular diseases, diabetes, cancer, etc.). The course provides students the opportunity to study epidemiological concepts related to physical activity research and further develop research skills by searching, reading, and analyzing peer-review journals describing and explaining the effects of physical activity on chronic diseases.

EHS 7520: Advanced Strength and Conditioning

3 Credit Hours

Prerequisite: Graduate status, EHS 6510, or permission of department chair

This course offers students an advanced and comprehensive examination of the scientific and practical foundations associated with strength and conditioning programs. Emphasis is placed on physiologic adaptations based on specificity and periodization. A variety of strength and conditioning philosophies for athletes and clients will be explored.

EHS 7530: Applied Kinesiology and Biomechanics

3 Credit Hours

Prerequisite: Graduate status and undergraduate kinesiology/biomechanics, or permission of the instructor

An advanced study through lecture, readings, discussion and laboratory experiences of select and recent topics in kinesiology and biomechanics. Topics include qualitative and quantitative motion analysis; force, force application, and material properties; linear and angular kinetics and kinematics; biomechanical aspects of movement through fluids; biomechanics of skeletal muscle; and kinesiology of the extremities.

EHS 7540: Environmental Physiology

3 Credit Hours

Prerequisite: Graduate status and EHS 6510, or permission of department chair

This course will explore the physiological disruptions and adaptations to various environmental conditions. Further, students will examine the major impact of a variety of environmental situations and stressors, and will be exposed to areas of current debate in environmental physiology. The emphasis will be on athletic, normal and special populations in various environments.

EHS 7750: Special Topics in Applied Exercise and Health Science

1-3 Credit Hours

Prerequisite: Graduate status

Exploration of a specific applied exercise and health science topic.

EHS 7760: Directed Study in Applied Exercise and Health Science

1-3 Credit Hours

Prerequisite: Graduate status and permission of the graduate program coordinator.

This course is to provide students an opportunity to explore a topic of interest at a more in depth level than covered in class or to explore a topic not specifically addressed in a regular course offering.

EHS 7800: Administrative Field Experience

3-9 Credit Hours

Prerequisite: Permission of the graduate program director

This course is a supervised administrative field experience in an approved exercise science or sport management setting. This individually designed experience is designed to enhance administrative and supervisory skills of the graduate student relevant to the desired area of exploration or identified need area. The field experience purpose, objectives, duration, and site must be approved by the graduate program director.

Note Repeatable for a maximum of 9 total credit hours.

EHS 7850: Master's Project in Applied Exercise and Health Science

3 Credit Hours

Prerequisite: Core program completed and permission of the graduate program coordinator.

A project to be comprised of a capstone experience that leads to an actual product such as a publishable journal and/or literature review article, position paper, teaching aid, instructional videotape, program or facility development, web site, on-line course materials, lab manual, curriculum development, or a similar project.

EHS 7900: Master's Thesis

1-6 Credit Hours

Prerequisite: Permission of the graduate program coordinator.

Development and writing of a thesis under the supervision of a graduate faculty member.

ARCH 6000: Critical Inquiries and Discourses

3 Credit Hours

Prerequisite: Admission to Architecture, MSAR program.

This course addresses the relevance of research questions in architecture and the assumptions that underlie them. The course emphasizes the essential role of description for formulating theoretical and methodological questions about the built environment and design. Such descriptions assist in the discovery of regularities that can be translated into theoretical questions and research hypotheses. The course is taught in a combined lecture and seminar format.

ARCH 6030: Research Methods

3 Credit Hours

Prerequisite: Admission to Architecture, MSAR program.

This course is aimed at research methods for graduate students in architecture. The course combines a survey of current qualitative and quantitative approaches to research with the development of visual methods for constructing arguments. The purpose is to prepare students in various techniques of describing and understanding the built environment. It addresses the nature of scholarly research, the types of evidence, critical reading, and presenting and illustrating scholarship in the various disciplines of architecture.

ARCH 6040: Directed Study

3 Credit Hours

Prerequisite: Admission to the Architecture MS program, and permission by program director.

Special topics of interest to faculty and students.

ARCH 6300: Urban Design Theory and Planning

3 Credit Hours

This course investigates the likely urban generators/determinants/transformers that evolved not only from critical formal work but also from social, political, economic, and technological sources. This course critically reviews the contribution of urban forms of these time periods to set the foundations for this course. A factual framework of the events, persons, projects, and critical analysis of theoretical work is one of the essential parts of the course content developed through lectures, seminar discussions and presentations.

ARCH 6310: Spatial Analysis

3 Credit Hours

The course is an intensive survey of advanced analytical methods of built form. It addresses the complex relationship between societal norms and the configuration of build space. The course is centered on two questions of how space influences human perception, behavioral patterns and creation of community, and how to formulate spatial programmatic, concepts based on organizational models. Students will be able to learn the basic techniques of spatial representation, network theory and formal computational analysis.

ARCH 6320: Ecological Urban Strategies

3 Credit Hours

This course will strengthen the student's awareness and analysis of ecological urbanism within architecture and urban design. It will emphasize the interdisciplinary nature of urban ecology introducing various theories case studies and embedded technologies and strategies as well as the related fields of study that contributed to holistic design. Students will be introduced to guest lecturers and content from disciplines such as biology, landscape architecture, urban planning, environmental engineers, wildlife organizations, sociology, public health, and climatology. Topics may include; global population trends, urban ecological science, urban climates and environments, energy flow in and out of a city, urban and brownfield remediation and green infrastructure.

ARCH 6330: Social Ecologies and Community

3 Credit Hours

This course will examine social, political and economic layers of urban environment that shape, interact, follow or coincide with its form and life. The topics would include ideals and utopias shaped urban environments, public realm and right to the city, equality and social justice, environmental perception and cognition, political forces of urban and suburban environments, economic models and ideals embedded in the urban form, social capital, sense of community, human experience and the flaneur. the course requires a research paper that includes analysis of urban environments identifying physical forms and configurations in relation to the course topics.

ARCH 6340: Urban Practice and Strategies

3 Credit Hours

This course will introduce how urban design implementation take place including its stakeholders, processes and procedures. it will cover business models, construction processes, partnerships, stakeholders, community involvement methods, interdisciplinary collaborations, consortiums, as well as the construction methods and processes. It is designed to include guest lecturers with diverse backgrounds of related disciplines presenting successful and recognized case studies of urban design and development. Student work is required to include case study analysis of the course content.

ARCH 6500: Global Sustainable Design Strategies

3 Credit Hours

The course will introduce the student to the wide spectrum of innovative green buildings by looking at design and construction around the world in the context of sustainability. It will establish a platform for the understanding of local-to-regional-to-global sustainability, and highlights the interaction between human and natural ecosystems. The Architect/Engineer/Construction Manager's perspectives will be complemented by specific building examples around the world. Form factors will be discussed and issues of planning, design and construction explored. A few highlights of course subjects would be: Global Environmental Crisis; the Global Notion of Sustainability in the Built Environment; Ecology; Energy Efficiency and the Built Performance; Low Energy – High Energy Systems; Passive and Active Environmental Systems; Waste Management; Pollution/Health/Social Cost; Global Economic Issues; World Population; Basic World Finance; Technology and the Third World; Codes, Regulations and Cost.

ARCH 6510: Green Design Concepts and Rating Systems

3 Credit Hours

The course seeks to outline the common "Green Strategies" that are found within global and local rating systems for sustainable architectural design. Using these common elements, students will be introduced to LEED, Green Globes, Earth-craft, Living Building Challenge, and other rating systems with case studies and experts providing insight to the administration and process to adherence to each. The primary areas of focus in these strategies are topics of: SITE, WATER, WASTE, ENERGY*, ATMOSPHERE/ AIR QUALITY, MATERIAL/ RESOURCES and INNOVATION .

*Within this list, overall clarification of benchmarking strategies and energy code (ASHRAE) developments in the US will be provided as an underpinning of the concerns outlined in the rating systems examined in the course.

ARCH 6520: Energy and Indoor Environmental Quality Sustainable Design

3 Credit Hours

This course will foreground Architecture as a building ecology responsive to its surroundings in a symbiotic or reparative relationship. Students will study building systems with an emphasis on the understanding of system performance relative to their immediate and extended contexts. The evaluation of adequate performance will be based upon the nature of human comfort and the support of life beyond the initial stages of design.

Using sustainability as an armature the student will become aware of the ethical obligations of the profession through a clear understanding of the inter-relationships between natural and man-made elements at both the macro and micro scale. The final sessions of the course will allow students to determine the impact of these needs related to the integration of Architecture design and Environmental Technologies. Students will perform and understand basic calculations that form the foundation of technological solutions within these areas in preparation of ARCH 6220.

ARCH 6530: Materials and Assemblies

3 Credit Hours

This course will outline the materials and methods of assembly that contribute to reduced environmental impacts. This will involve life-cycle assessment of materials (resource extraction of raw materials for production, processing and industrial processes for refinement and product composition, end-use and waste stream assessment) as well as the assembly of materials for increases building performance in the end use of the product.

EPA, European Commission on the Environment, and the International Living Building Institute (along with other authors/ government organizations) have issued a list of materials and material assemblies as "red list" collections that should not be used in the construction industry. These items will be analyzed and discussed in the course also.

ARCH 6540: Building Performance Analytics

3 Credit Hours

The course will advance the survey of building performance, taught in ARCH 6218, and carry forward principles within ARCH 6217 as methods of performance prediction and measurement to provide case studies and real-world analysis of performance analytics to existing constructions or proposed student designs.

Using modeling software and field measurement instruments, the students will apply learned methods to field research and design proposals (un-built). Technical writing, diagramming, and architectural documentation will be foregrounded as methods of outcome delivery.

ARCH 7200: Design Studio I

6 Credit Hours

Prerequisite: Approval of advisor.

Design studio investigates the architectural, urban, communal, technological, historical and sustainable dimensions infused with socio-cultural, contextual and political manifestations that shape urban, communal and physical processes in the synchronic and diachronic development of a city and its architectural edifices. These critical processes are subject to analysis to comprehend planning and design interventions of our time. Urban design and its development must be understood as the unfolding of social, cultural, economic and political processes, and communities are the physical embodiments of these processes within the city. The forms and layout patterns of a block, a neighborhood, a development district, a transportation corridor, a system of open spaces are examined as the physical phenomena and as manifestations of contemporary values, social needs and traditions in communities existing in urban and suburban settings.

ARCH 7300: Design Studio II

6 Credit Hours

Prerequisite: ARCH 7200

This studio is a continuation of ARCH 7200 with a strong emphasis on completing a comprehensive urban design supported by appropriate research and presented in a quality professional manner.

ARCH 7400: Applied Research I (Thesis)

6 Credit Hours

Prerequisite: Approval of advisor.

The applied research thesis provides student an opportunity to develop Research Designs that integrate inter, cross and multi-disciplinary tenets within design and planning and with other non-design disciplines. Students investigate their research question in light of paradigm shifts and changes using epistemological, theoretical and applied body of work. Their research must contribute to the existing body of knowledge and/or provide new insights to the existing body of knowledge to extend further research in a field of study or development of new exploratory frameworks and/or policies.

ARCH 7500: Applied Research II (Thesis)

6 Credit Hours

Prerequisite: ARCH 7400 and approval of advisor.

This second thesis semester is a continuation of Arch 7400 either as an independent effort or in collaboration to complete a defensible master's level thesis to include findings.

ART 6010: Context, Culture, and Contemporary Practices

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course provides historical and contemporary developments in the field of art and design, as a means to compose a personal philosophy relevant to professional practices. In-depth exploration results in the integration of concepts and issues to create a comprehensive view of the multiple fields. Technological applications integrated with social, psychological, affective, and contextual components of creating relevant to art practices are a primary focus.

ART 6020: Methods, Theory, and Criticism

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course explores theory and criticism in methods and design thinking by researching, critically reading and interpreting works for professional application. Theories and models of art practice are explored ranging from classic academic approaches to fieldwork to experimental prototyping.

ART 6030: Technologies, Innovation, & Design Thinking

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course will explore the intersections of art and technology including ideation, experimentation, empathy, and interdisciplinary practices. Through readings, viewings, group discussion, projects, iterations, critiques, and guest presentations, this course will examine a range of technologically mediated art and design practices. This will include emergent new media art and design research topics to address individual needs, the promise of technology, and requirements for creative success.

ART 7000: Thesis: Systematic Inquiry

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course focuses on a systematic inquiry of an original research question. It requires students to identify an area of study, research its major beliefs, and work toward the development and completion of a thesis in this area of practice in collaboration with disciplinary experts.

ART 7050: Project: Systematic Inquiry

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course focuses on a systematic inquiry of an original research question. It requires students to identify an area of study, research its major beliefs, and work toward the development and completion of a studio project in this area of practice in collaboration with disciplinary experts.

ART 7100: Thesis: Research & Final

1-3 Credit Hours

Prerequisite: ART 7000

This course focuses on the continuation of a systematic inquiry of an original research question, the continuation of implementing research, and the completion of a thesis in this area of practice in collaboration with disciplinary experts.

ART 7150: Project: Research & Final

1-3 Credit Hours

Prerequisite: ART 7050

This course focuses on the continuation of a systematic inquiry of an original research question, research its major constructs, and completion of a professional project in this area of practice in collaboration with disciplinary experts.

ARED 6100: Exploration of Visual Arts

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course is designed to give art educators the opportunity to build on past instruction, experience, and practice with various medium/media with the expressed goal of further developing creativity, honing technical skills, diverging into areas of experimentation with studio practice and building pedagogy for classroom practices. Fundamental to this course, and augmenting the instructor's role, must be a dedicated and consistent conversation between all the participating students. Due to the limitation a web-based format places on a studio art course dedicated to various media, this course must rely as much on written accounts, descriptions, and appraisals as it would have on the viewing of actual artworks. This course should be considered as much seminar about media as a studio class.

ARED 6105: Contemporary Teaching Strategies

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course provides an opportunity for art educators to investigate studio-based problems; examine strategies relevant to their classroom teaching; and investigate and explore contemporary theory and practice in the field of art education. Topics include but are not limited to originality, appropriation, deconstruction, identity politics, post-feminism, commodity critique, installation and performance, digital media, activism and globalism, as they relate to the field of art education. The class examines art and critical theory associated with major themes that have emerged in recent art education locally, nationally, and globally.

ARED 6110: Advanced Studio Practices and Reflective Teaching Course

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

Drawing on techniques acquired in previous courses students explore the connections between art making, self-reflections, examination of teaching methodology and current issues in the field of art education. Building on this iterative and self-reflective process students will develop a plan to make connections between their studio process and their teaching.

ARED 6115: STEAM and Maker Space Studio

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course is a STEAM-based learning and research course in which students will utilize technology-based approaches to art making. The focus includes the exploration of digital media applications and equipment, online coursework, and digital portfolios. The course integrates computer-aided technology into the learning environment by focusing on the digital output of art objects. Computer-aided design will be taught through a variety of programs. Final projects can be either be production ready, or they can be made tangible by equipment such as laser cutters, 3D printers, CNC routers, water jet machines, vinyl cutters, and CNC plasma cutters available at KSU. There will be a focus on the exploration of digital media programs and equipment.

ARED 6120: Media Arts

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

The focus of this course will be on advanced media concepts and applications of multi-arts methods and materials for art classrooms. On-line class work involves the development of media skills (responding to the National Core Arts Standards in Media) for presentational and practical purposes within the contemporary elementary school environment. The multi-arts focus of this course is on theatrical design (responding to the National Core Arts Standards in Theatre). Course standards are organized around the National Association of Schools of Art and Design and the National Art Education Professional Standards for Visual Art Educators.

ARED 6200: Curriculum, Assessment, Classroom Management in Art Education

3 Credit Hours

Prerequisite: Admission to MAT program.

Candidates will explore techniques of the Discipline Based Art Education model including art production, art history, art criticism and aesthetics. This online and classroom course is designed to prepare art teachers to plan and organize effective art programs and curricula, to explore innovative and exemplary art programs, and to develop a rationale and strategy for articulating and promoting a quality art program. Candidates will explore how effective use of a variety of assessment techniques to evaluate teaching and learning promotes visual literacy.

ARED 6250: Materials, Methods, & Management for Art Education

Classrooms P-5

3 Credit Hours

Specific strategies focus on differentiating developmental, behavioral, and managerial aspects relevant to best practices in the field of art education. Focus is on advanced concepts and applications of method and materials for P-5 art classrooms. 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 for Art Education

Classrooms 6-12

3 Credit Hours

Specific strategies focus on differentiating developmental, behavioral, and managerial aspects relevant to best practices in the field of art education. Focus will be on advanced concepts and applications of method and materials for 6-12 art classrooms. Online and in-class work involves development and analysis of art lessons including the development of related art projects for 6-12 classrooms. Candidates are expected to display advanced skills in planning, organizing, and sequencing art lessons that are developmentally appropriate.

ARED 6300L: Art Education Practicum III

6 Credit Hours

Prerequisite: Permission of the MAT committee.

This course is the capstone experience for the Master of Arts of Teaching Art. Candidates will analyze how visual art teachers become creative choice-makers, reflective practitioners, and researchers forming curricular and instructional methods and strategies based on effective and efficient use of contemporary, intellectual and pedagogical resources. A teaching portfolio is initiated on-line, focusing on strategies appropriate to educational connoisseurship. Emphasis is placed on an extended internship in the art classroom. An exit portfolio will highlight the 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 18 hours per week in the classroom. Note Verification of Liability of Insurance is required.

ARED 6650: Yearlong Practicum I

5 Credit Hours

Prerequisite: Permission of the MAT committee.

Corequisite: EDUC 6610

This course is the beginning to an intensive and extensive co-teaching yearlong clinical experience in education. Candidates will attend pre-planning at their assigned school. The pre-planning experience will take place before the start of the academic year, and all candidates must attend the entirety of pre-planning (the exact length of which will depend on the placement school's schedule). Additionally, candidates will also attend the first week of the academic year in order to familiarize themselves with the policies and routines of their placement school and Collaborating Teacher. Note Verification of Liability Insurance is required.

ARED 6660: Yearlong Practicum II

4 Credit Hours

Prerequisite: MAT faculty review

Corequisite: ARED 7705

This course is the second semester of an intensive and extensive co-teaching yearlong clinical experience in art education. Under the guidance of a collaborating teacher and university supervisor and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars and the completion of content pedagogy assessment. Note Proof of liability insurance is required.

ARED 7701: Special Topics in Art Education

3 Credit Hours

Emerging issues in the field of art education will be explored on a semester-by-semester basis. Through the examination of historical and contemporary art forms, candidates understand how aesthetic theories allow greater understanding of the quality, nature and value of diverse works of art, cultural art forms and visual culture. Candidates comprehend how all works of art have meaning including those from literature, theatre, dance, music and other subject areas thus revealing lessons about life, its paradoxes, contradictions, harmonies, unattractiveness, and beauty.

ARED 7702: Inclusion in Art Education

3 Credit Hours

Prerequisite: EDUC 6100L and ARED 6200

Corequisite: ARED 6250, ARED 6251, ARED 6650

Course includes in-depth coverage of diagnostic categories, historical aspects, legal issues and art applications for students with exceptionalities. In addition to online course work, candidates develop and implement differentiated lessons for an inclusive art classroom. Primary expectations focus on the candidate's ability to utilize Individualized Education Plans as a means to promote the inclusion and success of all students through relevant adaptations of content, materials, and workspace. Candidates should plan to spend three hours per week in the field. Note Verification of Liability Insurance is required.

ARED 7703: Technology & Computer Applications

3 Credit Hours

Candidates focus on the identification and exploration of the use of current technologies including presentation applications, Internet research, online courseware, electronic portfolio, computer applications relating to the production of art including Adobe Photoshop, Illustrator, and other programs.

ARED 7704: Intercultural Art Education

3 Credit Hours

Candidates examine art education literature focusing on cultural diversity issues in historical and contemporary contexts. Candidates also focus on the nature of art making and art evaluation within a variety of cultural systems.

ARED 7705: Contemporary Issues in Visual Arts

3 Credit Hours

Prerequisite: Admission to the MAT program.

Historical and contemporary developments in the field of art education are presented, as a means to compose a teaching philosophy relevant to today's art classrooms. In-depth exploration results in the integration of concepts and issues to create a comprehensive view of the field. Social, psychological, affective and psychomotor components of learning relevant to art education are a primary focus. Multicultural and inclusive content is included. Technological applications include the use of word processing, electronic portfolio development, presentation applications, and Internet research.

ARED 7706: Theory and Criticism in Art Education

3 Credit Hours

Candidates understand theory and criticism in art education by researching, critically reading and interpreting works of art within a historical/cultural context. Theories and models of contemporary art education practice are explored, which strengthen the respect proper to all classroom diversities. In addition to on-line course work, classroom work is required to carry out directed activities.

ARED 7720: Research in Art Education

3 Credit Hours

Candidates examine research methodologies in art education focusing on qualitative and quantitative research methods and designs, and interpretations and applications relative to classroom practices. This advanced course is designed to prepare art teachers to effectively plan and evaluate art programs and curricula, to explore innovative and exemplary art programs, to assess art learning, and to develop a rationale and strategy for articulating and promoting a quality art program. Candidates will understand how effective use of a variety of assessment techniques to evaluate teaching and learning promotes visual literacy. Topics include interactive discussion about literature critiques, professional organizations, and legal issues.

ARED 7730: Art Education Portfolio

2 Credit Hours

Prerequisite: ARED 6650

This course is the capstone experience for the MAT in Art. Candidates work independently under the supervision of the course instructor and the portfolio committee. The purpose of constructing the portfolio is to implement a systematic, reflection-in action approach to the candidate's development as an art expert, facilitator of learning, and a collaborative professional. The portfolio documents this process as well as the candidate's 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.

ASIA 7100: Comprehensive Overview of Asia

3 Credit Hours

Prerequisite: Admissions into any KSU graduate program.

This course is a comprehensive interdisciplinary examination of the origins and development of Asian cultures and practices, including the geography, history, philosophy, religion, politics, economy, literature and the arts. With emphasis on China, India, Japan, Korea, India, and Southeast Asia, the course provides an advanced understanding of Asia, including an overview of the region and an examination of how the past influences the present.

ASIA 7200: Communication with Asian Partners

3 Credit Hours

Prerequisite: Admissions into any KSU graduate program.

This course explores communication strategies with Asian partners in global business, political and organizational contexts. Through lectures, discussions, case studies and guest speeches, students develop a deep appreciation of intercultural sensitivity, especially when communicating with peoples of Asian cultures. Students analyze commonalities and differences in communication styles among Asian cultural groups. In particular, students develop relationship building, negotiation and conflict resolution skills with partners of Chinese, Japanese, Korean, Indian and Islamic cultural backgrounds.

BIOL 5327: Medical Genetics

3 Credit Hours

Prerequisite: BIOL 3300 or Equivalent; 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 Credit Hours

Prerequisite: BIOL 3300 or equivalent; admission into MAT program.

Principles of evolutionary biology including discussions of natural selection, adaptation, population genetics, speciation, and phylogeny reconstruction. The applications of evolutionary biology to areas such as conservation biology, medicine, and agriculture are discussed.

BIOL 6100: Molecular Genetics

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program

This course covers molecular genetics theory and practice, including gene structure and function, genetic engineering, and bioinformatics. Areas of emphasis will include DNA structure, replication, and manipulation, and gene expression.

BIOL 6350: Comparative Vertebrate Anatomy

4 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; BIOL 1108/1108L or equivalent

A survey of representative vertebrates and related chordates emphasizing phylogeny and anatomical adaptations. Evolutionary trends are examined in the context of large-scale environmental changes that have occurred over geological time. Lab component will have students dissecting selected vertebrates organisms and experimentally determining the physical forces acting on the evolution of vertebrates.

BIOL 6399: Seminar

1 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program

Sections will cover selected topics of current interest. Each section will be defined by the instructor of record. This course can be taken up to two times for credit towards the MSIB degree.

BIOL 6410: Cell and Molecular Biology

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; BIOL 3300 and CHEM 3361 or equivalent.

Cellular function and genetic principles from an experimental point of view. Emphasis on functional interactions among cellular substructures, regulation of cellular biosynthetic activity, molecular genetics, and evaluation of experimental data.

BIOL 6413: Advanced Evolutionary Analysis

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program and BIOL 3380, MATH 1190 (or equivalent), or permission of the director of the graduate program.

Advanced concepts in evolutionary theory and mechanism. Topics include the derivations of the foundational principles of population and quantitative genetics, selection, speciation, mutation, sexual and kin selection, and life history evolution. Genome evolution, the evolution of development, and phylogenetic reconstruction and its application will be covered. Application of these evolutionary principles across ecology, medicine, and molecular biology are discussed.

BIOL 6420: Plant Physiology

4 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; BIOL 1108/1108L, and CHEM 3361 (or equivalent).

Plant physiology is the study of plant function. Emphasis will be placed on photosynthesis, secondary metabolism, transport of water and solutes, plant defense against pathogens and herbivores, mineral nutrition, and environmental and hormonal control of growth and development. Each process will be examined at the biochemical, cellular and organismal level so as to provide a more complete understanding of the process. Laboratory studies will expose students to both current and classical approaches used to study plant physiology.

BIOL 6422: Plant Ecology

4 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; BIOL 1108/1108L, and CHEM 3361 (or equivalent).

Students will learn aspects of physiological responses of plants to their environment, methods to determine plant population growth and plant distribution patterns, as well as interactions among plants and other organisms. They will use science as a process and learn to argue scientific points of view persuasively. Students will also learn to use both classical and modern technologies to address questions in plant ecology.

BIOL 6460: Medical Microbiology

4 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; BIOL 3340K or equivalent.

This course will explore the disease process of, the immune response to, and the prevention and treatment of the medically important Monera, Viruses, Fungi, and some microscopic Protista with emphasis on emerging infections, including a laboratory experience that focuses on enhancing laboratory and investigative skills.

BIOL 6465: Immunology

3 Credit Hours

Prerequisite: BIOL 3300; BIOL 3340K recommended; admissions into MAT program.

Immunology explores current concepts of the immune system. Emphasis is placed on the induction of the immune response, on the mechanisms of those responses, and on the mechanisms by which the immune system protects against disease. The development and the role of each of the components involved in the immune response as well as immunological applications is discussed.

BIOL 6475: Virology

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; a grade of "C" or better in BIOL 3300; BIOL 3340K recommended.

This course will explore current concepts associated with the field of virology. The structure and genetic composition of viruses as well as strategies for replication and expression of viral genetic material will be explored. Mechanisms of viral pathogenesis will be presented. In addition, current methods for viral diagnostics, prevention of viral infection and treatment of infected individuals will be presented within the context of viruses of historical significance as well as newly emergent viruses of current medical concern. Novel infectious agents such as satellites, viroids, and prions will also be discussed.

BIOL 6486: Bioethics

3 Credit Hours

Prerequisite: BIOL 3300, plus a minimum of 12 hours of 3000–4000 level

Biology/Biotechnology/Biochemistry courses or consent of instructor; admission into Graduate program.

Exploration of a specifically designed topic.

BIOL 6490: Special Topics

1–4 Credit Hours

Prerequisite: Admission to the graduate program and permission of advisor, instructor, department chair, and director of graduate program.

Selected special or current topics of interest to faculty and students. This course can be repeated provided each course content is distinct.

BIOL 6610: Advanced Studies in Anatomy and Physiology

1–4 Credit Hours

Prerequisite: Admission to a graduate program; appropriate undergraduate course in Anatomy and/or Physiology with a grade of "C" or better.

This course offers advanced topics in anatomy and/or physiology of prokaryote or eukaryote organisms according to the interests of students and the expertise of the faculty. Such topics might include advances in laboratory techniques, cellular physiology and organism development. This course can be taken only once for credit toward the degree.

BIOL 6620: Advanced Studies in Ecology and Evolution

1–4 Credit Hours

Prerequisite: Admission to a graduate program; appropriate undergraduate course in Ecology and/or Evolution with a grade of "C" or better.

Advanced topics in ecology and evolution are offered in accordance with the needs and interests of students and the expertise of the faculty. Such topics might include advanced lab and field techniques, microbial ecology, evolution of specific taxa and biology of gender. This course can be taken only once for credit toward degree.

BIOL 6630: Advanced Studies in Cell and Molecular Biology

1-4 Credit Hours

Prerequisite: Admission to a graduate program; appropriate undergraduate course in Cellular and/or Molecular Biology with a grade of "C" or higher and approval of instructor

Advanced topics in cell or molecular biology are offered in accordance with the needs and interests of students and the expertise of the faculty. Such topics might include advanced genetics, microbial genetics, biology of cancer or biotechnology. This course can be taken more than once, provided the course content is distinct.

BIOL 6800: Diagnostic Microbiology

4 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program, or permission of the coordinator of the graduate program; BIOL 3340K or BIOL 3301K or equivalent undergraduate course.

The design and application of advanced microscopy, antibiotic sensitivity testing, antibody-based assays and nucleic acid techniques for the detection and identification of infectious agents.

BIOL 7100: Professional Aspects in Biology

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program.

This course develops specific skills and experiences expected of a professional scientist. Students will learn to present scientific data in a seminar format, practice grant writing, and conduct scientific literature reviews. This course also provides an introduction to the principles of the ethical conduct of research as relevant to human subjects and other organisms, scientific integrity and the appropriate use of regulations.

BIOL 7200: Integrative Biology

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program.

This course explores how modern biologists use knowledge from other disciplines to answer novel questions. Explicit applications of physics, chemistry, and math in biological problem solving will give the students a solid foundation for exploring the living world. That foundation will then expand as the students learn to integrate across scales within biology. From biological molecules through organismal biology and up to ecosystem interactions, students will learn how to formulate and explore the complex scientific questions that dominate modern biology. Finally, these integrative techniques will be used to explore scientific applications with outside fields (e.g. economics and policy making).

BIOL 7300: Research Methods Across Biology

4 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program.

Biological disciplines are diverse and require various and specialized techniques that have become essential to the process of scientific inquiry. This course introduces graduate students to diverse research methods and literature as used in the various biological disciplines such as ecology, cell biology, genetics, physiology, zoology, botany and microbiology. Activities in the course may include, but are not limited to, lectures on research strategy and tactics, experimental design and technology, and use of statistical methods. Use of various research methods will be supported through review of the scientific literature, and possibly demonstration.

BIOL 7333: Ecological Physiology

4 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program and BIOL 3370/3370L, or permission of the graduate program coordinator.

This course will explore the physiological mechanisms used by plants and animals to address common environmental problems. It will present the functional mechanisms that underlie organismal interactions with their environment providing causal explanations for distributions across ecosystems. Lab experiments will integrate physiology and ecology across plant and animal systems.

BIOL 7400: Multidisciplinary Approaches to Ecological Questions

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program and STAT 3125, BIOL 3370, BIOL 3380, or permission of the graduate program coordinator.

The course examines theoretical and applied topics in ecology across temporal and spatial scales and from diverse perspectives within and beyond the traditional boundaries of biology. In particular, contemporary debates in ecological theory, such as the nature of community assembly, the metabolic theory of ecology, and niche conservatism, will be explored along with implications of the theories for ecological problem-solving. For example, students will critically evaluate competing theories on succession and consider the implications of each for restoration ecology and conservation biology. Quantitative methods for developing and analyzing ecological models will be emphasized along with integrative approaches, such as stable isotope analysis, spatial analysis using geographic information systems, and mathematical models, for testing predictions of ecological theory. Upon completion of the course, students will be able to address ecological hypotheses at various scales using multiple lines of evidence, critically evaluate current ecological research, and discuss recent advances in the field.

BIOL 7478: Molecular and Microbial Approaches to Pathogenesis

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program and BIOL 3340K, or permission of the graduate program coordinator.

This course focuses on host-pathogen interactions with emphasis on the molecular mechanisms of pathogenesis. Special emphasis will be placed on the various strategies used by microorganisms for attachment, invasion and evasion of host defenses to cause diseases. Recent developments in molecular biology, microbiology, and host cell biology will be discussed.

BIOL 7500: Current Topics in Integrative Biology Seminar

1 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program.

Students will be assigned selected related topics that are of current interest and integrative in nature. Each student will read and critically analyze the appropriate literature and deliver a seminar, and will be expected to participate in thoughtful discussion during seminar presentations.

BIOL 7634: Cell Signaling

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program and BIOL 3300, CHEM 3500, or permission of the graduate program coordinator.

This course will introduce students to a selection of signal transduction pathways and explore their function in the regulation of cellular processes, development, adaptation, and sensory response. General topics will include receptor-ligand complexes, signal generators, signal cascades and signal networks. Specific topics will include guanylate and adenylate cyclases, G-protein linked receptors, kinases and phosphatases, hormone receptors, nitric oxide pathways, applications in feedback regulation, development and pharmacology.

BIOL 7638: Computational Biology

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program and BIOL 3300, MATH 2202, or permission of the graduate program coordinator.

Computational Biology introduces mathematical techniques used in molecular, cellular, organismal, and population biology. Methods appropriate to modeling and analysis of data from a variety of organizational levels are studied. The course includes some material from molecular bioinformatics and statistics, but is focused on modeling, simulation and network analysis. Introductory modules introduce representation of biochemical and genetics systems at the molecular level, and move to cellular feedback systems in metabolism and related concepts from higher organizational levels such as biomechanical modeling and predator-prey analysis.

BIOL 7950: Directed Study

1-4 Credit Hours

Prerequisite: Admission to a graduate program and permission of program coordinator.

The course content is a concentrated investigation of selected, advanced topics, which may include original research projects. The course content will be determined jointly by the instructor and the student.

BIOL 7990: Research for Master's Thesis

1-9 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Integrative Biology program.

Research and thesis writing while enrolled for a master's degree under the direction of faculty members.

BIOL 7999: Master's Thesis Defense

1 Credit Hours

Prerequisite: Graduate Status and permission of the program director

This course provides the capstone experience for students pursuing thesis research and writing while enrolled in the Master of Science in Integrative Biology (MSIB) degree program. The final and central requirement for awarding the MSIB degree is the independent completion of a substantial and original research project.

Successful completion of this requirement is demonstrated through the production of a thesis, describing the research project and its results, and the defense of that thesis to the voting members of the student's faculty Thesis Committee. The quality of the thesis document and the defense are evaluated by the Thesis Committee to determine if the student has successfully completed this final requirement for the MSIB degree.

BED 6421: Pedagogical Content Knowledge for Biology I

2 Credit Hours

Prerequisite: Admission to MAT Biology program

Teacher candidates will be introduced to various methods and styles for teaching introductory Biology. The goal of this course is to focus on knowing the learner. This will be achieved by practicing the fundamentals of lesson planning, assessment, inquiry-based activities, and analysis of data/research about student learners. Finally, candidates will learn the importance and the practical application of sound safety practices in the classroom and laboratory settings.

BED 6422: Pedagogical Content Knowledge for Biology II

2 Credit Hours

Prerequisite: BED 6421

Corequisite: BED 6650

Teacher candidates will plan and implement various lessons (examples include cross-cutting discipline based, problem based, technology based, culturally relevant) that are developmentally appropriate for the learner. Candidates will use available student data and research-based literature and theory to help guide their lesson planning. Candidates will critically reflect upon their work using videos, journals, and discussions.

BED 6423: Pedagogical Content Knowledge for Biology III

2 Credit Hours

Prerequisite: BED 6422

Corequisite: BED 6660

Teacher candidates will continue to plan and implement various assessments while also learning how to modify their lessons based upon student performance. Candidates will learn how to help their students develop scientific evidence-based arguments and skills that differentiate science from pseudoscience. Finally, candidates will broaden their learning environment to include those stakeholders that are outside of the immediate classroom setting.

BED 6650: Yearlong Clinical Experience I (Biology)

4 Credit Hours

Prerequisite: BED 6421, issued pre-service certificate; admission to yearlong clinical experience; educator ethics assessment eligibility; GACE biology content exam.

Corequisite: BED 6422, INED 6411, INED 6422, EDUC 6610

This course is the first semester of an intensive and extensive co-teaching yearlong clinical experience in Biology Education. Under the guidance of a collaborating teacher and university supervisor, and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars.

Note Proof of liability insurance is required.

BED 6660: Yearlong Clinical Experience II (Biology)

5 Credit Hours

Prerequisite: BED 6650

Corequisite: BED 6423, INED 6412, INED 6423

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a full-time teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement.

CTS 9900: Career Transition Strategies

3 Credit Hours

Prerequisite: BRM 9205, and BRM 9203, and (ACCT 9901 or IS 9901 or MGT 9901 or MKTG 9901)

The purpose of the Career Transition Strategies course is to prepare students for their careers as scholarly academic faculty members. The course is organized around four main themes: 1) Understanding the academic recruitment process, 2) Developing effective teaching strategies, 3) Publishing in peer-reviewed journals, and 4) Balancing teaching, research and service demands.

GBA 7241: Experiencing Business in a Global Environment

6–9 Credit Hours

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

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

GBA 7005: Team Development and Orientation Residency.

6 Credit Hours

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

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

GBA 7036: Best Practices Residency

4 Credit Hours

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

GBA 7040: Decision Making and Professional Development

9 Credit Hours

Prerequisite: GBA 7030

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

BLAW 7310: International Law

3 Credit Hours

Prerequisite: Admission to the Coles MBA or MAcc program.

This course examines the international legal system and alternative means of international dispute resolution. It covers laws that determine when and under what conditions companies can do business abroad. Cases and debate are used to explore the dynamics of business relationships in an international setting.

BLAW 7320: Cyberlaw

3 Credit Hours

Prerequisite: Admission to the Coles MBA or MAcc program.

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

BLAW 7330: Intellectual Property Law

3 Credit Hours

Prerequisite: Admission to the Coles MBA or MAcc program.

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

BLAW 7340: Business Negotiation

3 Credit Hours

Prerequisite: Admission to the MAcc program or ACCT 7000 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 7350: Managing in the Legal Environment

3 Credit Hours

Prerequisite: Admission to the Coles MBA or MAcc program.

This course examines how managers can navigate the legal and ethical environment of business. It teaches future managers how to use the law and ethics to grow and distribute value by recognizing the role of law and ethics in business management. The course demonstrates practical examples of strategic use of the law and ethics toward positive business solutions. Students will practice these strategies through Build-a-Business Activities throughout the semester.

BLAW 7900: Special Topics in Business Law

3 Credit Hours

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

Selected contemporary topics in business law of interest to faculty and students. This course is repeatable.

BRM 9102: Business Research Design and Analysis

3 Credit Hours

Prerequisite: (ACCT 9001 and ACCT 9002) or (IS 9001 and IS 9002) or (MGT 9001 and MGT 9002) or (MKTG 9001 and MKTG 9002), and BRM 9201

This course provides an overview of survey designs and selected quantitative research methods. Several components of the research process will be explored as they relate to the application of appropriate multivariate statistical methods. Students apply the methods to empirical databases and learn how to interpret the results.

BRM 9201: Research Methods and Basic Data Analysis

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration or Post-Master's Certificate in Business Research Methods

This course develops skills for designing a research study and basic data analysis. Topics include an understanding of major types of research designs such as surveys, experiments, archival, and qualitative methods. Basic univariate statistical techniques will be covered for understanding the sample, preparing the data for analysis, and conducting two group hypothesis tests. Students will use actual data to perform the empirical analysis and interpret the results.

BRM 9202: Analysis of Variance Designs

3 Credit Hours

Prerequisite: BRM 9201

This course develops skills in utilizing appropriate techniques for analyzing data related to tests of differences between more than two groups for single and multiple dependent variables. The course covers analysis of variance (ANOVA) and multivariate analysis of variance (MANOVA). Factorial designs, interaction effects, and analysis of covariates are also covered in this course. The course will introduce students to techniques analyzing simple relationships such as correlations and simple regression. Students will use actual data to perform the empirical analysis and interpret the results.

BRM 9203: Qualitative Research Methods

3 Credit Hours

Prerequisite: BRM 9201

This course offers an opportunity for doctoral students to broaden their research skill sets by understanding and experiencing the practice of qualitative inquiry. We will examine a wide variety of qualitative methods in several business disciplines and discuss design, implementation, and writing. The qualitative research skills developed in this course will supplement the quantitative methods skills developed in the PhD Program, thus enhancing students' abilities to conduct mixed-methods research.

BRM 9204: Regression Analysis

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration or Post-Master's Certificate in Business Research Methods

Courses that may be taken concurrently: BRM 9201

This course develops skills in utilizing multiple regression analysis focusing on ordinary least squares regression and logistic regression. The course will cover various topics in regression ranging from assumptions to interpretation, advanced diagnostics such as multicollinearity, serial correlation and heteroscedasticity, endogeneity, two-stage analysis, panel data analysis, and interaction effects. Issues unique to logistic regression will also be covered. Students will use actual data to perform the empirical analysis and interpret the results.

BRM 9205: Advanced Business Research Analysis

3 Credit Hours

Prerequisite: BRM 9201 and BRM 9204 and (Admission into the PhD in Business Administration or Post-Master's Certificate in Business Research Methods)

Courses that may be taken concurrently: BRM 9202

This course covers advanced statistical methods for analyzing quantitative data from empirical studies. Students extend research ideas from the first quantitative course and explore how advanced analytical software enables them to assess the measurement characteristics of variables, constructs, and relationships based on covariance analysis. Topics include application of exploratory and confirmatory factor analysis (CFA) to develop valid and reliable constructs and to examine and improve measurement aspects of questionnaires.

CHEM 5010: Medicinal Chemistry

3 Credit Hours

Prerequisite: Graduate level standing or permission of the instructor.

This course covers fundamentals of pharmacology such as drug discovery/development and pharmacokinetics, with emphasis given to the role of chemistry and biochemistry in these areas. A main focus of the course is how drugs function at the molecular level. Examples are chosen from drugs that target enzymes, receptors, and DNA.

Note This course may be cross-leveled with CHEM 3010.

CHEM 5400: The Teaching and Learning of Chemistry

3 Credit Hours

Prerequisite: A grade of "C" or better in CHEM 1212 and 1212L.

An introduction to the methods of effective chemistry teaching in both the classroom and laboratory settings. Current chemical education research literature on topics such as theories of teaching, active learning strategies, misconceptions, multiculturalism, laboratory design, demonstrations, and assessment is introduced and discussed. Primary focus of the course is the application of content and pedagogical knowledge to the practice of teaching chemistry.

CHEM 5700: Environmental Chemistry

3 Credit Hours

Prerequisite: CHEM 3361 or equivalent

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 are discussed. This course is for MAT, M.Ed. and Ed.S. (middle grades education) students only.

Note This course may be cross-leveled with CHEM 3700.

CHEM 5800: Forensic Analytical Chemistry

3 Credit Hours

Prerequisite: 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.

Note This course may be cross-leveled with CHEM 3800.

CHEM 6110: Advanced Topics in Inorganic Chemistry

3 Credit Hours

Prerequisite: Admission and Enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

A survey of recent advances in the field of inorganic chemistry and fundamental theories concerning atomic and molecular structure, group theory and symmetry, coordination chemistry, and molecular spectroscopy etc.

CHEM 6310: Advanced Topics in Analytical Chemistry

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

An overview of both recent and fundamental developments of instrumentation and techniques that are revolutionizing the field of analytical chemistry.

CHEM 6420: Identification of Organic Compounds

3 Credit Hours

Prerequisite: Admission and Enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

Advanced study of common spectrometric techniques for identifying organic compounds. Emphasis on interpretation of data obtained from Infrared Spectroscopy (IR), Mass Spectrometry and Nuclear Magnetic Resonance (NMR), including two-dimensional NMR.

Note This course may be cross-leveled with CHEM 4420.

CHEM 6430: Advanced Topics in Organic Chemistry

3 Credit Hours

Prerequisite: Admission and Enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

Advanced topics in organic chemistry as may fit the needs and interests of the students and faculty. Such topics might include synthesis and/or stereochemistry, mechanism, physical organic chemistry, organometallic chemistry and heterocycles.

CHEM 6440: Polymer Chemistry

3 Credit Hours

Prerequisite: Admission and Enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

Advanced study of polymer synthesis, characterization, and instrumentation. Areas in polymer science that may be discussed include self-assembled systems, biomaterials, conductive polymers, and product innovation.

Note This course may be cross-leveled with CHEM 4440

CHEM 6510: Advanced Topics in Biochemistry

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

Advanced topics in biochemistry as may fit the needs and interests of the students and faculty. Such topics might include structure and function of biological molecules, metabolic processes, enzyme kinetics and mechanism, regulation, or binding interactions.

Note This course may be cross-leveled with CHEM 4510.

CHEM 6620: Advanced Topics in Physical Chemistry

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

Advanced topics in physical chemistry with emphasis in such areas as biophysical chemistry, reaction dynamics and kinetics, statistical mechanics, quantum mechanics, molecular spectroscopy, and computational chemistry.

CHEM 6730: Assessment Practices in Chemistry

3 Credit Hours

Prerequisite: Admission to the MS in Chemistry or the MAT in Chemistry program.

This course is designed to cover both the theory and practice of assessments in chemistry. Emphasis will cover both traditional, multiple choice or short answer assessments as well as alternative assessment techniques. The theory presented will focus on the design of traditional assessments and the rationale for considering alternative assessments. Practical considerations will include the design, implementation, and evaluation of assessments to be used in a chemistry classroom.

CHEM 6750: Advanced Topics in Chemical Education

3 Credit Hours

Prerequisite: Graduate student standing.

This course is intended to acquaint the student with the literature findings on active learning strategies in chemistry, including their benefits, weaknesses, and situations under which they should be exercised. Particular focus will be on the analysis of the research in this field and the application of such knowledge to the construction of curriculum that embodies the features of the instructional approaches under study.

CHEM 7000: Research Skills and Ethics

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Chemical Sciences degree program.

This course offers an exploration of the process and practice of research skills and ethics needed by a professional scientist. Students will be exposed to basic safety and ethical issues involved in doing and reporting scientific research. Topics include an introduction to resources and methods for searching the chemical literature, univariate and multivariate techniques for analyzing laboratory data, writing grant proposals and scientific reviews, and the proper use of a laboratory notebook.

CHEM 7100: Graduate Seminar

1 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Chemical Sciences degree program.

Students will be exposed to current scientific literature and emerging research through regularly scheduled seminars. Attendance and participation in the seminar will prepare students to critically examine scientific literature in order to successfully apply their content knowledge to future research endeavors.

CHEM 7300: Synthetic Methods

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

This course will provide a background in the fundamental methods of synthesis, focusing on applications in the broad fields of organic, inorganic, bioinorganic, and organometallic chemistry. Topics may include: tactics of carbon-carbon bond formation, oxidations, reductions, and other functional group transformations; strategies and tactics for stereochemically asymmetric synthesis; and supporting discussions of synthetic design, molecular structure, and reaction mechanisms.

CHEM 7500: Chemical Biology

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

This course provides a foundational experience in chemical biology for students in the MS in Chemical Sciences. Topics covered will include the broad array of the interdisciplinary field of chemical biology, covering areas such as biomacromolecular synthesis, structure and function, molecular biology, molecular recognition and binding, kinetics and catalysis, proteomics and molecular evolution.

CHEM 7600: Physical and Analytical Methods

3 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Chemical Sciences degree program or permission of the program director or chair.

This course provides a graduate-level review of modern analytical and physical methods with emphasis on spectrochemical methods, separations, qualitative and quantitative determinations, and use of computational tools to obtain and interpret data.

CHEM 7900: Special Topics

1-9 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic.

Note: This course is repeatable, and letter graded.

CHEM 7950: Directed Study

1-9 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature.

Note The content will be determined jointly by the instructor and the student. This course is repeatable, and letter graded.

CHEM 7990: Research for Master's Thesis

1-9 Credit Hours

Prerequisite: Admission and enrollment in the Master of Science in Chemical Sciences degree program.

Research and thesis writing while enrolled for a master's degree under the direction of faculty members.

Note 1-9 variable credit hours; maximum credit applicable toward degree, 16 hours; repeatable for maximum 34 hours credit.

CHEM 7999: Master's Thesis Defense

1 Credit Hours

Prerequisite: Graduate Status and permission of the instructor and program director

This course provides the capstone experience for students pursuing thesis research and writing while enrolled in the Master of Science in Chemical Sciences (MSCB) degree program. The final and central requirement for awarding the MSCB degree is the completion of a substantial and original independent research project. The successful completion of this requirement is demonstrated through the production of a thesis, describing the research project and its results, and the defense of the project to the voting members of the student's faculty Thesis Committee. The quality of the thesis document and the defense are evaluated by the Thesis Committee in order to determine if the student has successfully completed this final requirement for the MSCB degree.

CHED 6416: Teaching of Chemistry

6 Credit Hours

Prerequisite: EDUC 6100, EDUC 6100L, admission to MAT Chemistry program, permission of the instructor.

An examination and application of learning theories, curricular issues, instructional design and assessment strategies for teaching middle and secondary school chemistry in diverse classrooms. Candidates develop initial competencies for establishing a well-managed, productive learning environment, applying science content knowledge to the task of teaching adolescents, and promoting an understanding of the nature of science through inquiry-based instruction. Emphasizes practices supported by science education research and endorsed by the NSTA. Proof of professional liability insurance is required prior to receiving school placements in the co-requisite practicum.

CHED 6417: Teaching of Chemistry (6-12) Practicum

3 Credit Hours

Prerequisite: CHED 6416

Middle and secondary school field experience in teaching chemistry with concurrent seminars. Proof of professional liability insurance is required prior to school placements.

CHED 6421: Pedagogical Content Knowledge for Chemistry I

2 Credit Hours

Prerequisite: Admission to MAT Chemistry program

Teacher Candidates will be introduced to various methods and styles for teaching introductory chemistry. The goal of this course is to focus on knowing the learner. This will be achieved by practicing the fundamentals of lesson planning, assessment, inquiry-based activities, and analysis of data/research about student learners. Finally, candidates will learn the importance and the practical application of sound safety practices in the classroom and laboratory settings.

CHED 6422: Pedagogical Content Knowledge for Chemistry II

2 Credit Hours

Prerequisite: CHED 6421

Corequisite: CHED 6650

Teacher candidates will plan and implement various lessons (examples include cross-cutting discipline based, problem based, technology based, culturally relevant) that are developmentally appropriate for the learner. Candidates will use available student data and research-based literature and theory to help guide their lesson planning. Candidates will critically reflect upon their work using videos, journals, and discussions.

CHED 6423: Pedagogical Content Knowledge for Chemistry III

2 Credit Hours

Prerequisite: CHED 6422

Corequisite: CHED 6660

Teacher candidates will continue to plan and implement various assessments while also learning how to modify their lessons based upon student performance. Candidates will learn how to help their students develop scientific evidence-based arguments and skills that differentiate science from pseudoscience. Finally, candidates will broaden their learning environment to include those stakeholders that are outside of the immediate classroom setting.

CHED 6475: Teaching of Chemistry (6-12) Practicum II

6 Credit Hours

Prerequisite: CHED 6416 and CHED 6417

Full-time teaching experience in chemistry under the supervision of a middle or high school mentor teacher and a college science education supervisor. Includes regularly scheduled seminars. Proof of professional liability insurance is required prior to receiving a school placement.

CHED 6650: Yearlong Clinical Experience I (Chemistry)

4 Credit Hours

Prerequisite: CHED 6421; issued pre-service certificate; admission to Yearlong Clinical Experience; Educator Ethics Assessment eligibility; completion of GACE chemistry content test.

Corequisite: CHED 6422, INED 6411, INED 6422, EDUC 6610

This course is the first semester of an intensive and extensive co-teaching yearlong clinical experience in Chemistry Education. Under the guidance of a collaborating teacher and university supervisor, and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars.

Note Proof of liability insurance is required.

CHED 6660: Yearlong Clinical Experience II (Chemistry)

5 Credit Hours

Prerequisite: CHED 6422

Corequisite: CHED 6423, INED 6412, INED 6423

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a full-time teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement.

CHED 9900: Dissertation

1-9 Credit Hours

Prerequisite: 12 hours of graduate level research courses and admission to the Ed.D. Secondary Education program with a concentration in Chemistry

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. Course may be repeated as necessary.

Prerequisite: Twelve hours of graduate research study and admission to Ed.D. Secondary Education program with a concentration in Chemistry.

CHEM 7720: Cross-Cutting Concepts in Chemistry

3 Credit Hours

Prerequisite: Admission to Ed.S. or Ed.D. in Secondary Chemistry Education program

Teachers enrolled in this course will explore the interdisciplinary nature of a topic in chemistry by examining how cross-cutting concepts are examined, measured, and tested in chemistry. The cross-cutting concepts investigated will include at least one of the following: patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change.

CHNS 7702: Chinese Linguistics

3 Credit Hours

Prerequisite: Admission to the MAT program in Foreign Languages.

This course is a study of the most important aspects of Chinese linguistics, including the history of the language, linguistic reform, phonology, script, morphology, and syntax. This course will also examine classical and literary languages, modern standard language, and major dialects. Course taught primarily in Chinese.

CHNS 7704: Chinese Pedagogical Linguistics

3 Credit Hours

Prerequisite: Admission to the MAT in Foreign Languages.

This course explores teaching and learning Chinese as a foreign language. Students will study major aspects of Chinese language and develop teaching strategies. Students will also examine the most commonly used textbooks and study computer-assisted language teaching and learning. Course taught primarily in Chinese.

CHNS 7712: Chinese Civilization and Traditions

3 Credit Hours

Prerequisite: Admission to the MAT program in Foreign Languages.

This course explores Chinese civilization and traditions in pre-modern, modern and contemporary times, including cultural and political movements as well as economic development. Course taught in Chinese and English.

CHNS 7714: Topics in Chinese Culture

3 Credit Hours

Prerequisite: Admission to the MAT in Foreign Languages.

This course analyzes selected aspects of Chinese culture, such as painting, calligraphy, seal engraving, music, theater, gardening, architecture, martial arts, qigong, and medicine. Course taught in Chinese.

CHNS 7722: Masterpieces of Chinese Literature

3 Credit Hours

Prerequisite: Admission to the MAT program in Foreign Languages.

This course is a study of the most important works of Chinese literature from ancient times to the early twentieth century. The selected works represent China's literary traditions, major genres, and literary techniques. Emphasis is given to textual analysis and the relationship between literary texts and Chinese language. Course is taught primarily in Chinese.

CHNS 7724: Chinese Literature and Film since 1978

3 Credit Hours

Prerequisite: Admission to the MAT in Foreign Languages.

This is a study of Chinese literature and film from 1978 to the present. It explores representative works of various literary trends. Emphasis will be given to the relationship between literary themes and sociocultural changes and developments. Course taught Chinese and English.

CE 6003: Probabilistic Analysis and Reliability in Civil Engineering

3 Credit Hours

Prerequisite: Approval of advisor.

Introduction to probability modeling and statistical analysis in civil engineering. Emphasis is on the practical applications of common probability models used in civil engineering. This course focuses on the application of statistical reasoning and is project-based.

CE 6101: Finite Element Analysis

3 Credit Hours

Prerequisite: CE 3201 (or equivalent) or approval of instructor.

Introduction to the use of finite element methods in structural analysis; the finite element formulation; 1- and 2-D elements; isoparametric elements; axisymmetric analysis; plate and shell elements; dynamics, buckling, and nonlinear analysis. Discuss the fundamental concepts of the Finite Element Method. Apply the basic properties, behavior and usage of different types of finite elements. Prepare FE models and solve typical Civil Engineering problems using FEM. Interpret and evaluate the quality of the results of FE simulations.

CE 6102: Structural Dynamics

3 Credit Hours

Prerequisite: CE 3201 (or equivalent) or approval of instructor

Analysis of the dynamic response of structures and structural components to transient loads and foundation excitation; single-degree-of-freedom and multi-degree-of-freedom systems; response spectrum concepts; structural response to earthquakes, design criteria, and seismic safety. Estimate the fundamental natural frequency of simple structures. Determine the vibration characteristics of simple systems. Determine the resonance response of systems. Determine dynamic response of simple structures under a general forcing function. Use response spectra for earthquake loading. Investigate multiple-degrees of freedom systems. Model simple systems for earthquake analysis.

CE 6103: Prestressed Concrete Design

3 Credit Hours

Prerequisite: CE 3201 or equivalent

AISC design procedures for steel beams, joints, girders, columns, base plates and connections.

CE 6104: Deep Foundations: Driven Piles and Drilled Shafts

3 Credit Hours

Prerequisite: CE 3701 and CE 4105 (or equivalent), or approval by instructor

An advanced study of analysis and design of various foundation systems. Subjects include footings, piles, piers, caissons, retaining walls, and anchors. Topics include slope stability of embankments and dams, the applications of geotechnical reports and in-situ tests.

Design shallow and deep foundation systems

Design retaining walls

Design anchor systems

Investigate slope stabilities

CE 6105: Ground Improvement

3 Credit Hours

Prerequisite: CE 3701 (or equivalent) or approval of instructor

A study of various soil improvement techniques for construction projects. Subjects include geosynthetics, admixtures, grouting methods, along with engineering properties of materials used in soil stabilizations.

Investigate and discuss alternative soil improvement methods satisfying the project requirements

Investigate and discuss the civil engineering design practices using the probability models

CE 6107: Design of Steel Structures

3 Credit Hours

Behavior and design of structural members and connections using Load and Resistance. Factor Design (LRFD) methods; mechanical properties of structural steel; design of tension members, compression members, beams and beam-columns; typical shear and moment connections, welded and bolted; and steel joist design.

CE 6133: Design of Timber and Masonry Structures

3 Credit Hours

Prerequisite: CE 3201 or equivalent

The course introduces the design of wood and masonry structures. The course will cover the topics such as the determination of horizontal and vertical loads, horizontal and vertical load-resisting systems, the design of horizontal diaphragms, and bolted and nailed connections.

CE 6143: Advanced Structural Analysis

3 Credit Hours

Prerequisite: CE 3201 or equivalent

Analysis of indeterminate structures by the matrix force and displacement methods; Wind load calculation; Seismic load calculation; Introduction to lateral force resisting systems; Introduction to stability and collapse analysis of structural systems; Use of digital computers in structural analysis.

CE 6201: Transportation Planning

3 Credit Hours

Prerequisite: CE 4177 or approval of instructor

Introduction to urban transportation planning, travel characteristics, demand forecasting techniques, corridor studies, traffic impact studies, and public transit planning and operations.

Explain the classic four-step process to forecast travel demand understand their strengths and weaknesses

Understand the main concepts that describe traffic flow and methods of measurement, and calculate the performance measures needed to carry out the appropriate analysis.

Understand the key principles of geometric and pavement design and be familiar with important components of the road system.

Note This course may be cross-leveled with CE 8201

CE 6202: Advanced Highway Design and Traffic Safety

3 Credit Hours

Prerequisite: CE 4177 or approval of instructor

Providing a safe and efficient transportation system for all users is the primary objective of federal, state, and local transportation agencies throughout the nation. Better highway design practices have been proven to be the most efficient approach to "safer roads". This advanced highway design and traffic safety class is intended to provide the fundamentals of highway design and operation, human factors and vehicle characteristic and how they interact with the roadway, and highway safety analysis and different statistical techniques employed in the analysis.

Design different highway facilities and apply relevant highway design standards

Analyze crash and traffic data employing the appropriate statistical techniques

Conduct traffic safety studies, identify high-accident locations, and propose crash countermeasure and potential engineering solutions.

CE 6203: Advanced Bituminous and Concrete Materials

3 Credit Hours

Prerequisite: CE 3501 or approval of instructor

An advanced study on properties of aggregates, asphalt binder, Portland cement. Focuses on analysis and designs of hot-mix asphalt, and Portland cement concrete. Subjects include aggregate grading and blending, rheology of bituminous materials, chemical reactions and micro-structure of Portland cement concrete. Mixture designs, characterization, and special types of mixes will be included as well. Design hot-mix asphalt mixture satisfying the project specific requirements
Design Portland cement concrete mixtures satisfying the project specific requirements

CE 6204: Bituminous and Concrete Materials

3 Credit Hours

Prerequisite: CE 3501 (or equivalent), or approval of advisor

Advanced analysis, behavior, performance, and structural design of highway and airport pavements. This course focuses on mechanistic characterization of pavement structures and on the approaches used to characterize existing structures for the purpose of rehabilitation. Subjects include advanced materials characterization, mechanistic modeling, nondestructive testing, and pavement rehabilitation, Airport pavement design and rehabilitation are also included.
Design flexible pavement
Design rigid pavement
Design overlays on deteriorated pavements

CE 6302: Advanced Air Pollution Management and Control

3 Credit Hours

Prerequisite: Admission to program and CE 3702 or equivalent

Fundamental concepts of air pollution. Emission sources, atmospheric dispersion, ambient concentrations, adverse effects, governmental regulations, emission standards, air-quality standards, processes and equipment for controlling emissions

To explain the structure and composition of atmosphere and determine the properties of gases and aerosols.

To explain the atmospheric, health and welfare effects of air pollution.

To calculate the kinetics and equilibrium of gas phase reactions in combustion systems and in the atmosphere.

To explain the scales of air motion, to determine the atmospheric stability and to calculate air dispersion.

To describe the principles of gaseous and particulate monitoring systems

To describe air regulations

To explain air resources topics to the professional society and general public

To design remediation processes for treatment of air

CE 6303: Water Resources Management

3 Credit Hours

Prerequisite: CE 3343 or approval of instructor

This course provides an introduction to water resources engineering and management, with an emphasis on water resources protection and water supply.

Course content addresses technical aspects as well as the legal, regulatory and policy aspects of water resources management. Topics include surface water hydrology and watershed protection, development of water supplies, conjunctive use of groundwater and surface water, management of reservoirs and rivers, the role of probability and statistics, systems analysis techniques, and planning of water resources projects.

CE 6304: Advanced Hydraulics

3 Credit Hours

Prerequisite: ENGR 3343 or approval of instructor

This course covers applications in pipe and open channel flow and hydraulic structures. Unsteady flow in pipes. Water hammer. Hydraulics of sediment transport. Spillway and design of small dams.

Analyze transient flow in pressure pipe

Analyze sedimentation and sediment transport phenomena

Apply principles of hydraulics for energy generation

Design spillways

Analyze and design energy dissipaters stilling basins

Analyze water quality data and interpret the water quality conditions in any waterways

Solve problems in groundwater hydrology using principles of hydraulics

Understand the issues of water planning and management

Apply basic principles of hydraulics and hydrology in urban water resources and environmental projects

Recognize the importance of incorporating the concept of sustainability in various water resources engineering design projects

Evaluate the economic impacts of water resource alternatives

Enhance student's awareness of current water resources and environmental issues

CE 6333: Advanced Hazardous Waste Engineering

3 Credit Hours

Prerequisite: CE 3702 or equivalent

The course outlines the classification of hazardous wastes; Resource Conservation and Recovery Act regulations; characteristics and behavior of toxic organics; superfund; soil and groundwater contamination. This course covers hazardous waste site remedial action; case histories; sampling; and landfill design. Stabilization and processing technologies, including incineration, carbon adsorption, emerging techniques are also discussed.

CE 6343: Solid Waste Management and Engineering

3 Credit Hours

The course discusses the advanced topics on solid waste treatment, storage, disposal, and control processes. Detailed design and regulatory requirements of solid waste landfills and other solid waste management facilities are also covered.

CE 6401: Master's Thesis

1-6 Credit Hours

Prerequisite: Approval of instructor

Independent study using a recognized research method.

CE 6433: Hydraulic Principles and Applications in Civil Engineering

3 Credit Hours

The course applies principals of fluid mechanics to the design and analysis of hydraulic systems. The course emphasizes open channel flow and addresses topics of interest to the Civil Engineer. Topics include hydraulic grade line calculations, pump design, culvert analysis and design, based flood elevation studies using HEC-RAS, non-uniform flow, gutters and inlets, water distribution, open channel design.

CE 6533: Computational Geotechnical Engineering

3 Credit Hours

Prerequisite: CE 3701 or equivalent

After brief review of drained and undrained shear strength of soils under transitional triaxial compression testing, the advanced topics to be covered in shear strength will include modified Mohr-Coulomb diagrams, including p-q diagrams, stress paths, triaxial extension and triaxial compression tests, and drained and undrained failure at principle stress difference versus principal stress ratio. In consolidation, the components of settlement and the effect of submergence on ultimate consolidation settlement will be covered.

CE 6603: Transportation Engineering

3 Credit Hours

Prerequisite: ENGR 3305 or equivalent

Significance of highway transportation to the economy and society, road vehicle performance, geometric design of highways, pavement design, traffic flow and queuing theory capacity and level of service analysis.

CE 6613: Highway Design and Construction

3 Credit Hours

Prerequisite: CE 4177 or equivalent.

This course addresses the challenges facing engineers when designing and constructing highways with an emphasis on safety and efficiency.

CE 6633: Highway Pavement Engineering

3 Credit Hours

Prerequisite: (CE 3201 and CE 3701) or equivalent

A study of the methods used to determine thickness and composition of the components of both flexible and rigid highway pavements. Class work will also include paving materials, drainage systems, pavement distresses, and maintenance & rehabilitation. Standard techniques and computer software, the Asphalt Institute and AASHTO will be utilized in pavement thickness design.

CE 6683: Inelastic Behavior of Pavement Materials

3 Credit Hours

Introduction of theories in applied mechanics that govern the inelastic behavior of pavement materials. The topic areas will include linear and nonlinear viscoelasticity and continuum damage mechanics.

CE 6900: Special Topics in CE

3 Credit Hours

Exploration of a specifically designed topic or theme in Civil Engineering that meets the graduate level course requirements.

CE 8201: Advanced Transportation Planning

3 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering, Ph.D.

This course focuses on urban travel characteristics and activity analysis, travel demand and supply analysis, transportation system and project evaluation, and program and project implementation strategies. Principle topics covered in this course may include: Decision Oriented Transportation Planning (DOTP), Travel-Demand Forecasting, and Benefit Cost Analysis. Note: Students who receive credit for CE 8201 cannot then enroll in CE 6201 for credit.

Note This course may be cross-leveled with CE 6201

EDCO 7010: Introduction to Coaching

3 Credit Hours

This is the first of the three courses in the Coaching Endorsement sequence. This course focuses on developing a knowledge base for coaching that is framed within an organization's mission, vision, beliefs, and goals, and that is focused on performance criteria. Candidates develop skills in personal assessment; feedback techniques; collaboration; written, verbal, and non-verbal communication; and ethical behavior. Learning is supported by field-based practice that provides context for addressing the needs of various groups of learners and educators.

EDCO 7020: Using Data for Coaching

3 Credit Hours

Prerequisite: EDCO 7010

This course focuses on assessing the effectiveness of coaching on teaching, learning, and cultural context and is based on performance criteria. Candidates develop skills in identifying and implementing assessment tools, utilizing effective listening and questioning techniques, and analyzing and communicating assessment results. Learning is supported by field-based practice that provides context for addressing the needs of various groups of learners and educators.

EDCO 7030: Applied Coaching: Developing, Implementing, and Maintaining a Coaching Plan

3 Credit Hours

Prerequisite: EDCO 7010 and EDCO 7020

In this course, candidates will apply their knowledge, skills, and dispositions in coaching in real settings. More specifically, they will develop, maintain, and implement an effective coaching plan. Forty percent of this course is a field work practicum in which the coaching candidate will develop goals and a plan to achieve them in collaboration with a coach.

COM 5100: Survey of Digital and Social Media Concepts

3 Credit Hours

This course examines theory and concepts relevant to social media. Along with emerging digital and social media theory, this course also explores the connection between foundations of media and communication as they apply to current situations, techniques, and trends. Students produce graduate-level research that expands the scholarly discourse in this area.

COM 5200: Digital Media Law

3 Credit Hours

Prerequisite: Admission to certificate program or permission of the instructor.

This course provides an in-depth examination of the existing legal structure within which digital and social media operates, and the antecedent statutory and case law through which this structure has evolved. This course also addresses ethical concepts and considerations surrounding digital and social media. This course focuses on the First Amendment as it applies to free speech and the media, specific to online content.

This course introduces students to different legal issues such as libel, disruptive speech, invasion of privacy, and copyright. It also teaches about different approaches to the First Amendment and how far freedom of speech and of the press goes in different legal scenarios. As a graduate course, students read several cases involving digital and social media. Students analyze texts and discuss the implication of law from theoretical and practical perspectives.

COM 5410: Digital Publication Design

3 Credit Hours

Prerequisite: Acceptance to KSU graduate-student status.

This course explores the nature and role of publication design through a study of visual communication theory; historical development of design; use of color, photography and graphics; and the use of design software and tools, including cloud computing and Drop Box. Students learn to exercise control over messages through coordination of text, images, and strategic design. Graphic design software (Adobe Creative Suites InDesign and Photoshop) and other online tools are used to develop an understanding of visual communication strategies and skills to create publications for communication to internal and external organizational audiences.

COM 5420: Mobile Media Technologies

3 Credit Hours

This course introduces students to concepts connected with mobile media technology and with cyberculture, such as augmented reality, immersive worlds, and mobile learning and information design. Essentially this course critiques the basic theory and usability of social networking, mobile delivery, mobile content and technology, requiring you to engage and interact online.

COM 5490: Topics in Social Media

3 Credit Hours

Prerequisite: Graduate student standing

This course offers theoretical and applied approaches to social media theory, strategies and tactics used by communication professionals. Semester topics will vary. Potential topics include: social media analytics, social media monitoring, content development, theoretical approaches to understanding social media, search engine optimization and other topics related to trends in social media and social media management. This course may be taken up to two times for a total of six credit hours.

COM 5900: Digital and Social Media Content Strategy

3 Credit Hours

Students plan and create an applied project that reflects best professional practices, theory and existing research on digital and social media. The project is shared with the professional community via social networks. Students also create a summary of supporting literature, and an implementation and evaluation plan.

COM 6100: Survey of Digital and Social Media Concepts

3 Credit Hours

Prerequisite: Admission to the Digital and Social Media Certificate program or permission from the instructor.

This course examines theory and concepts relevant to social media. Along with emerging digital and social media theory, this course also explores the connection between foundations of media and communication as they apply to current situations, techniques, and trends. Students produce graduate-level research that expands the scholarly discourse in this area.

COM 6200: Digital Media Law

3 Credit Hours

Prerequisite: Admission to the Digital and Social Media Certificate program or permission from the instructor.

This course provides an in-depth examination of the existing legal structure within which digital and social media operates, and the antecedent statutory and case law through which this structure has evolved. This course also addresses ethical concepts and considerations surrounding digital and social media. This course focuses on the First Amendment as it applies to free speech and the media, specific to online content. This course introduces students to different legal issues such as libel, disruptive speech, invasion of privacy, and copyright. It also teaches about different approaches to the First Amendment and how far freedom of speech and of the press goes in different legal scenarios. As a graduate course, students read several cases involving digital and social media. Students analyze texts and discuss the implication of law from theoretical and practical perspectives.

COM 6410: Digital Publication Design

3 Credit Hours

Prerequisite: Admission to the Digital and Social Media Certificate program or permission from the instructor.

This course explores the nature and role of publication design through a study of visual communication theory; historical development of design; use of color, photography and graphics; and the use of design software and tools, including cloud computing and Drop Box. Students learn to exercise control over messages through coordination of text, images, and strategic design. Graphic design software (Adobe Creative Suites InDesign and Photoshop) and other online tools are used to develop an understanding of visual communication strategies and skills to create publications for communication to internal and external organizational audiences.

COM 6420: Mobile Media Technologies

3 Credit Hours

Prerequisite: Admission to the Digital and Social Media Certificate program or permission from the instructor.

This course provides an overview of the development of mobile media applications as part of advancing your understanding of new media technologies. Furthermore, this course introduces students to concepts connected with mobile media technology as it relates to mobile applications. Essentially this course critiques the basic theory and usability of mobile delivery, mobile content, and mobile technology, requiring you to engage and interact online.

COM 6490: Topics in Social Media

1-3 Credit Hours

Prerequisite: Admission to the Digital and Social Media Certificate program or permission from the instructor.

This course offers theoretical and applied approaches to social media theory, strategies and tactics used by communication professionals. Semester topics will vary. Potential topics include: social media analytics, social media monitoring, content development, theoretical approaches to understanding social media, search engine optimization and other topics related to trends in social media and social media management. This course may be taken up to two times for a total of six credit hours.

COM 6670: Crisis Leadership Communication

3 Credit Hours

Prerequisite: COM 7400 or permission of the instructor

Leaders need communication skills and requisite knowledge to guide organizations through the tumultuous crises of the future. This course addresses numerous content areas, including: factors involved in decision-making under pressure; training and organizational skills in crisis management communication as a core competency; and leading in local and transboundary crises through an integrated approach for organizations with different decision-making structures, different resource commitments to crisis preparations and response, and different communication and cultural strategies.

COM 6690: Topics in Integrated Global Communication

3 Credit Hours

Prerequisite: COM 7100 or permission of the graduate director

This course offers theoretical and applied approaches to global communication from perspectives of mass media, public relations and organizational communication. Semester topics will vary. Potential topics include: communication leadership trends and strategies, media ownership, global news trends, and media's influence on people's lives.

COM 6900: Digital and Social Media Content Strategy

3 Credit Hours

Prerequisite: Admission to the Digital and Social Media Certificate program or permission from the instructor.

Students plan and create an applied project that reflects best professional practices, theory, and existing research on digital and social media. The project is shared with the professional community via social networks. Students also create a summary of supporting literature, and an implementation and evaluation plan.

COM 7100: Survey of Global Communication

3 Credit Hours

This course provides an overview of global communication, its modern development and the role of information technology; global communication law and policies; global news and information flow; global communication in transnational and global companies; global public relations; global advertising; and issues in global communication.

COM 7200: Foundations in Communication Theory and Research

3 Credit Hours

This course introduces graduate students to three elements that are crucial to success in a graduate program: understanding the role of and approaches to graduate research at KSU; appreciating the importance of the rationale employed to understand ways in which the world around us works in the context of the communication process; and exploring ways to test or make sense of that rationale.

COM 7205: Communication with Asian Partners

3 Credit Hours

Prerequisite: Admission into any KSU graduate program.

This course explores communication strategies with Asian partners in global business, political and organizational contexts. Through lectures, discussions, case studies and guest speeches, students develop a deep appreciation of intercultural sensitivity, especially when communicating with peoples of Asian cultures. Students analyze commonalities and differences in communication styles among Asian cultural groups. In particular, students develop relationship building, negotiation and conflict resolution skills with partners of Chinese, Japanese, Korean, Indian and Islamic cultural backgrounds.

COM 7300: International Public Relations

3 Credit Hours

This course examines the principles and concepts of practicing public relations globally including cultural, political and economic considerations; organizational goals and objectives; the role of traditional media; and the challenges new media technologies are bringing to public relations for corporate and government entities.

COM 7350: Principles of Strategic Communication

3 Credit Hours

Prerequisite: Admission to the Integrated Global Communication graduate program

This class examines how public relations, marketing, and advertising have adapted to address new forms of innovative communication. This course may be described as an account planning class. It will examine the research process that results in a tailored campaign strategy that communicates a brand's message.

COM 7400: Communication Research Methods

3 Credit Hours

Prerequisite: COM 7300

This course deals with analysis of types of problems, concepts, definitions, variables, methods and measurement techniques as well as interpretation of data prevalent in communication research. The purpose of this course is to guide students to conduct elementary statistics, design research and develop their own research proposals.

COM 7500: Communication for Multinational Corporations

3 Credit Hours

The ever intensified globalization has motivated and forced many business people to work cross-culturally. Intercultural communication has become an integral component for business and managerial education. Effective communication is a vital skill for everyone in business today, especially for those who work in multinational corporations. Great communicators have a distinct advantage in building successful businesses and careers. Effective intercultural business communication requires one not only to be proficient with business strategy and linguistic skills, but also to be competent with intercultural communication and multicultural negotiation capabilities. Using case studies conducted at multinational corporations across the globe, this course introduces students to the world of international business and management by studying key concepts of intercultural communication, negotiation, international trade and global team-building. Such areas as cultural and sub-cultural differences, changing organizational structures, advanced communication technologies, and verbal and nonverbal communication channels will be covered in this course.

COM 7600: Communication and Technology Seminar

3 Credit Hours

This course continues what students began learning in the global communication theory seminar. This course focuses on how technology impacts the communication process in five specific areas: public relations, advertising, political communication, citizen media, and law. It will look at the legal, social, and economic implications of technology in each of these areas. Students will be able to examine and critique technology's role in the communication field. Specifically, they will examine the role technology has on public communication.

COM 7650: Health Communication Challenges and Opportunities

3 Credit Hours

Prerequisite: Admission to the Integrated Global Communication graduate program

This course examines the principles, concepts, challenges, and opportunities of health communication in the 21st Century. It analyzes the complexity of health from interpersonal, organizational, and media perspectives. The course examines effective communication practices for different shareholders both within and external to the healthcare system. Students will evaluate the historical, cultural, political, and technological significance of modern media on health communications. They will learn to evaluate effective communication interventions or campaigns for targeted populations.

COM 7700: Integrated Global Communication Directed Study

6 Credit Hours

Prerequisite: COM 7400

Integrated Global Communication Directed Study offers students in the MAIGC opportunities to conduct individual research abroad or choose from a pool of courses offered by KSU partner institutions abroad, under the supervision of a KSU instructor of record. This course is one of the four options students may choose as part of the Summer International Experience in the MAIGC. Approval from the director of the MAIGC for all directed study projects is required. A student pursuing an individual research project must work with a MAIGC faculty member who will supervise the student's progress and provide guidance for the desired outcome of the project. Students interested in enrolling in classes offered by a KSU partner institution abroad must receive approval from the director of the MAIGC.

COM 7710: Integrated Global Communication Practicum

6 Credit Hours

Prerequisite: COM 7400

Students will work abroad or domestically for the summer term for a for-profit organization with global reach on projects with international implications. Emphasis will be placed on contrasting American and foreign culture communication traditions. Students will learn the historical background and recent contemporary backdrop to foreign country communication practices, structures, and organization.

COM 7720: Integrated Global Communication Study Abroad

6 Credit Hours

Prerequisite: COM 7400

Students may choose from among the many KSU study abroad courses offered by KSU faculty during the summer terms as one of the four options for the Summer International Experience in the MAIGC. Permission of the director of the MAIGC is required and students must work with the KSU Education Abroad Office to find KSU study abroad courses appropriate for the Summer International Experience. Students are expected to meet the expectations of the KSU instructor of record for the KSU study abroad course.

COM 7730: Integrated Global Communication Study Tour

6 Credit Hours

Prerequisite: COM 7400

This course examines public relations, organizational communication and other facets of communication integral to coordinating global communication messages across cultures in professional settings. Emphasis will be placed on contrasting American and host country communication traditions. Students will learn the historical background and recent contemporary backdrop to host country communication practices, structures and organization. Numerous examples of host country communication practices will be observed through visits to local, national, and global corporations and communication organizations. Students will hear lectures from experts in host country organizations.

COM 7900: Integrated Global Communication Capstone

3 Credit Hours

Prerequisite: COM 7700, COM 7710, COM 7720, or COM 7730

This course is the culminating experience for students in the MAIGC. Students work individually or in teams to develop either an original scholarly research project related to global communication, or an integrated global communication professional project for a client. Students meet weekly for instruction and direction with the instructor and recruit a graduate faculty member to be a reviewer/reader for the thesis/project. At the end of the course, all students present their projects in a public forum.

ACS 6810: HPC Data Warehousing and Mining

3 Credit Hours

Prerequisite: Graduate-level Admission

This course covers concepts, techniques, and applications of data warehousing and data mining. Topics discussed in this course include: dimensional modeling, extraction-transformation-loading (ETL), online analytical processing (OLAP), classification, clustering, association mining, and regression analysis. Some advanced topics in machine learning will be also be discussed in class, such as kernel machines and deep learning.

ACS 6830: HPC Modern Programming Languages

3 Credit Hours

Prerequisite: Graduate Admission in Computer Science

Students will study Python, R, Parallel Fortran, ECL, Thor, and Roxie languages. Topics will also include variable storage, control structures, linking and binding, exceptions. This course reviews the fundamental concepts of programming languages and how languages are translated for execution.

ACS 6840: HPC, Cloud, and Parallel Computing

3 Credit Hours

Prerequisite: Admission as a graduate CS student

This course will cover High Performance Computing topics including parallel computing, cluster computing, grid computing, cloud computing, and quantum computing. Also covers basics of big data analytics platform and basic program skills on HPC and ECL.

ACS 7010: Data Structures with C++

3 Credit Hours

Prerequisite: Program admission.

This course covers both linear and non-linear data structures by using an object-oriented approach, based on the notion of the Standard Template Library (STL) container classes. Modern C++ constructs is used in developing data structures and their applications.

ACS 7030: Database Systems with Java Applications

3 Credit Hours

Prerequisite: Program admission.

This course covers knowledge in database management systems, database processing, data modeling, database design, development, and implementation. Java programming language will be used to develop database applications.

ACS 7410: Parallel and Distributed Computing

3 Credit Hours

Prerequisite: ACS 7010

This course covers fundamental programming principles in the increasingly important area of shared-memory programming using OpenMP, distributed-memory programming using MPI, and data center programming using MapReduce.

ACS 7420: Algorithm Design for Big Data

3 Credit Hours

Prerequisite: ACS 7410

This course covers advanced algorithms and data structures that are scalable to big data in a distributed computing environment. Topics include MapReduce algorithm design principles, algorithms for processing big text data, algorithms for analyzing big graph, and large-scale machine learning and data mining algorithms.

ACS 7510: HPC Infrastructure

3 Credit Hours

Prerequisite: ACS 7010

This course covers hardware infrastructure and software architecture for high performance computing platforms including cluster computing platform, grid computing platform, and cloud computing platform.

ACS 8310: Data Warehousing

3 Credit Hours

Prerequisite: ACS 7030

This course covers the fundamentals of data warehousing architecture and issues involved in planning, designing, building, populating a successful data warehouse system. Topics covered in the course include requirement analysis, dimensional modeling, physical design, extraction-transformation-load (ETL) design and development, Analysis Service Online Analytical Processing (OLAP) database, data mining, and business intelligence (BI) applications.

ACS 8430: Text and Web Mining

3 Credit Hours

Prerequisite: ACS 7420

This course covers techniques of mining text and web data. Topics include text/web retrieval, text/web clustering, text/web categorization, text summarization, social network analysis, and web log mining.

ACS 8510: Large-Scale Distributed Database Systems

3 Credit Hours

Prerequisite: ACS 7410 and ACCT 7310

This course covers a distributed and non-SQL database technology designed for processing big data. Topics include data model, database architecture, and database applications.

AI 7000: Ethics in Artificial Intelligence

3 Credit Hours

As the field of artificial intelligence grows, so does the need for strong ethical guidelines. Students learn foundational ethical theories, frameworks, and origins within artificial intelligence. Using case studies and readings students explore ethical dilemmas around the collection, management, use of data, models, and algorithms, and the future of artificial intelligence. Students prepare an ethics statement. Topics include Privacy, Informed Consent, Ownership, Security, Bias, Misinformation, Data Governance and Codes of Ethics.

AI 7993: AI Capstone

3 Credit Hours

Prerequisite: CS 7267 and CS 7375

The course provides a capstone experience for Artificial Intelligence, MS students to promote a successful transition to the workplace or further academic study.

Students have the opportunity to practice essential project management skills and work with current software tools and technologies. Student teams develop a project scope, project plan, document functional specifications, develop a design document, implement specified functions, provide weekly progress reports, give project presentations to the class, conduct final project presentation to the instructor and/or project sponsor, and provide a complete final report that includes documentation of all class activities. Each team designates a team leader who is responsible for coordinating work tasks, team meetings, communications with the instructor and/or project sponsor, and team effort.

CS 5000: Foundations of Programming

3 Credit Hours

The course covers foundations of programming with emphasis on program design and computer science concepts. A modern, Object-Oriented language is used.

Topics include primitive data types, arithmetic and logical operators, selection and repetition structures, methods, arrays, objects and classes, inheritance, polymorphism, exception handling, and file I/O. Programming projects are included.

CS 5020: Computer Organization and Architecture

3 Credit Hours

This course covers the following topics: Number Systems, Two-level combinational logic, Multilevel combinational logic, Sequential logic design, Finite state machine design, Arithmetic circuits, Assembly and machine languages with a focus on concepts, and the principles of computer organization. The objective of this course is to learn the Concepts of Digital Systems, Combinational Circuits, Sequential Circuits, and Computer Architecture.

CS 5040: Data Structures and Algorithms

3 Credit Hours

Prerequisite: CS 5000

The course covers data structures and algorithms including runtime analysis and big-oh notation. A modern language will be used. Topics include dynamically allocating memory, pointer declaration and use, and the implementation of data structures such as lists, stacks, queues, binary search trees, and graphs. Analysis techniques are provided, such as the growth of functions, advanced sorting techniques, elementary graph algorithms, and minimum spanning trees. Programming projects are included.

CS 5060: Database Design

3 Credit Hours

This course will provide a practical foundation of database systems with emphasis on relational database design, implementation, and management. Topics include normalization, ERD, logical and physical design, SQL query, database applications, usage of XML in database, and data warehouse.

CS 5070: Mathematical Structures for Computer Science

3 Credit Hours

This course covers discrete mathematics topics, including elementary set theory, relations, functions, principles of counting, graphs, formal logic, recursion, and mathematical proof methods. This course includes introduction to formal languages such as regular and context-free languages. Emphasis is given to how mathematics relates to computer science.

CS 6021: Advanced Computer Architecture

3 Credit Hours

Prerequisite: Coursework in computer architecture and operating systems, or CS 5020 as per admissions analysis.

Topics include computer performance issues, instruction set architectures, RISC versus CISC, performance enhancing techniques, memory hierarchy (including cache memory), pipelining, multiprocessor architectures, and implications to operating system design.

CS 6025: Operating Systems

3 Credit Hours

Prerequisite: CS 5020

Courses that may be taken concurrently: CS 5040

This course covers Operating Systems topics including memory and process management for high-performance computing and architectures, advanced threading/concurrency, and distributed architectures and computing. The course provides in-depth study of operating systems with emphasis on performance modeling with simulation and reading research papers on the various advanced topics of operating systems. Discussion of grid computing and cloud computing, virtualization and hypervisors, scheduling for real-time, symmetric multiprocessing and hardware multithreading, effects and control of hardware caches. This course includes a research project.

CS 6027: Computer Networks

3 Credit Hours

Prerequisite: CS 5000 and CS 5020

This course aims to provide a foundation in data communications and computer networks. Topics include layered network protocols with emphasis on functionality and analysis such as digital data transmission and encoding, layered protocol models (OSI), Internet protocol (TCP/IP), Internet client-server software, and network design methodology.

CS 6041: Theory of Computation

3 Credit Hours

Prerequisite: CS 5070

Courses that may be taken concurrently: CS 5040

This course covers theoretical topics of computer science including automata, formal languages (such as regular and context-free languages), grammars, Turing machines, algorithms, nondeterminism, computability, decidability, and complexity. Topics also include intractable and NP-complete problems for graphs (such as TSP, Node Cover, Hamiltonian Circuit, Independent Set) and polynomial reducibility.

CS 6045: Advanced Algorithms

3 Credit Hours

Prerequisite: CS 5040 and CS 5070

This course covers advanced algorithm design strategies and analysis using formal and mathematical techniques. Topics include asymptotic analyses of complexity bounds using big-O, little-o, omega, and theta notations. The algorithmic strategies (brute-force, greedy, divide-and-conquer, recursive backtracking, dynamic programming, branch-and-bound, heuristics, and space-and-time tradeoffs) are covered. Also included are standard graph and tree algorithms. Additional topics may include amortized analysis, NP completeness, basic approximate algorithms, and introduction to polynomial reduction.

CS 6070: Database Systems

3 Credit Hours

Prerequisite: CS 5000

This course provides in-depth coverage of database management systems, database processing, data modeling, database design, development, and implementation. Particular emphasis is placed on the relational approach to database management and processing. This course includes implementation of current DBMS tools and SQL. Ethical and security topics related to databases will be discussed.

CS 7050: Data Warehousing and Mining

3 Credit Hours

Prerequisite: CS 6070 or Admission to the Artificial Intelligence MS program

Courses that may be taken concurrently: CS 6045

This course covers prominent algorithms and techniques for developing effective, efficient, and scalable data warehousing and data mining tools. Topics discussed in this course include: data visualization, data integration, data warehousing, online analytical processing, data cube technology, advanced pattern mining, advanced classification analysis, advanced clustering analysis, outlier detection, data mining trends and research frontiers.

CS 7060: Mobile Intelligence

3 Credit Hours

Prerequisite: CS 7455

This course covers advanced and/or intelligent mobile application development. Topics include cross-platform mobile application development, mobile augmented reality, and mobile business intelligence.

CS 7070: Advanced Networking Protocols

3 Credit Hours

Prerequisite: CS 7425

This course covers the study of the modern networking protocols, including the TCP/IP protocol suite, addressing, IPV6, routing, security.

CS 7075: Artificial Intelligence and Robotics

3 Credit Hours

Prerequisite: CS 5020 or Admission to the Artificial Intelligence MS program

This course covers the-state-of-the-art artificial intelligence techniques in Robotics. It covers basic concepts of robots and methods of artificial intelligence in robotics. This course begins by describing what the latest generation of artificial intelligence techniques can do. After an introduction of some basic concepts and techniques, the course illustrates both the potential and current limitations of these techniques with examples from a variety of applications. We spend some time on understanding the strengths and weaknesses of human decision-making and learning, specifically in combination with AI systems. Exercises will include hands-on application of basic AI techniques as well as selection of appropriate technologies for a given problem and anticipation of design implications. In a final project, groups of students will participate in the creation of an AI-based robotic system.

CS 7125: Cloud Computing

3 Credit Hours

Prerequisite: CS 5020 or Equivalent

In this course we will discuss concepts including cloud computing, cloud computing architecture, Infrastructure as a Service (IaaS), Platform-as-a-Service (PaaS), Software as a Service (SaaS), etc. We will study commercial products such as Amazon EC2. We will also discuss advanced topics such as Cloud simulation tools and open sourced software for Cloud environment.

CS 7172: Parallel and Distributed Computing

3 Credit Hours

Prerequisite: CS 6025 or a Bachelor of Science in Computer Science degree.

This course covers various aspects of parallel and distributed processing and algorithm design with emphasis on programming. Topics include: Taxonomy of parallel architectures; Shared-memory vs. message-passing architectures; Computation models and Performance metrics; Parallel/distributed algorithm design techniques; Parallel/distributed programming techniques - partitioning, load balancing, synchronization, task scheduling, and message overheads; Parallel/distributed algorithms for sorting and matrices; and Debugging, profiling, and performance enhancements of parallel and distributed programs.

CS 7174: Modeling and Simulation

3 Credit Hours

The course covers an overview of modeling and simulation of the structure and behavior of real-world systems using object-oriented discrete-event simulation techniques. Students select an advanced topic in modeling and simulation to develop a research project and paper.

CS 7253: Graph Algorithms

3 Credit Hours

Prerequisite: CS 6041 and CS 6045

This course covers several classical and modern topics in graph algorithms with emphasis on developing problem-solving skills with graph algorithms. Topics include graph embedding, graph clustering, distances in graphs, flows in graphs, graph compression, and algorithmic graph-minor theory.

CS 7260: Advanced Database Systems

3 Credit Hours

Prerequisite: CS 6070 or a Bachelor of Science in Computer Science degree

This course will cover advanced concepts and techniques in database systems. Topics include advanced concepts in relational databases, data warehousing and mining, and NoSQL distributed database technology for big data analytics.

CS 7263: Information Retrieval

3 Credit Hours

Prerequisite: CS 6041 and CS 6045

This course is an introduction to information retrieval for knowledge discovery. It covers algorithms, design, and implementation of modern information retrieval systems. This course introduces a variety of basic principles, techniques and modern advances for searching, managing, and mining information. Topics include Search engine architecture, Retrieval models, Retrieval evaluation, Relevance feedback, Link analysis, and Search applications.

CS 7265: Big Data Analytics

3 Credit Hours

Prerequisite: CS 6045 or Admission to the Artificial Intelligence MS program

This course covers algorithms and tools for building MapReduce Applications with Hadoop or Spark for processing gigabyte, terabyte, or petabyte-sized datasets on clusters of commodity hardware. The course discusses a wide range of data sets and learning algorithms.

CS 7267: Machine Learning

3 Credit Hours

Prerequisite: CS 6045 or MTRE 6100 or Admission to the Artificial Intelligence MS program

This course covers the-state-of-the-art machine learning techniques. It covers machine learning methods in supervised learning, unsupervised learning, and ensemble. This course includes applications of advanced machine learning techniques to solve challenging problems.

CS 7327: Computer Graphics and Multimedia

3 Credit Hours

Prerequisite: Coursework in Data Structures or CS 5040 as determined by program admission

A study of the algorithms and principles of interactive 3D computer graphics, this course focuses on the rendering of graphical data with an emphasis on real-time systems. Topics include standards, supporting mathematics (including matrix and vector operations), the graphics pipeline, coordinate systems, lighting calculations, texturing, file formats and shader-based rendering. Major project included.

CS 7347: Natural Language Processing

3 Credit Hours

Prerequisite: CS 6041 or Admission to the Artificial Intelligence MS program

This course introduces the theory and practice of Natural Language Processing (NLP). It covers modern NLP techniques for computers to understand natural language and to produce services such as language translation, question answering, conversation agent, and performing any language-related tasks. The course covers major problems in NLP such as word similarities, parsing, machine translation, entity recognition, question answering, and sentence comprehension. The course includes the design and development of NLP systems and applications.

CS 7357: Neural Networks and Deep Learning

3 Credit Hours

Prerequisite: CS 6045 or Admission to the Artificial Intelligence MS program

This course is an introduction to deep learning and the methodologies for applying artificial neural networks. It covers the fundamentals of deep learning and the theoretical principles of neural networks, including deep learning models such as convolutional architectures, recurrent architectures, and other types of neural networks.

CS 7367: Machine Vision

3 Credit Hours

Prerequisite: CS 6045 or MTRE 6100 or Admission to the Artificial Intelligence MS program

This course introduces concepts and techniques in machine vision. It covers a variety of image processing techniques for the design and analysis of efficient algorithms for real-world applications, such as optical character recognition, face detection and recognition, motion estimation, human tracking, and gesture recognition. Topics include basic image enhancement, corner and edge detection, image morphology, linear and non-linear filters, image transformations, camera models, two-dimensional and three-dimensional image geometry, clustering and segmentation, classification, object recognition and Bag-of-Words models, image texture, shape analysis, and tracking.

CS 7375: Artificial Intelligence

3 Credit Hours

Prerequisite: CS 6045 or MTRE 6100 or Admission to the Artificial Intelligence MS program

This course introduces the fundamentals of artificial intelligence (AI). Topics include problem solving, knowledge representation and reasoning, intelligent agents, uncertainty and decision-making, planning, perception and action, learning, and their applications (e.g., data mining, information retrieval). Students will design and implement key components of intelligent agents of moderate complexity using high-level programming languages and evaluate their performance. Students are expected to develop familiarity with current research problems, research methods, and AI literature.

CS 7385: Human Factors

3 Credit Hours

Prerequisite: Program Admission or Permission of Director

The psychological, social, and technological aspects of interaction between humans and computers. Includes usability engineering, cognitive and perceptual issues, human information processing, user-centered design approaches, and development techniques for producing appropriate systems. Major project included.

CS 7425: Wireless and Mobile Computing

3 Credit Hours

Prerequisite: Admission to the MSCS program.

This course introduces the fundamental concepts of wireless networks, radio propagation, and data communications. It includes an extensive discussion on the MAC layer, IEEE802.11, location-sensing systems, wireless technologies (e.g., IEEE802.11, WiMAX, Bluetooth, RF tags, Wii), various data dissemination and access paradigms/architectures (e.g., mesh networks, mobile peer-to-peer) and wireless networks (e.g., ad hoc, mesh, sensor, infrastructure networks), routing protocols for wireless networks, monitoring wireless networks, statistical analysis and modeling of wireless network measurements, and analyzing the performance of mobile computing systems. The course also includes programming/survey/research term project that will enable students to experiment with mobile computing and research on wireless networking hot topics.

CS 7455: Mobile App Development

3 Credit Hours

Prerequisite: Coursework in Computer Programming, or CS 5000 as determined by program admission

This course covers the fundamentals of software development for the Android Mobile Application Platform. Topics include UI Design for Mobile Apps, Resource Management for Mobile Apps, and Deployment of Mobile Apps.

CS 7457: Game Design and Development

3 Credit Hours

Prerequisite: Coursework in Data Structures or CS 5040 as determined by program admission

An introduction to computer game design, game design engines, 2D and 3D graphics, game-related algorithms, game control structures and games as simulations. Topics include graphics, multimedia, visualization, animation, artificial intelligence, and tools of game design. Developments using the software engineering life cycle are emphasized. The development and presentation of a game prototype is required.

CS 7530: Advanced Cryptography

3 Credit Hours

Prerequisite: CS 6041

Courses that may be taken concurrently: CS 6045

This course covers mathematical foundations of cryptography. Topics including mathematical modeling, threats, and proofs of required system security properties. This course has topics in three major areas: symmetric encryption, public-key encryption and digital signature, and cryptographic protocols. This course includes programming of simple cryptography.

CS 7535: Software and OS Security

3 Credit Hours

Prerequisite: CS 6025 or a Bachelor of Science in Computer Science degree.

This course introduces the fundamental concepts and advanced topics in software and operating system security. Both hardware and software mechanisms designed to protect software, including OS, will be studied. The covered topics include buffer overflows, defense mechanisms, return-oriented programming, reverse engineering, vulnerabilities analysis, mobile security, hardware platform security, and embedded system security.

CS 7537: Digital Forensics

3 Credit Hours

Prerequisite: CS 6025 and CS 6021

This course covers comprehensive study of the technological, systematic inspection and analysis of the computer systems and contents for evidence or supportive evidence of a crime. It focuses on legal systems, digital forensics, search and seizure, digital evidence, and media analysis. Students will be introduced to tools and techniques, and trends in digital forensics field.

CS 7540: Network Security

3 Credit Hours

Prerequisite: CS 7530 and CS 6027

This course covers principles and practices of computer systems and networks security, various attack techniques and effective ways to defend against them. The topics include network attacks and defenses, web and email security, malware, social engineering attacks, privacy, and digital rights management. The course work includes network programming using various tools in understanding and analyzing packet traces and network traffic.

CS 7545: AI for Security and Privacy

3 Credit Hours

Prerequisite: CS 7530 or Admission to the Artificial Intelligence MS program

This course covers the role of data and data analytics in computing security and privacy, as well as the design and implementation of secure computing systems utilizing data-oriented security analysis. This course covers the fundamentals of threat models and attacks, and techniques for achieving security. This course also covers artificial intelligence for security and the use machine learning for making decisions related to security and privacy; misuse detection on social media; tracking technologies; data (de-) anonymization; anomaly detection; privacy-preserving machine learning algorithms; and adversarial machine learning.

CS 7550: Internet of Things Security

3 Credit Hours

Prerequisite: CS 7530

Courses that may be taken concurrently: CS 7540

This course introduces fundamental concepts, principles, and practices of the Internet of Things (IoT). The topics include, but are not limited to, state-of-the-art technologies in IoT networks, architectures, identifying key security risks including threats and attacks, privacy concerns, and defense mechanisms, in terms of mathematical foundations and algorithms. It also covers Cloud/Edge/Fog computing enabled IoT environments and their security/privacy issues. Students will obtain overall knowledge on IoT architectures and security/privacy technologies.

CS 7827: Real Time Systems

3 Credit Hours

Prerequisite: Coursework in Operating Systems or CS 6025 as determined by program admission

The software development life cycle as it applies to real-time systems. Labs involve the use of a real-time operating system and an associated development environment. Related topics such as concurrent task synchronization and communication, sharing of resources, scheduling, reliability, fault tolerance, and system performance are discussed. Major project included.

CS 7843: Theory of Programming Languages

3 Credit Hours

Prerequisite: Coursework in Discrete Math OR CS 5070 – Mathematics Structures for Computer Science, as determined by program admission. Some basic C or Java programming experiences are strongly required.

Comparative study of programming language paradigms with emphasis on design and implementation issues. Covers formal definitions of syntax and semantics, data types, scanning, parsing, scoping, static and dynamic storage allocation, definition of operations, control of program flow, code generation, virtual machine, subroutine and function linkages, formal tools for characterizing program execution, and abstraction techniques. This course exercises the agile software development process and methodologies via a term programming language project. It covers an in-depth of programming language design including scripting languages such as Scheme/Lisp.

CS 7990: Special Topics in Computer Science

3 Credit Hours

Prerequisite: Depends upon topic

CS 7991: Advanced Topics in Computer Science

3 Credit Hours

This course will cover research methods in computer science. Students will be required to study certain advanced topics in computer science through literature reviews and project development, and present study outcome in a seminar.

CS 7992: Directed Studies

1-3 Credit Hours

Prerequisite: Approval of the instructor, program director, and department chair

This course covers special topics of an advanced nature that are not in the regular course offerings. Up to three hours may be applied to the major area.

CS 7993: Computer Science Graduate Research Seminar

1 Credit Hours

This course examines and presents latest developments in all areas of Computer Science by internal and external speakers.

CS 7995: Internship

3 Credit Hours

This course provides a supervised, credit-earning experience of research or development in computer science with an approved organization or institution. Each student will also be required to complete a research/development project.

CS 7998: Research in Computer Science

1 - 3 Credit Hours

Prerequisite: Varies by topic

This course is offered to students who wants to conduct research under the advisor's supervision. Students will develop a research project, check their progress in regular meetings, present the final research result in a final report.

CS 7999: Thesis

1-3 Credit Hours

Prerequisite: Permission of program director

Candidates conduct thesis research in computer science including artificial intelligence. Students complete their theses under the direction of university supervisors who serve as their major professors.

CS 8025: Advanced Operating Systems

3 Credit Hours

Prerequisite: Admission to Computer Science Ph.D. Program, Computer Science M.S. Program, or Analytics and Data Science Ph.D. Program

This course covers topics about memory management, multiprocessor systems, process management, synchronization, concurrency, deadlocks, distributed operated systems, grid computing, cloud computing, virtualization, container management and orchestration.

CS 8027: Advanced Networking and Architecture

3 Credit Hours

Prerequisite: Admission to Computer Science Ph.D. Program, Admission to Computer Science M.S. Program, or Admission to Analytics and Data Science Ph.D. Program

This course covers the principles of networking and architecture with a focus on algorithms and protocols, and also an in-depth study of active research topics in advanced networking services and paradigms. Topics include but are not limited to network protocols, performance, IP routings, mobile IP, ATM, queuing analysis, frame relay, congestion and flow control, network security, vulnerability, and defenses.

Those topics are applied to current network paradigms to be studied which will include but not limited to point-to-point and peer-to-peer networks, wireless and sensor networks, satellite, local area and wide area networks, drone networks, unmanned aerial vehicle networks, and software defined network.

CS 8041: Advanced Theory of Computation

3 Credit Hours

Prerequisite: Admission to Computer Science Ph.D. Program, Computer Science M.S. Program, or Analytics and Data Science Ph.D. Program

This course covers the fundamental and advance concepts of the theory of computing. The course covers models of computation, computability theory, both space and time complexity, and complexity classes. In particular, it introduces traditional models of computation, both operational, such as finite automata, pushdown automata, and Turing machines, and descriptive, such as propositional and predictive logic. It considers parallel and hierarchical state machines and more advanced models of computation, together with higher-order logics. Both time and space computational complexity are included together with the most relevant classes of complexity, and modern complexity-theoretic approaches such as algorithmic randomness and quantum complexity theory.

CS 8045: Advanced Design and Analysis of Algorithms

3 Credit Hours

Prerequisite: Admission to Computer Science Ph.D. Program, Computer Science M.S. Program, or Analytics and Data Science Ph.D. Program

This course covers topics related to design and analysis of algorithms including divide-and-conquer, greedy method, dynamic programming, recursive algorithms, approximation algorithms, lower- and upper-bound studies, parallel algorithms, time and space complexity of algorithms, and NP-hard and NP-complete problems.

CS 8050: Principles of Software Design and Programming Languages

3 Credit Hours

Prerequisite: Admission to Computer Science Ph.D. Program, Computer Science M.S. Program, or Analytics and Data Science Ph.D. Program

This course covers the principles of software design with a particular focus on abstraction and models, and programming language pragmatics. This includes a comparative analysis of programming language paradigms with emphasis on design aspects, formal semantics of programming languages, type systems, parsing, scoping, allocation, control of program flow, concurrency, formal tools for characterizing program execution, and abstraction techniques. In terms of programming models, the course covers data abstraction and object orientation, functional languages, logic languages, concurrency, and scripting languages.

CS 8125: Advanced Cloud Computing

3 Credit Hours

Prerequisite: Admission to Computer Science Ph.D., Computer Science M.S. Program, or Analytics and Data Science Ph.D. Program

In this course we will discuss concepts including cloud computing, cloud computing architecture, Infrastructure as a Service (IaaS), Platform-as-a-Service (PaaS), Software as a Service (SaaS), etc. We will study commercial products such as Amazon EC2. We will also discuss advanced topics such as Cloud simulation tools and open sourced software for Cloud environment. The course includes literature search of current advances in cloud computing and their applications, and reading of research papers and presentation of research findings.

CS 8172: Advanced Parallel and Distributed Computing

3 Credit Hours

Courses that may be taken concurrently: CS 8025

This course covers various aspects of parallel and distributed processing and algorithm design with an emphasis on programming. Topics include: Taxonomy of parallel architectures; Shared-memory vs. message-passing architectures; Computation models and Performance metrics; Parallel/distributed algorithm design – basic techniques; Parallel/distributed programming techniques and issues: partitioning, load balancing, synchronization, task scheduling, message overheads, etc.; Parallel/distributed algorithms for sorting, matrices, etc.; Debugging, Profiling, and Performance enhancements of parallel and distributed programs. The course includes literature search of current advances in parallel and distribute systems and reading of research papers and presentation of research findings.

CS 8253: Advanced Graph Algorithms

3 Credit Hours

Courses that may be taken concurrently: CS 8045

This course covers advanced topics and emerging research work in graph algorithms. Topics cover graph embedding, graph clustering, distances in graphs, flows in graphs, graph compression, algorithmic graph-minor theory, and the design and analysis on the time-complexity of graph algorithms for both serial and parallel computing. The course includes a literature search of current advances in graph algorithms and their application in computing, and reading of research papers and presentation of research findings.

CS 8260: Advanced Database Systems and Applications

3 Credit Hours

Prerequisite: Admission to Computer Science Ph.D. Program, Computer Science M.S. Program, or Analytics and Data Science Ph.D. Program

This course covers advanced topics and techniques in database systems. Topics include advanced concepts in relational databases, non-relational databases, data warehousing and mining, and NoSQL distributed databases for big data analytics. This course includes a literature search of cutting-edge database system technology and their application, and conduct an independent research project with data analytics.

CS 8263: Advanced Information Retrieval

3 Credit Hours

Courses that may be taken concurrently:

CS 8045

The course covers advanced topics and current research trends in information retrieval for knowledge discovery. The course involves system design and implementation of modern information retrieval algorithms; advanced methods for searching, managing, and mining information; and search engines architecture and retrieval models. The course coverage includes a literature search and investigation of current research topics in information retrieval algorithms and technologies, reading of selected research papers, and presentation of research findings.

CS 8265: Advanced Big Data Analytics

3 Credit Hours

Prerequisite: Admission to Computer Science Ph.D. program, Computer Science MS Program, or Analytics and Data Science Ph.D. Program

This course covers advanced topics and emerging research work in big data analytics. Topics cover big data concepts, characteristics, computing architectures for big data, consistency management for big data, stream and real-time big data analytics, machine learning algorithms for big data analytics, big data modeling, management and querying, and graph processing. The course includes literature search of current advances and their applications in big data analytics and reading of research papers and presentation of research findings.

CS 8267: Advanced Machine Learning

3 Credit Hours

Prerequisite: Admission to Computer Science Ph.D. program, Computer Science MS Program, Analytics and Data Science Ph.D. Program, or Interdisciplinary Engineering Ph.D. program

This course covers the-state-of-the-art machine learning techniques. Topics cover unsupervised learning, supervised learning, evaluation of machine learning algorithms and ensemble methods. Students will learn to apply advanced machine learning techniques to solve challenging problems in various areas. The course includes a literature search of current advances and their applications in machine learning and reading of research papers and presentation of research findings.

CS 8347: Advanced Natural Language Processing

3 Credit Hours

Courses that may be taken concurrently: CS 8041

This course covers advanced topics and emerging technologies in Natural Language Processing (NLP), including techniques for language translation, question answering and conversation agent, and other language-related tasks. The course will consist of a literature search and investigation of current research topics in NLP technologies addressing text parsing, machine translation, entity recognition, and other challenges. The course work includes a literature search, reading of selected research papers, and presentation of research findings.

CS 8357: Advanced Neural Networks and Deep Learning

3 Credit Hours

Courses that may be taken concurrently: CS 8045

The course covers advanced topics in deep learning technologies and artificial neural networks. The course involves a literature search of emerging technologies and research topics in deep learning and their application in neural networks. The course work consists of a literature search, reading of selected research papers, and presentation of research findings.

CS 8367: Advanced Computer Vision

3 Credit Hours

Courses that may be taken concurrently: CS 8045

This course covers advanced research topics in computer vision and aims to give students the background and skills necessary to perform computer vision researches. This class will also prepare graduate students in both the theoretical foundations and practical approaches to build entire computer vision systems. This course investigates current research topics in computer vision, emphasizing object detection, classification, and recognition tasks. Students should understand the strengths and weaknesses of current approaches to research problems and identify interesting open questions and future research directions.

CS 8375: Advanced Artificial Intelligence

3 Credit Hours

Courses that may be taken concurrently: CS 8045

This course is about the theory and practice of Artificial Intelligence (AI). We will study modern AI techniques for computers to represent task-relevant information and make intelligent (i.e. satisficing or optimal) decisions towards the achievement of goals. We will investigate questions about AI systems such as how to represent knowledge, how to effectively generate appropriate sequences of actions and how to search among alternatives to find optimal or near-optimal solutions. We expect that by the end of the course students will have a thorough understanding of the algorithmic foundations of AI and how automated agents learn. Other topics will include intelligent agents, natural language processing, computer vision, machine learning including supervised, unsupervised and reinforcement learning, artificial neural networks and nature-inspired algorithms. The course includes literature search of current advances in artificial intelligence and their applications, and reading of research papers and presentation of research findings.

CS 8540: Advanced Network Security

3 Credit Hours

Courses that may be taken concurrently: CS 8027

This course covers advanced topics in computer systems and networks security, including attacks and defense methods and social engineering network attacks. The topics include network attacks and defenses, web and email security, malware, social engineering attacks, privacy, and digital rights management. The course work includes a literature search of current and emerging technologies in network security and defense techniques, reading related research papers, and presentation of research findings.

CS 8545: Advanced AI for Security and Privacy

3 Credit Hours

Courses that may be taken concurrently: CS 8045

This course covers advanced topics in artificial intelligence for computing security and privacy, with emphasis on the design and implementation of secure computing systems. The course covers recent research and advances in computer security and artificial intelligence for security; and the use of machine learning for security and privacy related decision-making, misuse detection, tracking technologies, and privacy-preserving machine learning algorithms. The course work includes a literature search of current and emerging work in artificial intelligence for computing security and privacy, reading selected research papers, and presentation of research findings.

CS 8990: Advanced Special Topics in Computer Science

3 Credit Hours

Prerequisite: Depends on the topic.

This course covers selected advanced topics in computer science that are of interest to Ph.D. students.

CS 8992: Advanced Directed Studies

1-3 Credit Hours

Prerequisite: Admission to Computer Science Ph.D. Program, Computer Science M.S. Program, or Analytics and Data Science Ph.D. Program

This course covers special topics of an advanced nature that are not in the regular course offerings. Up to three hours may be applied to the major area. The course focuses on the study of recent research publications from the prestigious conferences and journals for research breakthrough and innovations.

CS 8998: Advanced Research in Computer Science

1-3 Credit Hours

Prerequisite: varies depending on the topic.

This course is offered to students in the Ph.D. in Computer Science or the Ph.D. in Analytics and Data Science. It allows students to conduct research work under the advisor's supervision. Up to six hours may be applied to the major area.

CS 9900: Ph.D. Dissertation Research

1-9 Credit Hours

Prerequisite: Admission into PhD in Computer Science Program, CS 8041, CS 8045, CS 8260, CS 8025, CS 8027, CS 8050, and permission of the advisor.

This course includes dissertation writing under the direction of the major professor (dissertation advisor). The course is taught using a non-traditional format of independent research and preparation of the doctoral dissertation.

CPE 6202: Embedded Digital Control Systems

3 Credit Hours

Prerequisite: Admission to the Electrical and Computer Engineering MS program

This course introduces the theoretical foundations and practical implementations of classical and modern digital control systems. Difference equations and the Z-transform, and the time response and frequency response of discrete-time systems, are covered. Modeling of digital control systems and the components that comprise them, including analog-to-digital converters, digital to analog converters, zero-order hold, and computation/time delays are explored. Stability analysis of closed-loop systems, digital controller design based on root-locus and frequency response approaches, state-space and optimal control methods will be introduced. Several project will be assigned involving hands-on hardware applications of the analysis and design principles.

Note This course may be cross-leveled with CPE 4202

CSE 7983: Graduate Internship

3 Credit Hours

Prerequisite: 9 CSE graduate credit hours and be in good academic standing.

This course gives students the opportunity to apply knowledge of computing in a realistic practical project. Students are expected to write a research paper based on their experiences. 150+ hours per semester required at an internship site. The course can not be repeated for credit.

MSCM 7100: Introduction to Conflict Management

3 Credit Hours

Prerequisite: Admission to graduate study.

This course presents an overview of the emerging movement toward alternative forms of conflict resolution and of conflict management as an interdisciplinary field. Readings are drawn from a broad range of academic disciplines, including law, economics, social psychology, sociology, anthropology, political science, as well as dispute resolution. Students are introduced to conflict resolution theories, dispute resolution processes, conflict management system design, and application of conflict management to the public policy environment.

MSCM 7205: Basic Mediation Training Clinic

2 Credit Hours

Prerequisite: Admission to the MSCM program or permission of the program director.

This course is designed to provide students with basic mediation training approved by the Georgia Office of Dispute Resolution for mediators handling court-referred or court-ordered cases.

MSCM 7210: Foundations and Theories of Conflict Management: Conflict Theory

3 Credit Hours

Prerequisite: Admission to the MSCM program or permission of the program director in consultation with faculty.

This course is designed to introduce students to the foundations and theories of conflict management. The course includes an interdisciplinary introduction to conflict management. The course includes an interdisciplinary introduction to conflict, the history of the field, sources of conflict, and conflict theory. The course introduces students to the various responses to conflict.

MSCM 7220: Foundations and Theories of Conflict Management: Negotiation Theory

3 Credit Hours

Prerequisite: Admission to the MSCM program or permission of the program director in consultation with faculty.

Students will gain an understanding of the fundamentals of negotiation theory through a format that includes lecture, role-play, focused exercises, and case study. Concepts covered will include an introduction to game theory, distributive and integrative bargaining, principled negotiation, psychological barriers to settlement, and negotiation ethics.

MSCM 7230: Foundations and Theories of Conflict Management: ADR Continuum

1 Credit Hours

Prerequisite: Admission to the MSCM program or permission of the program director in consultation with faculty.

This course helps students develop an understanding of the nomenclature of alternative dispute resolution (ADR) processes commonly used in the United States. The students will examine the history and evolution of ADR, as well as briefly examining a number of individual processes in detail, such as negotiation, mediation, arbitration, early neutral evaluation, ombuds offices, etc.

MSCM 7305: Advanced Conflict Management Skills Clinic

2 Credit Hours

Prerequisite: MSCM 7205

This course is designed to provide students with advanced conflict management skills, including an introduction to diversity awareness, ombudsing, co-mediation, facilitation, multi-party mediation, and train the trainer.

MSCM 7310: Interpersonal, Intergroup, and Community Conflict

3 Credit Hours

Students examine the dynamics of and interventions in interpersonal and intergroup conflicts, including the role of identity and community dispute resolution in contemporary ADR. Students will sharpen the skills and tools they learned in previous MSCM coursework.

MSCM 7311: Interpersonal Conflict

2 Credit Hours

In this course, students examine the theories, concepts, and dynamics of interpersonal conflict. The skills and tools learned in previous coursework continue to be sharpened through application to problems of negotiation and third-party intervention in interpersonal conflicts.

MSCM 7315: Organizational and Workplace Conflict

1 Credit Hours

Prerequisite: Admission to graduate study.

This course examines the dynamics of organizational conflict with a special focus on the workplace context. Students sharpen the skills and tools they learned in previous MSCM coursework and apply them to problems of intervention in organizational disputes.

MSCM 7320: Critical Knowledge and Skills of Conflict Management: Public Policy Disputes, Cross-Cultural and International Conflict Resolution

3 Credit Hours

Prerequisite: Admission to the MSCM program or permission of the program director in consultation with faculty, MSCM 7210, MSCM 7220, MSCM 7230, and MSCM 7310

This course examines public policy disputes and intercultural communication. Public policy disputes are unique in that they tend to be multi-party, multi-issue, long-standing, intractable, and they occur under the glare of public scrutiny. Therefore, managing public disputes requires greater ability to facilitate large-group processes and deal with the media. Next, the students will examine intercultural and international conflict resolution. The students will begin by developing an understanding of the ways in which cultures vary in their communication styles. Then students will examine the processes of international conflict resolution through diplomatic negotiation and mediation. Theories analyzing the strategic, structural, and behavioral features of international negotiations and mediations are discussed in lectures and case studies. Simulation exercises will be integrated to this class to provide students with hands-on experiences in applying theories to cases.

MSCM 7321: Cultural Aspects of Conflict Resolution

1-3 Credit Hours

Prerequisite: Admission to the MSCM or INCM programs or permission of the instructor

Through this course, students acquire substantive knowledge and develop practical skills central to the prevention and resolution of conflict stemming from cultural differences including but not limited to differences based on ethnic & national culture, linguistic, generational, gender, social class, sexual orientation and other identity-based differences which influence our perceptions, values, and preferred means of communication. Students demonstrate understanding of the ways in which different cultures vary and learn how to successfully interact and collaborate with those from cultures other than their own. This course equips students to work in diverse and intercultural environments both at home and abroad.

MSCM 7325: Advanced Civil Mediation Clinic

1 Credit Hours

Prerequisite: MSCM 7205

Students will enhance their mediation skills and deepen their knowledge through observing mediation role-plays and videos. This course substitutes for 5 mediation observations, a requirement for registration with the Georgia Office of Dispute Resolution (GODR).

MSCM 7335: Organizational Leadership

1 Credit Hours

The class will focus on the key skills needed for superior organizational leadership. Class will review the literature on leadership and conflict management, dynamic organizational leaders, and analysis of scenarios.

MSCM 7355: Advanced International Mediation Clinic

1 Credit Hours

This clinic will examine the applicability of mediation to a range of international disputes, with emphases on the coordination and timing of mediation efforts, and the complexity of the international arena. Students will review standards of practice from international organizations related to diplomacy and commerce, and apply these to selected cases.

MSCM 7365: Humanitarian Crisis Intervention

1 Credit Hours

This is a two-day training course designed to explore a range of dilemmas and scenarios in humanitarian, peacebuilding, conflict and human rights crises. The course is built around using simulations.

MSCM 7400: Conflict Management Research Methods

3 Credit Hours

Unlike most courses you will take in graduate school, this course does not revolve around discussing the merits of certain arguments or analyzing specific research findings. This course will teach you how to develop a literature review, design a research project, select and apply the appropriate methods to systematically answer your research questions(s). More specifically, you will learn to break down social science theory into testable hypotheses that lay out relationships whose magnitude and significance can be measured and explained (statistically, substantively, and hermeneutically), particularly within the context of specific problems.

MSCM 7500: Conflict Management Systems Design

3 Credit Hours

This course will prepare students to design a system to address conflict in the environment of an organization.

MSCM 7501: Facilitation Skills Clinic

1 Credit Hours

Prerequisite: Admission to the INCM or MSCM programs or permission of the instructor.

This course will engage the fundamental principles and prevalent practices of effective facilitation of group meetings and public dispute resolution processes. Through presentations, exercises, and discussions, we will examine the dynamics, ethics, and skills of facilitation.

MSCM 7502: Restorative Justice

1 – 3 Credit Hours

Prerequisite: Admission to the MSCM or INCM programs or permission of the instructor.

This course introduces students to the theories and practices of restorative justice. Encompassing a broad range of processes including victim–offender dialogue, mediation, peacemaking circles, community conferencing, and more, restorative justice represents an effective response to many types of harm. Students engage with case studies, foundational texts, and role play simulations to understand the practices of restorative justice; through review of published research and evaluations, they assess their effects.

MSCM 7511: Diversity & Social Justice

1 – 3 Credit Hours

Prerequisite: Admission to the MSCM or INCM programs or permission of the instructor.

Through this course, students acquire substantive knowledge and develop practical skills in diversity, inclusion, and social justice within the conflict management field. This class gives students a firm foundation to understand their bias role as a conflict manager in conflicts with diversity and inclusion concerns and the use of conflict management as a driver of social justice. We discuss the differences in equality, equity, and inclusion, and debate the role of the conflict manager in valuing and achieving these philosophies and goals. Students engage with case studies and role play simulations to understand the myriad ways in which diversity and inclusion can be promoted or undermined by conflict management processes.

MSCM 7512: Nonviolence in Theory and Practice

1–3 Credit Hours

Prerequisite: Admission to the MSCM or INCM programs or permission of the instructor.

This course explores the theory and practice of nonviolence. It provides an overview of the different approaches to nonviolence found in the literature (pragmatic vs. principled) and the theoretical concepts underlying the strategies and tactics used by scholars and nonviolent activists. In addition to the theoretical component, the course provides some practical nonviolent skills, including sessions on nonviolent communication and other active learning exercises exploring the challenges of practicing nonviolence in conflict situations.

MSCM 7600: Applied Conflict Management Project Design

3 Credit Hours

In this course students choose a setting for application of the knowledge and skills acquired through the academic and clinical components of the program. The project design provides the context for the student's capstone/thesis experience in the final semester of the MS Conflict Management program.

MSCM 7705: Domestic Relations Mediation

3 Credit Hours

Prerequisite: MSCM 7205

Students learn the practical skills and knowledge necessary to mediate divorce, legitimation, and modification of custody cases. This includes the calculation of child support, family law, emotional aspects, ethics, and role play practice for family mediators. Students may choose to seek registration with the Georgia Office of Dispute Resolution.

MSCM 7706: Grant Writing & Program Evaluation

3 Credit Hours

This course examines the theories and techniques of evaluation and grant writing across a variety of contexts. Students learn logic models to support program design and development and practice evaluation methods ranging from online surveys to participant observation. Formative and collaborative approaches to evaluation are emphasized.

MSCM 7707: International Conflict and Peacebuilding Case Writing

3 Credit Hours

Using examples from the field of peacebuilding and post-conflict reconstruction in classroom discussion, exercises and role play, students develop policy recommendations, design, and plan strategies for conflict prevention and/or intervention. Students are introduced to the case study methodology, learn how to develop and use case studies effectively in their professional environments, and develop an outline for a case study with particular relevance to their current or desired field of employment.

MSCM 7708: Peacebuilding and Post-Conflict

3 Credit Hours

Prerequisite: Admission to the MSCM or INCM programs or permission of the instructor.

This course provides an opportunity to examine the theory and practice of peacebuilding and statebuilding for communities emerging from violent conflict. Of particular interest is the intersection of different actors—including the military, locals, and donors—and sectors—including political, economic, and legal—involved in the process of sustaining a ceasefire and building peace. The course examines external and internal influences, such as donor fatigue, media attention, and the reintegration of participants of the conflict into civil society. Students also explore the concept of "conflict sensitivity" as it relates to peacebuilding and development planning and evaluation.

MSCM 7710: The Practice of Conflict Management: Field Experience

2 Credit Hours

This course includes a fieldwork, study, and travel to a specific domestic conflict environment chosen by the student with the guidance of the faculty. The students will research the background and history of the conflict and prepare a written report of this fieldwork upon returning. This course usually involves several students and faculty working and traveling together.

MSCM 7715: The Practice of Conflict Management: Field Experience

2 Credit Hours

This course includes a fieldwork, study, and travel to a specific international conflict environment. The students will research the background and history of the conflict and prepare a written report of this fieldwork upon returning. This course usually involves several students and faculty working and traveling together.

MSCM 7720: Applied Conflict Management Experience

3 Credit Hours

Prerequisite: Permission of Instructor

Students intensively study a specific conflict prevention, engagement, and/or resolution environment and prepare an extensive written report and presentation. Under the guidance of MSCM faculty students choose a topic and environment, engage in relevant activities, write the results in relation to conflict management theory and research, and where appropriate make policy and practice recommendations. Students planning to pursue a Ph.D. are encouraged to perform an in-depth research project as part of this course.

MSCM 7900: Special Topics

1-3 (Repeatable) Credit Hours

Prerequisite: Admission to graduate study or permission of the director of MSCM.

Exploration of a specified topic in conflict management.

MSCM 7940: Directed Study

1-3 Credit Hours

Admission to this course requires permission of the program director and faculty member. A directed study is a special, one-time offering of a topic for a specific student. The directed study does not substantially overlap with an existing course in the curriculum. Directed study proposals are a concentrated investigation of a selected topic, is a well-defined proposal, is of an advanced nature, and have detailed learning objectives and deliverables. The specific content will be determined jointly by the instructor and student.

CM 5030: Descriptive Structural Systems

4 Credit Hours

A descriptive study of structural behavior with an overview of statics, strength of materials, design of beams and columns for concrete, steel and timber structural systems.

CM 6000: Information Methods***4 Credit Hours***

A course in communications technique improvement and preparation for functioning in an information based society. Conceptual and methodological issues in construction research will be explored with emphasis on construction specific resources. Data development and analysis will be studied to include the concepts of validity, reliability, and applications of statistics.

CM 6020: Ergonomics Analysis and Productivity***4 Credit Hours***

A study of the applications of ergonomic principles to construction related tasks. Work study, task analysis, and Human Factors and Ergonomics (HFE) principles are applied to labor and equipment intensive construction operations to prepare students with analytical skills that enhance safety performance and productivity.

CM 6100: Construction Law: Contracts and Claims***4 Credit Hours***

This course focuses on the legal problems and concerns frequently encountered by constructors and others who participate in the construction process. Topics include the formation of contracts and the various contractual relationships; methods of modification and termination of the contracts; exploration of licensure and professional liability of the construction practitioner.

CM 6120: Dispute Resolution***4 Credit Hours***

This course will survey the growth of the alternate dispute resolution field, giving emphasis to alternative dispute resolution theory and its application to the construction industry. A student will be exposed to different resolution processes relative to the construction industry: namely, negotiations, mediation and arbitration.

CM 6130: Case Studies in Construction

4 Credit Hours

This course is designed to explore the multiple contractual complications that typically arise within the construction contracting process. Topics will develop and explore the technical aspects of procurement, implementation, construction operations, through to post contractual obligation and liabilities inherent in the construction industry.

CM 6200: Strategic Bidding and Estimating

4 Credit Hours

A review of all normal bid-preparation activities that should take place in a prime contractor's organization from the initial decisions on project selection and receipt of drawings and specifications, through the estimating process and sub-bid research, final bid assembly, markup and submission, to postmortems and necessary follow-up actions. Significant attention will be devoted to bidding techniques, strategies, practices, and methods recommended to handle these functions.

CM 6310: Advanced Scheduling and Integrated Controls

4 Credit Hours

An exploration of current techniques and practices of integrated project control systems for construction. Subjects covered include various methods of project scheduling and monitoring, resource management, time-cost tradeoffs, organizing and managing schedule data, forecasting and trend analysis, and presentation of schedule information. Special emphasis is placed on the use of modern integrated scheduling practices and associated computer tools.

CM 6320: Construction Information Systems

4 Credit Hours

The interaction of information technology with the construction industry. Opportunities and risks for individuals and organizations are examined in the realms of information flow, decision-making and a changing world. Human and ethical issues are considered. Students are introduced through laboratory exercises to construction specific products, to construction applications of conventional database systems and to data transfer technologies.

CM 6330: Advanced Operations: Constructability, Value Engineering, Productivity

4 Credit Hours

An exploration of project processes and organization including procurement, startup, documentation, payment, change order administration and job closeout. Included is project analysis for constructability, value engineering, and productivity analysis/improvement techniques.

CM 6340: Analytical Tools for Construction Management

4 Credit Hours

Application of computer software for advanced analysis of data encountered in construction practice. Simulation software will be introduced for the creation of data used for analysis of construction operations. This course will provide master's students with tools that can help them to perform top-level management duties in the construction industry. The complex nature of the construction industry requires construction managers to analyze large amounts of data to manage cost, schedule, and safety issues.

CM 6410: Building Failures and Defective Work

4 Credit Hours

A study of problems, trends and issues related to workmanship and product failures during a time of rapid change in the construction industry. It will discuss concepts, philosophy and technology behind the subject issues and seek the exchange of ideas and views. Students will be expected to gain knowledge in the subject topics and develop skill in researching for facts extended to effective written and verbal presentations of the findings.

CM 6420: Tall Buildings

4 Credit Hours

A study of tall buildings in the society of today and tomorrow. Form giving factors will be identified and problems of planning, design and construction explored. The project manager's role in the tall building process will be related to specific building examples. International differences in the role of tall buildings will become apparent, yet common threads will be found which can be useful in a shrinking world and a more universal construction industry.

CM 6430: Automation and Robotics

4 Credit Hours

A study of the level of application of automation and robots to construction. Techniques and equipment in varying stages of development as well as current applications will be presented for analysis and discussion. Students will be challenged to conceptualize new ways of applying technology to improve industry productivity through automation and robotics.

CM 6510: Marketing of Construction Services

4 Credit Hours

An examination of how construction services are marketed in the various sectors of the construction industry. The relevant characteristics of construction organizations and target clients will be explored with various scenarios structured to highlight critical parameters of search and match. The potential contributions of the media and conventional planning/analysis techniques will be considered.

CM 6520: International Construction

4 Credit Hours

An introduction to the construction industry in the international arena. Projects and processes will be studied. Issues of contract law, industry regulation, currency exchange, payment guarantees and risk management will be examined and related to respective countries of concern. Operations under different cultural norms will be projected in realistic scenarios.

CM 6530: Construction Markets

4 Credit Hours

A study of the dominant factors at work in different construction markets. Geographic, technological, economic, political, organizational, and social influences on construction markets are included. Market groupings by type of construction are identified and paradigms of construction are explored.

CM 6540: The Construction Company

4 Credit Hours

Organization of the construction firm is covered in this course. Financing of the firm, marketing the various construction services of the firm and exploring the economics which are unique to the construction industry are analyzed. Strategic planning and planning for growth of a construction firm are included in the course. Insurance, bonding, employee development, and labor relations are studied. The continuing relationships with clients, bankers, bonding companies and design professionals are explored.

CM 6550: Building Mechanical and Electrical Codes and Loads

4 Credit Hours

Prerequisite: Admission to the MSCM program

Study of building mechanical and electrical system loads and applicable codes. Emphasis on how they affect the construction project. Topics will include air conditioning, heating, plumbing, fire protection, electrical power, electrical lighting and building control systems. The analysis of current construction drawings will be integrated into each topic.

CM 6560: Design Build MEP Systems

4 Credit Hours

Prerequisite: Admission to the MSCM program

A study of the design-build delivery method applied to construction projects. The study starts with details of the process and how it differs from other project delivery methods. Topics will include building MEP systems (air-conditioning, heating, ventilation, plumbing, electrical power, electrical lighting and building control) and how they are planned and delivered in a design-build project. The analysis of current construction drawings will be integrated into the course.

CM 6600: Construction Risk Analysis and Control

4 Credit Hours

This course focuses on the safety practices mandated by government regulation and required by good business practice. The costs of safety and the lack of it is examined. Workers' compensation insurance cost is integrated into the issues of safety. Exposure analysis, risk management, risk transfer and the costs associated with each are examined in this course.

CM 6610: Sustainable Construction

4 Credit Hours

Prerequisite: Admission to the MSCM program

A study of mechanical and electrical system types, how they are built, and how they affect the construction project. Topics will include air conditioning, heating, plumbing, fire protection, electrical power, electrical lighting, and building control materials and systems. The analysis of current construction drawings will be integrated into each topic.

CM 6620: Sustainable Operations & Maintenance

4 Credit Hours

Prerequisite: Admission to the MSCM program

This course will emphasize the techniques and methods used in sustainable operations and maintenance. Influences on the Environment, society, maintenance and energy needs will be analyzed. MEP systems such as ventilation, air conditioning, heating, electrical lighting and building control systems will be discussed from a sustainable operations and maintenance perspective.

CM 6710: Facilities Management Practices

4 Credit Hours

Prerequisite: Admission to the MSCM program

Students in this course will study the methods and techniques for managing facilities. The core consists of knowledge on process and techniques for strategic planning, estimating and budgeting, life cycle costing, and integrated decision making. Students also learn about the role and responsibilities of facility manager in different business forms and organization models. FM technology and its future is discussed and explored.

CM 6720: Facility Management Strategies

4 Credit Hours

Prerequisite: Admission to the Master's of Construction Management program

Students in this course will learn about the history, practice and profession of Facility Management (FM). Core competencies of the FM profession as detailed by key FM organizations such as IFMA, BIFM, and FMAA will be introduced and analyzed for similarities and differences. Students will also learn about the organizational, ethical, and leadership strategies for the delivery of facility management services.

CM 6800: Construction Seminar

2 Credit Hours

Business and management topics pertinent to the construction industry. The course consists of a series of seminar presentations by prominent industry representatives.

CM 6901: Special Topics

1 – 4 Credit Hours

Prerequisite: Consent of the department head

Special topics offered by the department. Offered on a demand basis.

CM 7701: Master's Project

1 Credit Hours

Prerequisite: CM 6000

This course is designed for the students who want to focus their course of study on a particular aspect of construction. The student works independently under the supervision of the course professor on a project or an inquiry that is significant in the construction industry. The topic of the project or inquiry must be approved prior to registration and the student must continue the work in a manner that is satisfactory to the course professor. The student is expected to submit a substantial report and to defend this submittal and the course work taken in the degree program.

CM 7702: Master's Project

2 Credit Hours

Prerequisite: CM 6000

This course is designed for the students who want to focus their course of study on a particular aspect of construction. The student works independently under the supervision of the course professor on a project or an inquiry that is significant in the construction industry. The topic of the project or inquiry must be approved prior to registration and the student must continue the work in a manner that is satisfactory to the course professor. The student is expected to submit a substantial report and to defend this submittal and the course work taken in the degree program.

CM 7703: Master's Project**3 Credit Hours**

Prerequisite: CM 6000

This course is designed for the students who want to focus their course of study on a particular aspect of construction. The student works independently under the supervision of the course professor on a project or an inquiry that is significant in the construction industry. The topic of the project or inquiry must be approved prior to registration and the student must continue the work in a manner that is satisfactory to the course professor. The student is expected to submit a substantial report and to defend this submittal and the course work taken in the degree program.

CM 7704: Master's Project**4 Credit Hours**

Prerequisite: CM 6000

This course is designed for the students who want to focus their course of study on a particular aspect of construction. The student works independently under the supervision of the course professor on a project or an inquiry that is significant in the construction industry. The topic of the project or inquiry must be approved prior to registration and the student must continue the work in a manner that is satisfactory to the course professor. The student is expected to submit a substantial report and to defend this submittal and the course work taken in the degree program.

CM 7801: Master's Thesis

1 Credit Hours

Prerequisite: CM 6000

Construction degree course work or consent of the department head, approval of thesis proposal intensive research project that results in a formal written thesis. The thesis topic will usually be in an area of interest discovered by the student in early stages of the Construction program or work experience. Students may enroll for a maximum of 4 hours per term for thesis credit. The student works independently under the supervision of the thesis advisor on an inquiry that is significant to the construction industry. The topic must be approved before registration and the student must continue the work in a manner that is satisfactory to the thesis advisor. The student is expected to submit a substantial body of research work and to defend this submittal and the course work taken in the degree program. This course may be repeated with departmental approval but no more than 8 hours may be applied toward the requirements of graduation. CSE Courses

CM 7802: Master's Thesis

2 Credit Hours

Prerequisite: CM 6000

Construction degree course work or consent of the department head, approval of thesis proposal intensive research project that results in a formal written thesis. The thesis topic will usually be in an area of interest discovered by the student in early stages of the Construction program or work experience. Students may enroll for a maximum of 4 hours per term for thesis credit. The student works independently under the supervision of the thesis advisor on an inquiry that is significant to the construction industry. The topic must be approved before registration and the student must continue the work in a manner that is satisfactory to the thesis advisor. The student is expected to submit a substantial body of research work and to defend this submittal and the course work taken in the degree program. This course may be repeated with departmental approval but no more than 8 hours may be applied toward the requirements of graduation.

CM 7803: Master's Thesis

3 Credit Hours

Prerequisite: CM 6000

Construction degree course work or consent of the department head, approval of thesis proposal intensive research project that results in a formal written thesis. The thesis topic will usually be in an area of interest discovered by the student in early stages of the Construction program or work experience. Students may enroll for a maximum of 4 hours per term for thesis credit. The student works independently under the supervision of the thesis advisor on an inquiry that is significant to the construction industry. The topic must be approved before registration and the student must continue the work in a manner that is satisfactory to the thesis advisor. The student is expected to submit a substantial body of research work and to defend this submittal and the course work taken in the degree program. This course may be repeated with departmental approval but no more than 8 hours may be applied toward the requirements of graduation.

CM 7804: Master's Thesis

4 Credit Hours

Prerequisite: CM 6000

Construction degree course work or consent of the department head, approval of thesis proposal intensive research project that results in a formal written thesis. The thesis topic will usually be in an area of interest discovered by the student in early stages of the Construction program or work experience. Students may enroll for a maximum of 4 hours per term for thesis credit. The student works independently under the supervision of the thesis advisor on an inquiry that is significant to the construction industry. The topic must be approved before registration and the student must continue the work in a manner that is satisfactory to the thesis advisor. The student is expected to submit a substantial body of research work and to defend this submittal and the course work taken in the degree program. This course may be repeated with departmental approval but no more than 8 hours may be applied toward the requirements of graduation.

CRJU 7701: Critical Issues in Criminal Justice

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the program director.

This course provides an advanced examination of the American Criminal Justice System, including police, courts, and corrections, with emphasis placed on major systems of social control, contemporary policy issues, juvenile justice, and comparative criminal justice.

CRJU 7702: Advanced Criminological Theory

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the program director.

This course is a graduate level introduction to the theory and research on the nature, causes, and patterns of the etiology of crime and criminal behavior taken from diverse, interdisciplinary perspectives.

CRJU 7703: Advanced Law Enforcement

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the program director.

A variety of significant issues in modern American law enforcement is addressed in this course, including policing in a diverse and technologically advanced society, the law enforcement subculture, problems and challenges for law enforcement administrators, the role of private security in complementing government law enforcement efforts, and ethical dilemmas facing law enforcement officers throughout the organizational hierarchy.

CRJU 7704: Institutional and Community Corrections

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the program director.

This course is an analysis of contemporary correctional services and issues of prisons and alternative community-based programs for adults and juveniles with emphasis placed on multiculturalism, overcrowding of correctional facilities, and legal issues.

CRJU 7705: Law and the Legal Process

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the program director.

This course examines the sources of modern American jurisprudence and the influences on legislation. The adversarial system of justice is considered in-depth, and includes consideration of justice models, prosecution and defense strategies, and ethical considerations for the participants in the adjudicatory process.

CRJU 7706: Advanced Research Methods

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the program director.

This course examines components of social science research including variable operationalization, research design, sampling techniques, and methods of data collection. Students evaluate the relative strength of research studies in criminal justice and criminology based on methodological factors. Students develop research strategies of their own to investigate criminal behavior, criminal processing, and other issues in the criminal justice system.

CRJU 7707: Strategic Planning in Criminal Justice

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the program director.

This course examines the interrelationship of the three components of the American criminal justice system and the manner in which each component operates within the larger political system. Goal-setting, problem-solving, planning, and designing the program/policy are examined in the context of law enforcement, courts, and corrections. The course also discusses future trends in criminal justice.

CRJU 7708: Criminal Justice Policy and Analysis

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the program director.

This course covers basic concepts of crime prevention theories and strategies and addresses different crime control program and models. Topics include how and why crime rates differ, the utility of research to address policy questions, and what works and what does not work in crime prevention/control programs.

CRJU 7709: Comparative Criminal Justice Systems

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the program director.

This course examines and compares the criminal justice systems of several countries by focusing on historical, political, and social factors, and explaining their influence on legal institutions and systems of justice. The course discusses the difficulties in comparisons and how to conduct an effective comparative analysis. Topics may include: perceived causes of crime, police structures, legal systems, victims, crime prevention, corrections, and recent trends in international crime and justice.

CRJU 7710: Transnational Crimes and International Security

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the program director.

This course examines legal and institutional responses to and international cooperation against transnational crime, particularly terrorism, human and drug trafficking. Topics include the analysis of the concept of universal jurisdiction that provides a basis for treating certain crimes as "transnational" and "international" and an evaluation of the range of institutions created to track and punish international criminals (such as the International Criminal Court).

CRJU 7711: Human Rights Standards in Law Enforcement

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the program director.

This course discusses the international mechanisms for the protection of human rights and explores how these mechanisms can be strengthened and improved to better prevent and respond to the human rights violations. Topics may include the rights of individuals to equitable treatment at the hands of the state, the international law enforcement standards regarding detention, arrest, bail, search and seizure, right to counsel, presumption of innocence, and standards of evidence.

CRJU 7712: Applied Statistics and Data Analysis in CJ

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the MSCJ Program Director

This course introduces MSCJ students to core statistical concepts and techniques necessary to conduct criminal justice research including descriptive and inferential statistics. Students learn how to summarize criminal justice or criminological data (e.g. National Archive of Criminal Justice Data, Uniform Crime Reports, National Crime Victimization Survey, etc.) with graphs and numbers, generalize from a sample to a population, report quantitative analyses appropriate for professional quality papers, and determine the relationship between two or more variables. This course emphasizes the application and interpretation of statistics using statistical computer software in the field of criminal justice data analysis.

CRJU 7713: Family, Crime and Violence

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the program director

A survey of major issues related to family relationships and criminal activity, including theoretical explanations for family violence and patterns of family violence in the United States, is undertaken. Also explored is how family relationships during childhood can affect long-term behavior. Furthermore, data, theoretical approaches, and current research about the ways in which family relationships relate to criminal involvement and victimization are analyzed. In doing so, the complex ways in which the family-crime - criminal justice connection is both a product of societal forces and affects broader social relations are examined.

CRJU 7714: Communities and Crime

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the program director

A survey of issues surrounding the relationship between community characteristics and crime is explored. Prominent theoretical perspectives are examined, including social disorganization, social control, and collective efficacy, in order to understand how social conditions interact with crime and place. Patterns and prevalence of community crime are also examined, along with methodology and current research. Finally, the interaction between communities and the criminal justice system is addressed with a focus on relevant policy implications.

CRJU 7715: Race, Crime and Justice

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the program director

This course provides an in-depth examination of racial and ethnic issues related to crime and justice in America. The course explores how racial stratification and inequalities influence crime and victimization and official responses to crime. Topic areas may include disparities in criminal justice enforcement, minority representation in the criminal justice system, and strategies for addressing discrimination across criminal justice policies and practices. Data, theoretical approaches, and current research about the ways in which race and ethnicity relate to criminal involvement and criminal justice processing are examined. In doing so, the complex ways in which the race-crime-criminal justice connection is both a product of societal forces and affects broader social relations are explored.

CRJU 7722: International Criminal Justice Experience

3 Credit Hours

Prerequisite: Admission to the MSCJ program or permission of the MSCJ program director.

This study facilitates learning about the justice system of another country (which may vary each year) by exposing students to and providing interaction with law enforcement officers, members of the judiciary, and the corrections agencies in a country outside the United States.

CRJU 7900: Special Topics in Criminal Justice

3 Credit Hours

Prerequisite: Approval of the instructor and the MSCJ program director.

Selected topics of interest to faculty and students are covered in this course.

CRJU 7950: Directed Study

3 Credit Hours

Prerequisite: Approval of the instructor and the MSCJ program director.

This course will result in a research paper or scholarly project developed under the guidance of a graduate criminal justice faculty.

CRJU 7990: Thesis

1-3 Credit Hours

Prerequisite: Eighteen completed hours of core courses in the Criminal Justice Graduate Program and permission of the MSCJ program director.

This course will result in a research paper or scholarly project developed under the guidance of a graduate criminal justice faculty advisor.

CRJU 7998: Demonstration Project

3 Credit Hours

Prerequisite: Completion of six core courses.

This course requires preparation and completion of a written research project on a criminal justice policy related topic. Students may choose to apply statistical analysis and evaluation in their projects. Emphasis is on actual issues and problems facing practicing criminal justice administrators.

CRJU 7999: Criminal Justice Policy Research Project

1-6 Credit Hours

Prerequisite: Eighteen completed hours of core courses in the Criminal Justice Graduate Program and permission of the MSCJ program director.

This course includes a policy research project of thesis quality to enable students to apply statistical evaluation and planning skills tools to criminal justice policy.

EDCI 7510: Curriculum Development and Evaluation

3 Credit Hours

Prerequisite: Admission to graduate study in Education.

This course provides an analysis of curriculum development and methods for aligning course content to goals and evaluation procedures. The ideological, philosophical, historical, psychological, and social foundations of curriculum will be explored to help students better understand how curriculum models might be utilized in an ever changing and emerging educational environment. As a result of this course, students will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.

EDCI 7520: Cognition, Development, and Instruction

3 Credit Hours

Prerequisite: Admission to graduate study in Education.

Course addresses recent advances in learning theories and human development from birth to emerging adulthood with application to P-12 student learning in the content areas (reading, writing, mathematics, science, history, and second languages) as well as recent advances in the areas of critical thinking, self-regulation, and motivation. Current research in the area of human development is explored from a cross-cultural perspective- helping educators understand how culture impacts development and why it matters. These understandings are then integrated with learning theories and applied to instruction in diverse P-12 settings by exploring instructional methods that foster meaningful learning for all students.

EDCI 7530: Instructional Decision-Making

3 Credit Hours

Prerequisite: Admission to graduate study in Education.

Instructional Decision-Making is designed to develop teachers' abilities in improving student learning within their classrooms through the cyclical process of analysis of data on student learning, evaluating available resources and strategies for the appropriate intervention, and continued assessment of the results of the intervention on future learning. Teachers will also learn to scale up this process with content or grade level teams through collaborative assessment of student learning, analysis of areas of difficulty, and planned interventions.

EDCI 7590: Curriculum and Instruction Capstone Seminar

3 Credit Hours

Prerequisite: Admission to graduate study in Education.

This seminar serves as a capstone experience for the candidate in the Curriculum and Instruction program. Candidates develop their expertise in a focused area of curriculum and instruction through an independent, research-based project. Candidates will provide evidence of their ability to design, implement and evaluate curriculum and instruction to improve student learning. Face-to-face and online delivery methods will also be utilized.

EDCI 7800: Curriculum Praxis

3 Credit Hours

Prerequisite: Admission into the Curriculum and Instruction Ed.S. program.

This course explores theoretical frameworks of curriculum development for education as the practice of freedom. Frameworks for the historical, political, social, and pedagogical purposes of curriculum will be explored to help students better understand how curriculum might be developed and utilized in an ever-changing educational environment. As a result of this course, students will demonstrate advanced ability to design, implement, and evaluate curriculum.

EDCI 7810: Foundations of Curriculum

3 Credit Hours

Prerequisite: Admission into the Curriculum and Instruction Ed.S. program.

This course is an introduction to curriculum studies with particular attention to the shifting paradigms in the field beginning with reconceptualization, which took place in the 1970s. The aim of this course is to build a knowledge base in how the curriculum studies field moved from curriculum planning and development to curriculum theorizing and understanding. How this course prepares you for your CIES Capstone Project: One of the (CIES) Capstone Project options is for students to do a currere-style self-study research project. This course introduces students to the currere self-study method and major assignments in this course have students practice this method.

EDCI 7820: Advanced Curriculum Theory and Practice

3 Credit Hours

Prerequisite: Admission into the Curriculum and Instruction Ed.S. program and EDCI 7810

This course examines contemporary advancements in the field of curriculum studies. This course explores curriculum and instruction research and scholarship with an emphasis on connections to educational policy and current educational challenges, issues, and topics. Students will become familiar with various contemporary curriculum scholars and their corresponding bodies of work. This course helps to prepare you for the CIES Capstone Project. One of the CIES Capstone Project options is the creation of a response manuscript that will focus on your examination of the research of a particular curriculum scholar and be submitted for review and publication. The major assignment in this course, the Scholars-in-Complicated-Conversation Final Paper, prepares you with the skills necessary for the CIES Response Manuscript capstone project. This course builds upon the work of Foundations of Curriculum, as well as the other courses in the Curriculum and Instruction Educational Specialist program of study. Students enrolled in this course will advance their understanding of the field of curriculum and instruction, with a particular focus on contemporary advancements, recent policy issues, and current educational challenges, issues, and topics.

EDCI 7830: Trends and Issues in Curriculum and Instruction

3 Credit Hours

Prerequisite: Admission into a Bagwell College of Education graduate program.

This course examines various trends and issues within the field of curriculum and instruction. The course will be topical and relevant to students' professional contexts, and emphasis will be on analysis and investigation of trends and issues in curriculum and instruction from multiple perspectives. Topics will vary but will fall within one or more of the following general categories: Curriculum & Instruction Innovations (e.g., digital literacies, flipped classrooms), Curriculum & Instruction Communities and Contexts (e.g., family and community engagement in the curriculum, internationalization of curriculum), Curriculum & Instruction Policy & Politics (e.g., high stakes testing and standardization of curriculum), Curriculum and Instruction Praxis (e.g., critical media literacy, trauma-responsive pedagogy), and Curriculum & Instruction Creators (e.g., teacher efficacy). How this course prepares you for your CIES Capstone Project: One of the CIES Capstone Project options is for students to create and facilitate a two-three-hour curriculum workshop in their schools/school districts for other educators. The major assignment in this course, the Online Professional Development Workshop, prepares students with the skills necessary for one option for the CIES Capstone Project.

EDCI 7840: Community-Engaged Pedagogies in Curriculum and Instruction

3 Credit Hours

Prerequisite: Admission to a Bagwell College of Education graduate program.

This course explores how schools are situated in communities and the ways in which schools and communities can partner for the overall success of the educational program. This course is designed to prepare educators to build on community assets as they develop communication and learning engagement strategies geared specifically for their school communities.

EDCI 7870: Capstone I in Curriculum and Instruction

3 Credit Hours

Prerequisite: Admission into the Curriculum and Instruction Ed.S. graduate program, and EDCI 7800, EDCI 7810, EDRS 8000, EDCI 7820, EDCI 7830, and EDCI 7840.

This course initiates the competency exam and prepares students to complete the capstone research project. Students conduct interviews with four different grade band teachers (PK-2, 3-5, 6-8, and 9-12) and analyze those interviews utilizing research and scholarship from their prior courses in the program. Upon successful completion of the competency exam, students select a capstone project option and complete a research proposal that is then carried out in EDCI 7880 Capstone II: Curriculum & Instruction.

EDCI 7880: Capstone II in Curriculum and Instruction

3 Credit Hours

Prerequisite: Admission into the Curriculum and Instruction Ed.S. program, and EDCI 7870.

This course focuses on the curriculum and instruction capstone project and the activities outlined in the capstone proposal from the Capstone I in Curriculum and Instruction course. Students will finalize their capstone proposal with the instructor, incorporate feedback from peers and instructor on their research and writing associated with the capstone project, and present their final capstone project to peers and/or educators in community and school contexts. This course builds upon the work of Capstone I in Curriculum and Instruction, as well as the other courses in the CIES program of study. Students enrolled in this course will advance their understanding of the field of Curriculum Studies, with a particular focus on completing the capstone project as detailed in the capstone proposal.

EDCI 9000: Curriculum Trends & Issues

3 Credit Hours

Prerequisite: Admission to the doctoral program in Education.

This course serves as an advanced study of contemporary trends, issues, and research in curriculum theory and design. Intended for teachers and other education professionals serving as curriculum decision-makers. The emphasis of the course is on current research in the field of curriculum. Topics will be examined through historical and contemporary contexts with emphases on themes linked to policy and practice. EDCI 9000 examines trends and issues from multiple perspectives and serves as an impetus to students understanding of the current tensions in the field. Finally, this course will provide students with a deeper understanding of current trends and will also develop the skills needed to critique ideas and issues in education.

CYBR 5210: Programming Principles

3 Credit Hours

In this course, students analyze and formulate software solutions appropriate for an IT organization. Foundational program constructs, and software design & development are covered. Object-oriented program constructs, software engineering concepts and IT organization requirements are covered. A research project on software design and development is required.

CYBR 5220: Computing Infrastructure

3 Credit Hours

This foundation course will provide an overview of computer networks and system administration. Topics include network protocols, network traffic analysis, operating systems fundamentals and system management.

CYBR 5300: Foundations of Cybersecurity

3 Credit Hours

This course will provide an overview of the roles and composition of the cybersecurity function in the organization. It covers aspects of cybersecurity-related law and ethics, components of the cybersecurity program including administrative and technical roles, responsibilities and controls. Students will be presented with both the managerial functions of planning, policy, personnel and programs; and the technical components of security assessments and remediation, and the evaluation and selection of effective security technologies. This course also presents the methodologies and best practices associated with developing and implementing an organizational cybersecurity risk management program, and the integration of cybersecurity efforts into the overall organizational strategy.

CYBR 7000: Cyber Law, Policy, and Enforcement

3 Credit Hours

Prerequisite: Admission to the Cybersecurity, MS program.

This course introduces students to cybercrime, including its enactment and legal enforcement. The course examines United States and international law and policy regarding cybercrime from both civil and criminal perspectives. The course also examines the extent of and limitations on cybercrime professionals' abilities and authorities to ensure enforcement operations comply with U.S. and international law, regulations, directives, and policies. Ethical considerations of privacy and surveillance are also discussed.

CYBR 7050: Cybercrime Detection, Analysis, and Forensics

3 Credit Hours

Prerequisite: CYBR 7000

This course introduces the concepts and technologies of digital forensics and analysis for the detection, investigation, and prevention of cybercrime. Techniques and tools for collecting, processing, and preserving digital evidence are presented. Reporting the results of digital forensic findings is also stressed.

CYBR 7100: Secure Application Development

3 Credit Hours

Prerequisite: Admission to the Cybersecurity, MS program.

This course will cover the basics of software security. Students will develop an understanding of malicious program development, detection of software vulnerabilities and how to patch and avoid such vulnerabilities towards building secure software. The course will provide hands-on assignments and projects for malware analysis.

CYBR 7200: Securing Enterprise Infrastructure

3 Credit Hours

Prerequisite: Admission to the Cybersecurity, MS program.

This course covers the major issues surrounding the use of penetration testing to assess and secure network and infrastructure. Topics include ethical hacking, vulnerability discovery and risk analysis, attacks on network and infrastructure, exploitation of vulnerabilities, penetration testing methods and tools to secure systems against cyber-attacks.

CYBR 7220: Mobile and Cloud Security

3 Credit Hours

Prerequisite: CYBR 7200

This course covers concepts, methodologies and technologies in securing mobile networks and cloud computing environments. Topics may include the mobile network architecture and security protocols, service and deployment models for cloud computing, security issues and solutions from both client and service provider perspectives, and current trends in the field of mobile and cloud computing.

CYBR 7240: Cyber Analytics and Intelligence

3 Credit Hours

Prerequisite: CYBR 7200

This course covers the evaluations and applications of contemporary machine learning techniques in the cybersecurity field. Topics may include overview of popular machine learning algorithms, application areas of machine learning in cybersecurity, vulnerability and risk assessment using machine learning techniques, and development of machine learning based solution to mitigate cyber threats and risks and for informative decision making.

CYBR 7300: Management of Cybersecurity

3 Credit Hours

Prerequisite: Admission to the Cybersecurity, MS program.

This course will provide an overview of the roles and responsibilities associated with administration of a cybersecurity program including the role and composition of cybersecurity planning, development of cybersecurity policy, and the specification and conduct of an effective risk management program. The course also presents techniques, methodologies and best practices associated with developing and operating cybersecurity programs, staffing cybersecurity roles, and integrating cybersecurity efforts into the overall organizational strategy.

CYBR 7350: Contingency Planning and Response

3 Credit Hours

Prerequisite: CYBR 7300

This course will provide a detailed investigation of the specialized planning and functions associated with non-normal business operations. The class examines the roles, responsibilities and plans associated with the organization's response to incidents, disasters and other challenges to business continuity. The course also provides techniques, methodologies and best practices associated with developing and operating contingency programs and best practices in preparing for, responding to, and recovering from current cybersecurity threats and attacks.

CYBR 7400: Introduction to Cryptography and Its Application

3 Credit Hours

Prerequisite: CYBR 7200

This course covers essential cryptographic technologies that can be utilized to guarantee the security of familiar applications such as file systems, computer systems, networks, Internet, email systems, as well as World Wide Web. The essential cryptographic technologies include authentication, encryption, private and public key crypto systems, and so forth. In addition, security analysis including assessing and identifying risks, defining security requirements, and ethical issues will be covered.

CYBR 7900: Special Projects in Cybersecurity

3 Credit Hours

Prerequisite: Full admission to the Cybersecurity, MS program and permission of the program director

This course consists of one-on-one projects conducted by students under the supervision of faculty on topics of interest to the student and the program. The project will consist of specialized work, specified by the instructor and approved by the program director. The project could consist of the specification of individual components of a Cybersecurity program, development of an application, writing of a research paper, evaluation of the current state of cybersecurity in an assigned organization, or specification of a security operations center (SOC).

CYBR 7910: Capstone in Cybersecurity Practicum

3 Credit Hours

Prerequisite: CYBR 7100, CYBR 7240, and CYBR 7300

This course is designed for students to work in teams researching and developing cybersecurity solutions to address enterprise needs. A student team will experience a complete project life cycle from planning, analysis, design to implementation under the supervision of an industry sponsor or course instructor. Through the term-long project, students will not only be able to apply and integrate knowledge and techniques learned in prior MS-CYBR courses, but also practice skills such as project management, leadership, teamwork, and oral and written communication. It is recommended that students take this course in their final semester of the MS-CYBR program.

CYBR 7930: Capstone in Cybersecurity Management

3 Credit Hours

Prerequisite: CYBR 7350

This course offers students an opportunity to integrate the knowledge gained throughout the degree program with specialized content appropriate to the governance and strategic planning of cybersecurity. The course covers the practical aspects of cybersecurity management and administration and the critical skills associated with interacting with the senior-executive and board-level constituencies. The course will also include a focus on the development and implementation of performance measures, corporate and cybersecurity strategy, threat assessment and threat intelligence operations, and support for organizational operations by the cybersecurity function. It is recommended that students take this course in their final semester of the MS-CYBR program.

DS 7140: Python for Data Science

3 Credit Hours

Prerequisite: STAT 7020 and STAT 7100

This course introduces students to Python, including data preparation, feature engineering and general use of Python libraries with a focus on applications within the realm of Data Science. The core focus is the development of Python skills to enable the preparation of data and custom functions, to support Data Science model development activities. Students will learn fundamental data structures, key algorithms and their application in applying analytic/machine learning methodologies.

DS 7900: Applied Analytics Project Course

3 Credit Hours

Prerequisite: Acceptance into a Graduate Level Program at KSU and by Instructor Permission

This is a highly applied "shootout" course in applied data science. Students will be assigned into teams and provided with a series of business problems and associated data (this is "real" data). Typically, but not always, the course will have an external project sponsor who will meet regularly with the student teams.

DS 9000: Advanced Special Topics in Data Science

1-3 Credit Hours

Prerequisite: Admission to the Ph.D. in Data Science and Analytics program

This is a doctoral level seminar course which will cover selected contemporary topics in data science of interest and relevance to faculty and students.

DS 9700: Doctoral Internship

1-6 Credit Hours

Prerequisite: Ph.D. candidacy.

The doctoral internship in data science and analytics provides a supervised experience in research and professional practice. It offers doctoral students the opportunity to apply theoretical knowledge to real-world situations, develop advanced research and problem-solving skills, and gain valuable insights into their future careers.

DS 9900: PhD Dissertation Research

1-9 Credit Hours

This course includes dissertation writing under the direction of the major professor (dissertation advisor). The course is taught using a non-traditional format of independent research and preparation of the doctoral dissertation.

ECE 6620: Child Development and Foundations of Learning

3 Credit Hours

Prerequisite: Admission to Teaching, MAT

Candidates demonstrate an understanding of child development utilizing research to support instructional planning and teaching young children aged birth through fifth grade. Topics that will be addressed in this course include child development theories, educational/early care environments, play and family engagement. Candidates will utilize the knowledge gained in this course to create high quality learning environments and effective teaching strategies for all learners.

ECE 6630: Classrooms, Families and Communities

3 Credit Hours

Prerequisite: Admission to the Teaching, MAT with a concentration in Elementary Education

This course provides an overview of the ways that teachers build awareness of students' home backgrounds to create supportive learning environments and achieve academic and developmental outcomes. The course activities can include: observations of classrooms, interviews, discussing teachers' practices, reading research, and designing lessons. Key topics may include: applying principles of the Funds of Knowledge, asset-based pedagogies, and analyzing school-based efforts for collaboration with families and communities.

ECE 6640: Teaching Literacy in Early Grades PK-2

3 Credit Hours

Prerequisite: ECE 6620 and ECE 7514

This course focuses on research, theory, and pedagogy for the teaching of emergent and early literacy skills. Candidates will analyze current trends and developments in reading and writing education. Candidates will also demonstrate knowledge of research in oral language, phonological awareness, the alphabetic principle, writing development and handwriting, early and advanced phonics, fluency, reading comprehension, and vocabulary development and its application in the PK-2 classroom.

ECE 6641: Teaching Literacy in Upper Grades 3-5

3 Credit Hours

Prerequisite: ECE 6640

This course focuses on research, theory, and pedagogy for the teaching in grades 3-5. The course includes methods, theories, and current research on the best practices to support K-5 learners in culturally responsive ways.

Note This course includes a required field experience component.

ECE 6650: Yearlong Clinical Experience I

3 Credit Hours

Prerequisite: ECE 6620, ECE 7514, and ECE 6630

Under the guidance of a collaborating teacher and university supervisor, the intern completes a full-time teaching experience at a designated school. The experience requires working in a co-teaching environment with K-5 learners, including students with exceptionalities and with students who are English learners. It includes regularly scheduled professional seminars.

Note Proof of professional liability insurance is required prior to school placement.

ECE 6660: Yearlong Clinical Experience II

6 Credit Hours

Prerequisite: ECE 6650

This course is the second semester of an intensive and extensive co-teaching yearlong clinical experience in elementary education. Under the guidance of a collaborating teacher and university supervisor and working in a K-5 environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars and the completion of a content pedagogy assessment.

Note Proof of liability insurance is required.

ECE 6670: Teaching Math in Elementary PK-2

3 Credit Hours

Prerequisite: ECE 6620 and ECE 7514

This course focuses on the integration of mathematics concepts, principles and processes into the teaching of mathematics in preschool through second grade. Emphasis is placed on planning and assessment in the problem-solving based classroom.

ECE 6680: Teaching Math in Elementary Grades 3-5

3 Credit Hours

Prerequisite: ECE 6670

A continuation of ECE 6670, this course consists of the integration of mathematics concepts, principles, and processes into the teaching of mathematics. Mathematics concepts for grades 3-5 are emphasized. The course explores developmentally appropriate practices and culturally relevant and sustaining pedagogies in planning, implementing, and evaluating instruction in the elementary mathematics curriculum.

ECE 6690: Teaching Science and Health in Elementary Classrooms

3 Credit Hours

Prerequisite: ECE 6670

The course focuses on integrating science concepts, principles and processes into the teaching of science in preschool through fifth grade. Emphasis is placed on developing content and pedagogy designing, implementing, and evaluating learning opportunities in science, health, and physical education content. The teacher candidates explore ways to integrate student needs and characteristics, interdisciplinary learning, and age/grade appropriate assessment into instruction.

ECE 6700: Arts Integrated Social Studies in the Elementary Grades

3 Credit Hours

Prerequisite: ECE 6641

This course provides advanced study of teaching social studies in early childhood and elementary education. Components and theoretical foundations of early childhood and elementary social studies curriculum are investigated. Concepts, skills, and attitudes associated with elementary school social studies are discussed in conjunction with various teaching methods, models, and materials considered socially just and developmentally appropriate for children. This course integrates the visual and performing arts and considers ways to integrate social studies with all academic subjects.

ECE 7510: Reading, Writing, and Digital Literacies in Diverse Elementary Classrooms

3 Credit Hours

Prerequisite: Admission to the M.Ed. in Reading program.

This course will address reading and writing instruction in elementary classrooms within a 21st century framework. The concept of Multiple Literacies will be examined through operational, cultural, and critical dimensions. Various forms of digital literacy will be examined with an emphasis on research-based application to a wide range of student populations.

ECE 7511: Trends & Issues in Educational Inquiry in Elementary & Early Childhood Education

3 Credit Hours

Prerequisite: Admission to M.Ed. in Early Childhood Education

Candidates consider current critical issues impacting elementary and early childhood classrooms as a means to understanding basic educational research processes. Particular emphasis is placed on action research and the importance of early childhood and elementary teachers as scholar-practitioners.

ECE 7512: Inquiry: Best Instructional and Curricular Practices & Multiple Assessment Strategies

3 Credit Hours

Prerequisite: Admission to the M.Ed. program.

Candidates critically examine the educational outcomes, curriculum standards, programs, and instructional and assessment practices in their own schools and explore research on education reform and teacher change. Additionally, they explore innovative and research-based instructional and curriculum models and assessment strategies with the emphasis on improving student learning and making informed decisions as teacher-leaders.

ECE 7513: Educational Equity in Early Childhood and Elementary Settings

3 Credit Hours

Prerequisite: Admission to the M.Ed. program.

Early Childhood Educators often work in classrooms of students with various cultural backgrounds and assets. This course will encourage P-5 teachers to analyze and consider the effect of power and privilege, better understand cultural differences, and apply these considerations in developmentally appropriate ways in order to create more culturally inclusive, equitable elementary classrooms.

ECE 7514: Pedagogy for 21st Century P-5 Classrooms

3 Credit Hours

Prerequisite: Admission to the Teaching, MAT with a concentration in Elementary Education

Candidates consider curriculum and assessment possibilities in the elementary classroom utilizing backward design, exploring developmentally appropriate digital tools, and applying constructivist theory and practice to positively impact classroom teaching and student learning.

ECE 7515: Portfolio, Reading Research Seminar, and Conference

3 Credit Hours

Prerequisite: EDRD 7717 and EDRD 7718

During this capstone course for the M.Ed. in Reading candidates complete a portfolio based on work throughout the program. This portfolio includes evidence demonstrating their expertise as subject matter experts, facilitators of learning, and collaborative professionals. As they synthesize findings from literacy research projects, candidates collaborate with cohort members to design and implement a conference in which they present the results of their capstone projects. Faculty members will provide feedback on candidates' literacy research projects.

ECE 7525: Teaching Number, Operations, and Algebraic Thinking (P-5)

3 Credit Hours

Prerequisite: Admission to the ECE M.Ed. program or permission of the EECE graduate program coordinator.

This course will explore the mathematical content and processes, research on learning, and relevant pedagogy of number, operations, and algebraic thinking in Pre-Kindergarten through Fifth Grade. Candidates will implement standards-based curriculum and research-based pedagogy in these content areas and assess the impact on student learning.

ECE 7530: Integrated Models of Instruction

3 Credit Hours

Prerequisite: Admission to M.Ed. program and completion of the first phase.

Candidates explore and investigate a detailed curriculum design and assess its impact on student achievement. This course includes the integration of content areas of language arts, composition, social studies, and detailed approaches to globalization.

ECE 7531: Reflective Inquiry for Elementary & Early Childhood Educators

3 Credit Hours

Prerequisite: Admission to M.Ed. in Early Childhood Education

Utilizing research understandings about current issues in elementary and early childhood education as a way to create a personal professional development plan, candidates focus on developing their action research proposals, integrating elements of educational research design as it applies to the practitioner's P-5 classroom.

ECE 7540: Integrated Models of Instruction II

3 Credit Hours

Prerequisite: Admission to M.Ed. program and completion of the first phase.

Candidates develop and implement a detailed design of curriculum in the areas of mathematics and science and assess its impact on student achievement. The focus is on the integration of content areas of mathematics and science, the implementation of technology, and instructional modifications and accommodations for all students including those with disabilities and those at risk.

ECE 7541: Research and Implementation in Classroom II

3 Credit Hours

Prerequisite: Admission to M.Ed. program and completion of first phase.

Candidates implement Integrated Models of instruction focused on mathematics and science into action research, classroom teaching and portfolio development for the student's success in the areas of mathematics and science.

ECE 7542: Multimedia Presentation and E-portfolio Development Skills

3 Credit Hours

Prerequisite: Admission to M.Ed. program and completion of first phase.

This course focuses on multimedia presentations and e-portfolio development for diverse learners. The course is designed to prepare classroom leaders to develop the knowledge and skills of implementing multimedia and Internet technology in presentation, classroom teaching and e-portfolio development.

ECE 7543: Professional Application of Inquiry for Elementary & Early Childhood Educators

3 Credit Hours

Prerequisite: ECE 7531

Candidates implement their action research proposal in their classrooms or placements, and analyze data using appropriate methodologies. Candidates further offer and reflect upon a professional development opportunity at their school regarding best practices for elementary & early childhood education learned during their action research.

ECE 7560: Capstone Experience and Portfolio

3 Credit Hours

Prerequisite: Admission to M.Ed.

Candidates will demonstrate an understanding of the program standards by creating a portfolio in which they synthesize their coursework throughout the program with insights gleaned from readings and discussions of current issues in the field. Candidates will prepare a detailed plan of how they will disseminate their findings to impact stakeholders in student learning.

ECE 7601: Interdisciplinary Explorations in STEM Learning

3 Credit Hours

Prerequisite: Admission to a BCOE graduate program.

This course provides students the opportunity to explore the integrated STEM learning processes of modeling, inquiry, and engineering design as they are used in teaching STEM curriculum. Students will apply integrated STEM and STEM related content to answer complex questions, to investigate local, regional and global issues and to develop solutions for real-world problems. All students enrolled in this course will be expected to interact with business partners and STEM professionals in identifying and solving relevant problems.

ECE 7602: Equity in STEM Teaching and Learning

3 Credit Hours

Prerequisite: ECE 7601

The course will provide students with experiences for integrating equity and multicultural educational strategies with the Engineering Design Process, experiential learning opportunities, and project-based STEM activities. Students will engage in interactive discussions around current literature in educational research, critically examine STEM instructional practice, and consider assessment data to make decisions about appropriate equitable science instruction. Field placement in a K-5 learning environment is required for this course, which is typically fulfilled through a candidate's full-time teaching position. Other arrangements are permitted but not provided. This placement is the responsibility of the candidate.

ECE 7603: Critical Reflections in STEM Education

3 Credit Hours

Prerequisite: ECE 7602

The purpose of this course is to foster abilities to teach, assess, and critically reflect on STEM learning that supports authentic engagement in interdisciplinary design and inquiry. Students will engage in making connections to STEM research literature with learning and teaching practice. Field placement in a K-5 learning environment is required for this course, which is typically fulfilled through a candidate's full time teaching position. Other arrangements are permitted but not provided. This placement is the responsibility of the candidate.

ECE 7651: Social Foundations and Perspectives in Urban Education

3 Credit Hours

Prerequisite: Candidates must be admitted to a KSU BCOE graduate program, certificate, or endorsement program to take this course.

This course will provide a comprehensive overview of urban education's historical and contemporary aspects. Students will explore current theories, trends, and research-based pedagogical practices, including how school structures, policies, and practices influence teaching and learning at a high level of academic excellence in contemporary urban schools and classrooms.

ECE 7652: Partnering with Urban Families and Communities

3 Credit Hours

Prerequisite: ECE 7651

This course will provide an overview of the intersecting systems that influence the teaching and learning in urban education. Students will explore theories that describe how children and families exist as parts of larger systems and environments, and critically examine their pedagogical approaches to teaching and learning in these systems and environments. Candidates will be expected to take a student/family/community centered approach to instruction that is asset based and leverages the intersection identities present in urban classrooms. This course contains field requirements for completion.

ECE 7653: Advocating for Equity in Teaching and Learning

3 Credit Hours

Prerequisite: ECE 7652

Learners in this course will use a critical lens to examine the challenges and opportunities that students, teachers, families, and leaders in urban contexts face related to opportunity gaps, classroom management, assessment, special education, gifted education, and retention. Learners will complete field-based assignments and will think analytically about and develop a research-based advocacy plan to advocate for change regarding a critical issue in urban schools.

ECE 7700: Scientific Foundations of Early Childhood Education

3 Credit Hours

Prerequisite: Admission to Montessori Graduate Certificate program or M.Ed. program.

Students develop an understanding of the research-based Conceptual Framework of a proven Scientific System of Education designed to serve children from 2.5 to 6 years of age. Students also learn the importance of the Montessori Prepared Environment which serves as the essential third element for effective learning. Students also discover that the Sensitive Periods provide the most powerful times for learning. In addition, they develop new insights into the nature of child development and learn that respect for the child's inner teacher serves as the integrating principle for the effective education of young children. This course includes an extensive field experience. Verification of professional liability insurance is required prior to placement in the field.

ECE 7702: Historical and Contemporary Influences in Early Childhood Education

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course emphasizes the analysis and critical review of historical and contemporary early childhood program models, their impact and current relevance and influence on schools and teaching practices. Attention is given to the purpose (and the function) of prominent early childhood programs.

ECE 7703: Families and Schools in a Pluralistic Society

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course focuses on the need to understand and engage the family in children's education. To do so requires a knowledge of the multiple effects of economics, race, ethnicity, religion, and disability in today's society both within the family and the social structure of the community, and the skills and attitudes necessary to address those effects.

ECE 7704: Trends and Issues in Literacy Education for Elementary & Early Childhood

3 Credit Hours

Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education

The purpose of this graduate level course is to explore major trends and issues in literacy education that are relevant in the P-5 setting. Specifically, this course will provide an overview of such trends as they are conceptualized in contemporary literacy education research literature and realized in practice. Hence, current trends are identified in the research base and analyzed in class readings, projects and discussions. Students will engage in interactive discussions, conduct a review of research, and prepare related learning resources to meet the needs of learners and to demonstrate the reciprocal relationships among national, state, and local trends, issues, and reform in elementary literacy education.

ECE 7705: Trends and Issues in Mathematics for Early Childhood Education

3 Credit Hours

Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education and EDUC 7741

An examination of the contemporary trends and issues in mathematics education in the P-5 setting. Focus will be on research-based investigation of the content in mathematics. Topics include, but are not limited to: research on constructivism, cooperative learning, technology, problem solving, literature in mathematics and multicultural issues in the teaching of mathematics.

ECE 7706: Trends and Issues in Science for Early Childhood Education

3 Credit Hours

Prerequisite: Admission to the M.Ed. in Elementary and Early Childhood Education.

This graduate level course will introduce major trends and issues in science education that are relevant in the P-5 setting. This course will provide an overview of such trends as they are conceptualized in contemporary science education research literature and realized in practice. Students will engage in interactive discussions regarding the reciprocal relationships among national, state, and local trends, issues, and reform in elementary and secondary science education.

ECE 7707: Trends and Issues in Social Studies for Elementary & Early Childhood Education

3 Credit Hours

Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education

This course provides advanced study of teaching social studies in early childhood and elementary education. Components and theoretical foundations of early childhood and elementary social studies curriculum will be investigated. Concepts, skills, and attitudes associated with elementary school social studies will be discussed in conjunction with various teaching methods, models, and materials considered socially just and developmentally appropriate for children. The course emphasizes design and delivery of social studies curriculum centered on social justice and democratic citizenship and uses inquiry, research, and reflection to improve teaching.

ECE 7709: Theory of Play

3 Credit Hours

Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education.

An examination of the role of play in the early childhood curriculum. The focus includes theoretical frameworks used to study play, how play contributes to children's development, and the types, functions and purposes of play.

ECE 7710: Physical Development and Enhanced Control of Movement

3 Credit Hours

Prerequisite: Admission to Montessori Graduate Certificate program or M.Ed. program.

Students will learn how essential movement is to the physical, emotional and cognitive development of children. They will learn to present children with motives of activity in which action and interest combine to provide irresistible activities which children love to repeat spontaneously. Students will discover that work with developmentally appropriate materials provides children with many opportunities to develop independence and to achieve concentration and self-realization. Students will learn to implement teaching strategies which enhance the child's physical, cognitive, emotional, and social development. This course includes an extensive field experience. Verification of professional liability insurance is required prior to placement in the field.

ECE 7716: Diagnosis and Correction of Reading Problems

3 Credit Hours

Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education.

A study of the causes of reading difficulties, the instruments used in diagnosing specific reading problems and the application of various remedial techniques. Individual projects will focus on methods and materials appropriate for particular age groups.

ECE 7720: Sensorial Foundations of Intellectual Life

3 Credit Hours

Prerequisite: Admission to Montessori Graduate Certificate program or M.Ed. program.

Sensorial experiences provide the foundations for all cognitive growth. Sensorial development can be richly enhanced through the use of scientifically designed, developmentally appropriate materials which address a child's need to refine skills related to each of the senses. Work with these materials promotes the sensorial development required for the successful mastery of writing, reading and mathematics skills. In addition, students learn to help children develop listening, sight singing, and musical notation skills with the Kodaly music education strategies and the Montessori bells and boards. Students learn to present materials related to Geometry, Botany, Geography and the Peace Curriculum. This course includes an extensive field experience. Verification of professional liability insurance is required prior to placement in the field.

ECE 7723: Best Practices for Researched-Based Reading and Writing Instruction in Elementary Grades

3 Credit Hours

Prerequisite: Admission to the M.Ed. in Reading program.

This course will examine dominant theoretical approaches and current empirical research related to reading and writing instruction in the elementary grades. A range of social, physical, cognitive, motivational, linguistic, and sociocultural factors that affect the reading and writing learning process will also be addressed.

ECE 7730: Development of Language and Literacy Skills

3 Credit Hours

Prerequisite: Admission to Montessori Graduate Certificate program or M.Ed. program.

The structured sequence of language activities offered in this course will prepare students to help children achieve maximum development of language and literacy skills. Students will learn to provide children with vocabulary related to the child's life experiences at home, in school, and in the community. The classified nomenclature of Geography, Zoology, History, Science, and the Arts will also expand the child's vocabulary and world view. Students will use research-based keywords and other materials to help children develop phonemic awareness and to achieve sound-symbol association. Students will learn to present writing activities which facilitate the development of skills in reading. This course includes an extensive field experience. Verification of professional liability insurance is required prior to placement in the field.

ECE 7731: Competence in the Preparation and Presentation of Language

Materials

3 Credit Hours

Prerequisite: Admission to Montessori Graduate Certificate program or M.Ed. program.

Students prepare and practice presenting the many materials designed by language specialists for use in offering developmentally appropriate language arts presentations and activities to young children. These materials are not available from Montessori suppliers, so each teacher prepares them for his/her own classroom. Students practice with the materials to develop and refine the skills they need to give language presentations to young children effectively. Students create a portfolio of selected examples of more than 70 language materials that can be duplicated for use in the classrooms where they will be employed.

ECE 7740: The Early Preparation of the Mathematical Mind

3 Credit Hours

Prerequisite: Admission to Montessori Graduate Certificate program or M.Ed. program.

Students study the conceptual framework for the presentation of numeration and mathematical activities to young children. The use of Montessori materials that provide children with multiple opportunities to develop numeration skills, to understand the decimal system, and to practice the four operations with up to four digits is presented and practiced. In addition, students learn how to present commutative and squaring operations in ways that allow children to discover their unique characteristics. Finally, students learn to present numerous math activities and exercises with a wide variety of different, scientifically designed manipulable materials as well as present special memorization materials with which children can review and enhance their ability to recall all of the number facts they have assimilated from the previous activities. This course is aligned with the standards of the National Council of Teachers of Mathematics (NCTM). This course includes an extensive field experience. Verification of professional liability insurance is required prior to placement in the field.

ECE 8100: Philosophical and Educational Foundations

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

This course is intended to nurture a more philosophic perspective towards planning, implementing, evaluating curriculum, teaching, and school policy. Emphasis will be on understanding the implications of the philosophic roots and ethical implications of current school reform, curriculum decision-making and classroom instruction.

ECE 8110: Contemporary Curriculum Inquiry

3 Credit Hours

Prerequisite: Admission to the Ed.D. program.

This course examines various forms of inquiry that can be used to respond to the issues confronting contemporary curriculum developers. Emphasis is on inquiry that goes beyond the traditional means by which curriculum is examined and assessed and on developing research techniques and perspectives that are most appropriate to various curriculum-related issues and to your own abilities and interests as a curriculum researcher.

ECE 8140: Current Critical Issues in Elementary Education

3 Credit Hours

Prerequisite: Admission to the Ed.D. program.

This course will focus on the identification and analysis of current issues in the teaching profession. The analysis will include critical examination of efforts to deal with these issues. Knowledge gained through this course will help prepare teachers to manage these issues as well as any which arise in the context of the teaching profession.

ECE 8150: Technology Enriched Curriculum

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

Through the exploration of both traditional and advanced educational technologies, candidates will develop technological skills and strategies of implementation to build an integrated plan of utilizing technology for improving classroom teaching and student learning.

ECE 8160: Assessment of and for Learning

3 Credit Hours

Prerequisite: Admission to the Ed.D. program.

Students review recent research in assessment and the relationships among current views of knowledge, teacher learning and assessment of teachers. Emphases will be on the examination and critique of standards-based assessment movements, increasing awareness of the role and impact of external accrediting bodies, and the identification of authentic assessments of meaningful teacher characteristics.

ECE 8170: Classroom Community for Maximized Learning

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

The formation of a classroom community is crucial to the success of any elementary teacher and involves deliberate fostering of trust, care, and growth. The classroom community does not end within the school walls, however, but also extends to the families and the outside community where their students are found. This course focuses on capitalizing on the funds of knowledge their students and families bring, as well as the impact of classroom environment considerations to develop stronger classroom communities to maximize student learning.

ECE 8180: Diversity in the Elementary Setting

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

This course offers an advanced study of multiculturalism and diversity in elementary and early childhood settings. Drawing upon historical and current scholarly literature on race, class, gender, sexuality, religion, language, and ability, this course provides candidates with a combination of theory, research, and practice on making elementary education more inclusive, equitable, and socially just.

ECE 9100: Cognitive Processes and Educational Practice

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

This course examines the cultural-historical theory of cognition and human development as a lens through which to analyze elementary education and schooling, with a particular emphasis on ways in which pedagogical practices are mediated by social interaction and cultural artifacts. Drawing from Vygotskian and sociocultural theories that view the everyday practices of language and action as constructing knowledge, the course examines the resources and funds of knowledge that students and communities possess and how to harness them for classroom teaching.

ECE 9120: Mentoring Future Teacher Leaders

3 Credit Hours

Prerequisite: Admission to the Ed.D. program.

This course is designed for teachers and examines formal and informal teacher leadership roles and assesses the effects of these roles on teachers and on student achievement. It analyzes the barriers to teacher leadership created by the structure of schools and the culture of teaching. The goal of this course is to provide an understanding of both the difficulties and the opportunities inherent in teacher leadership and to help build skills that will be useful as teacher leaders.

ECE 9130: Critical Analysis of Instruction and Learning

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

This course is an advanced study of instruction and learning through the lens of classroom discourse. Candidates will explore the talk that happens in their classrooms across the three dimensions of the social context, interactional context, and individual human agency. They will record and transcribe classroom instructional context, and individual human agency. They will record and transcribe classroom instructional conversations and analyze them based on such components as turn taking, contextualization cues, narrative resources, and framing resources. Finally, candidates will reflect critically on their analyses of classroom talk and use their reflections to enact change in their instruction.

ECE 9140: Internship for Developing Teacher Leaders

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

During this internship the candidate will, along with the university faculty and site supervisor, create a program of observation, research, and involvement designed to help put relevant theories into practice; gain understanding into the role of school culture in school improvement; learn how to identify and overcome barriers to reform; and identify and explore personal and professional characteristics conducive to teacher leadership.

ECE 9150: Critical Literacy Education for Elementary Teachers

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

Competing theories of literacy view reading, writing, and the production of texts as the cognitive processes of individuals or as social practices imbued with issues of power, access, diversity, and design. Today's P-5 educational environment requires teachers to fill their students' heads with knowledge that will be measured on high-stakes tests, often at the expense of teaching children to think critically and understand how texts function in our society so they may become agent in charge of writing and rewriting their world. Candidates in this course will learn to analyze critically a range of multimodal texts from a sociolinguistic perspective and teach their students to engage in textual analysis, explore how language is related to power, and create opportunities for students to design and redesign texts so they may take action for greater democracy, equity, and justice.

ECE 9160: Trends and Issues in Elementary STEM Education

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

This course will examine contemporary trends and issues in Science, Technology, Engineering, and Mathematics Education (STEM) in the P-5 setting. Focus will include historical, current innovations and future directions of STEM Education in the elementary schools. Emphasis is placed on developing necessary instructional methodology, and to designing integrated and project-based learning experiences for all students and also develops a framework for thinking about the role of STEM subjects in a democratic society.

ECE 9170: Trends and Issues in Elementary Social Studies Education

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

This course serves as an advanced study of persistent issues, contemporary trends, and research in elementary social studies education. In this course, students will examine and work with theories, approaches, and methods for powerful social studies teaching as well as examine frameworks, materials, and strategies for teaching social studies for social justice and democratic citizenship. Topics will be examined through historical and contemporary contexts with emphasis on themes linked to policy and practice. This course will provide students with a deeper understanding of social studies education and its role to create a more just and equal world and will also develop the skills needed to critique ideas and issues surrounding elementary social studies education.

ECE 9220: Curriculum Development and Assessment

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

This course serves as an advanced study of contemporary trends, issues, and research in curriculum theory and assessment design for K-5 learners. Intended for teachers and other education professionals serving as curriculum decision-makers, the course will address current research in the field of elementary curriculum. Emphases will also be on the examination and critique of standards-based assessment movements, increasing awareness of the role and impact of external accrediting bodies, and the identification of authentic assessments of meaningful teacher characteristics. Topics will be examined through historical and contemporary contexts with emphases on themes linked to policy and practice.

ECE 9230: Curriculum Decision Making (Birth- 8yrs)

3 Credit Hours

Prerequisite: Admission to the Ed.D. program.

Candidates will examine multiple approaches to caring for and educating young children (Birth to age 8 years) in group settings. An in-depth study of organizational strategies, child development theories, historical and philosophical perspectives will be conducted. Connections will be made using current licensing and accreditation standards to the organization of personnel, materials and equipment. In addition, the course will include analysis of recent research, theoretical developments, and social issues such as ethics, diversity, special needs, and family involvement as they relate to quality care and education in the early years.

ECE 9250: Teacher Leaders and School Reform

3 Credit Hours

Prerequisite: Admission to the Ed.D. program.

This course is designed for teachers to examine formal and informal teacher leadership roles and assesses the effects of these roles on teachers and on student achievement. It analyzes the barriers to teacher leadership created by the structure of schools and the culture of teaching. The goal of this course is to provide an understanding of both the difficulties and the opportunities inherent in teacher leadership and to help build skills that will be useful as teacher leaders who will serve in distributed leadership roles for improvement of conditions of practice and teaching.

This course will examine multiple ways to use organization as a tool to enhance instruction in grades K-5th classrooms. Comparison of the effect of organizational strategies and developmental stages on student learning and examination of roadblocks to establishment of effective organizational structures will be studied. Through the use of collaboration and communications, ways to minimize the effects of the real-life roadblocks will be developed. Candidates will incorporate ways to celebrate diversity in a dynamic classroom. Attention is given to historical, philosophical and theoretical perspectives, including current national standards, programmatic design and organization and the use of personnel, materials, and equipment.

ECE 9300: Critical Issues for Student Learning: (Topic)

3 Credit Hours

Prerequisite: Admission to Ed.S. or Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning in elementary classrooms and schools.

Note: This course may be repeated as necessary.

ECE 9350: Doctoral Directed Study

1-9 Credit Hours

Prerequisite: Admission to the Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in elementary schools. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

Note: This course may be repeated as necessary and has variable credit hours.

ECE 9900: Dissertation

1-9 Credit Hours

Prerequisite: 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

Note This course may be repeated as necessary and has variable credit hours.

ECON 7010: Resource Allocation and Decision Analysis

3 Credit Hours

Prerequisite: Admission to the Coles MBA or MAcc program.

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

ECON 7610: International Business Perspectives

3 Credit Hours

Prerequisite: ECON 7010

This is a three-credit hour graduate level course in international economics primarily designed to provide an understanding of the theories of international trade and finance as well as the institutional frameworks that govern international trade, finance and open economy macroeconomics. Topics covered in the course include why countries trade, the determinants of the pattern of trade, the consequences of trade on economic welfare and factor incomes, trade policy, the determination and movement of exchange rates and its impact on domestic economic activity, the effect of monetary and fiscal policy on exchange rates and the balance of payments.

ECON 7640: Business Conditions Analysis

3 Credit Hours

Prerequisite: ECON 7010 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 7710: Statistics for Business Analysis

3 Credit Hours

The ability to quickly and accurately understand, present and interpret data is an essential business skill. This course introduces fundamental statistical methods that are relevant in business analysis. It discusses methods to collect, analyze, model, interpret and present business data. Topics include statistical summary methods, finding linear and nonlinear associations between variables, statistical test, linear regression, analysis of variance, time series forecasting, etc. Data analysis requires the use of an effective tool. R is a free and open source software for statistical data analysis and graphics, and it can run on a variety of platforms. This course teaches students the basics in using R for data analysis.

ECON 7730: Business Intelligence – Risk Management and Decision Analysis

3 Credit Hours

Prerequisite: ECON 7010 or ECON 7710

The focus of the course is on the theory and application of quantitative decision models. General topics include basics of spreadsheet modeling, probability and probability distributions (discrete and continuous) and their properties, decision making under uncertainty, and risk analysis. Specific topics to be covered include Monte Carlo Simulation, Decision Trees, and Real Options Analysis. Emphasis is on the formulation, solution, and interpretation of models with application to a variety of business problems, and how quantitative techniques can provide for better decision making. The goal of the course is to learn to implement these tools, including the generation of parameters and the building of models for decision-making. A mixture of cases and in-class demonstrations will be used to develop your skill in applying management science approaches to decision making within a business environment. Throughout the course we will make extensive use of Excel and Excel add-ins, including the Palisade Decision Tools suite.

This course may be cross-leveled with ECON 4810

ECON 7750: Introduction to Business Intelligence Using Simulation

3 Credit Hours

Prerequisite: ECON 7010 or ECON 7710

Simulation is the process of designing and creating computer models of existing or proposed real-world systems for the purpose of conducting numerical experiments to better understand the behavior of that system for a given set of conditions. It enables the creation of models that can represent the variability that exists in many real business systems. This course covers the theory and application of simulation modeling, with an emphasis on how simulation provides predictive and prescriptive analytics to support business decision-making. A variety of topics in simulation including event-oriented simulation, continuous simulation, and advanced topics such as experimental design and optimization, object-oriented simulation, response surface methodology, will be covered, using a major commercial simulation package such as ARENA. Software such as ARENA will be used to model complex systems in the manufacturing, service and transportation industries. Emphasis will be on the use of simulation as a tool to support business decision-making. Because ECON 7750 requires the use of spreadsheet software such as MS Excel modules, some experience with spreadsheets is required.

This course may be cross-leveled with ECON 4850.

ECON 7770: Operations Research in Business Intelligence

3 Credit Hours

Prerequisite: ECON 7010 or ECON 7710

This course focuses on the application of operations research techniques to decision making when solving business problems from a managerial perspective. Specifically, this course will focus on the scientific process of transforming data into insight for making better decisions and in doing so develops both your quantitative as well as critical thinking and model building skills. Applications in different business areas will be presented, such as production, planning, finance, scheduling, transportation, resource allocation, and distribution. This will be achieved by the study of a variety of advanced analytical methods such as Network optimization, Nonlinear programming, Goal programming, Queueing Analysis, and Monte Carlo Simulation. Excel spreadsheets are used extensively to accomplish formulating and solving mathematical models and apply other quantitative techniques. As this course requires extensive use of MS Excel and Excel add-ins such as analytical solver, crystal ball, palisade (optional) and other specialty excel macros, basic proficiency in the software is thereby required.

This course may be cross-leveled with ECON 4870.

ECON 7900: Special Topics in Economics

3 Credit Hours

Prerequisite: ECON 7010 or equivalent, permission of the instructor, and approval of the MBA program director.

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

Note: This course is repeatable.

ECON 9001: Introduction to Business Research

3 Credit Hours

Prerequisite: Admission into the Coles PhD in Business Administration Program.

The purpose of this course is to introduce students to the fundamentals of business research, including but not limited to: the fundamental philosophical orientations in research, the role of theory in business research, integrity and ethics in research, and an overview of major research designs. Students will learn the major components of a research article and what is required for effective academic writing. Each subject is introduced through a textbook chapter and/or research articles covering relevant aspects. Wherever possible, faculty will attempt to tie the course content back to the students' individual research interests.

ECON 9011: Advanced Econometrics

3 Credit Hours

This course provides a broad introduction to econometric concepts and tools that are essential in decision analytics in economics and business settings. It covers basic techniques in linear regression analysis as well as a variety of more advanced and widely used methods, such as difference-in-differences, regression discontinuity design, and synthetic control method. The course presents statistical and econometric theories that allow students to understand the background of the technical applications. It also exposes students to classical examples in the literature that showcase the application of the methods. Hands-on exercises are designed for students to work with data sets and practice the techniques.

ECON 9012: Empirical Asset Pricing

3 Credit Hours

This graduate-level course relates classical asset pricing theory to empirical estimation and evaluation of asset pricing models. The approach is to integrate economic insights, financial data, and econometric tools. Topics will include, but not limited to: capital asset pricing model, risk and returns on assets, consumption-based asset pricing theory, cross-section of expected returns, linear factor models, stochastic discount factor models, regression analysis for asset pricing, econometric tools for causal inference, and generalized method of moments techniques.

ECON 9013: Advanced Decision Analytics

3 Credit Hours

Prerequisite: Admission to the PhD in Business Administration program

This course focuses on the theory and research in operations research techniques, including network optimization and integer programming, which both have wide applications in various business areas, such as production, planning, finance, scheduling, and transportation. Network optimization models and integer programming models tend to have complex and large-scale mathematical structures and to be NP-hard to solve. This course provides a good opportunity to explore and study how to approach these difficult practical problems theoretically and computationally. An in-depth study of the theories and solution methodologies will be conducted, and the state-of-the-art optimization software will be used. Both the seminal and latest research papers will be discussed. This course also emphasizes the review and evaluation of published research articles and identification of possible application of the methodologies in students' own research.

ECON 9014: Decision and Risk Analysis

3 Credit Hours

This course explores the theory and application of quantitative decision models for decision and risk analysis. General topics include basics of probabilistic modeling, including probability and probability distributions (discrete and continuous) and their properties, random variables, and stochastic decision and risk analysis. Emphasis is on the understanding and evaluating the formulation, solution, and interpretation of models with application to a variety of business issues, and how quantitative techniques can provide for better decision making and risk assessment. A number of recent research articles will be reviewed to give the students a broad overview of applications. The goal of the course is to be able to understand and implement modeling tools for risk analysis and how they could be applied in their own research.

ECON 9900: Dissertation Development in Business Administration

3 Credit Hours

Prerequisite: Permission of department is required.

Dissertation Development is intended to provide a flexible learning experience to prepare students for the dissertation process. In this course, we focus on a variety of issues, including an introduction to the dissertation process, dissertation committee selection and approval, dissertation structure and design, and identification and evaluation of potential topics. We will discuss the preparation and writing of the dissertation proposal document, with focus on the introduction, literature review, and hypotheses sections. We will discuss issues of research design (including data collection and appropriate methodological choices for analysis). Each topic is introduced through selected papers, and students must come prepared to discuss their own dissertation ideas.

ECON 9903: Doctoral Directed Study

3 Credit Hours

Prerequisite: Permission of department

This course is an individualized and independent scholarly investigation and research of an important topic in business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student with in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

ECON 9904: Dissertation Research

1-9 Credit Hours

Prerequisite: Permission of department

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. This course may be repeated as necessary.

EDAD 9900: Dissertation

1-9 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program and 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

Note Course may be repeated as necessary and has variable credit hours.

EDMG 6421: Pedagogical Content Knowledge Middle Grades Math/ Science I

2 Credit Hours

Corequisite: INED 6421, INED 6410, and ITEC 6200

Candidates will develop pedagogical content knowledge for teaching science and mathematics in middle grades. Candidates will acquire understanding of middle school philosophy and practices; they will apply their understanding of young adolescent development in the design of instructional and assessment strategies that are appropriate for teaching mathematics and science to middle grades learners. Candidates will develop and implement lesson plans for teaching science and mathematics in an interdisciplinary team setting.

EDMG 6422: Pedagogical Content Knowledge for Middle Grades Math/Science II

2 Credit Hours

Prerequisite: EDMG 6421

Corequisite: EDMG 6650, INED 6411, and INED 6422

This course requires candidates to develop and implement instructional strategies and assessments that are appropriate for the mathematics or science learners in their assigned field-based classroom. Candidates will plan and implement a logically-sequenced learning segment that consists of developmentally-appropriate instructional strategies and assessments and that is differentiated for specific middle grades learners. Assignments include analysis of planning and teaching, implementation of instruction, and analysis of student learning. Candidates will have learning opportunities to analyze teaching practice (i.e., curricular documents, video-taped lessons, and assessment data) and to develop skills related to critical, reflective, and professional practice of feedback.

EDMG 6423: Pedagogical Content Knowledge for Middle Grades Math/Science III

2 Credit Hours

Prerequisite: EDMG 6422

Corequisite: EDMG 6650, INED 6412, and INED 6423

Candidates will continue to plan and implement developmentally-appropriate, differentiated instructional strategies, modifying their instruction based on student performance. They will develop interdisciplinary learning activities in which their students use science and mathematics to address real world problems, both local and global. Candidates will design learning activities to enhance the development of science and mathematical literacy among their middle grade students.

EDMG 6650: Yearlong Clinical Experience I (Middle Grades)

4 Credit Hours

Prerequisite: An adjusted GPA of 2.75 or higher, EDMG 6421, Issued pre-service certificate, Admission to YCE, Educator Ethics Assessment eligibility

Corequisite: EDMG 6422, INED 6411, INED 6422, and EDUC 6610

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a full-time teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement.

EDMG 6660: Yearlong Clinical Experience II

5 Credit Hours

Prerequisite: EDMG 6650, have an adjusted GPA of 2.75 or higher.

Corequisite: EDMG 6423, INED 6423, and INED 6412

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement.

EDRD 6610: Reading and Literacy Strategies for Middle/Secondary Content Areas

3 Credit Hours

Prerequisite: Admission to the Middle Grades Math/Science MAT Program

This course is designed to develop a broad range of research-based reading methodologies to enhance the learning strategies of middle and secondary school students. A major emphasis is given to the use of reading strategies for culturally and socially diverse classrooms, including the use of literacy-based instruction in all content areas and the understanding, evaluating, and promoting of effective pedagogy in adolescent literacy. The development and use of integrated and thematic approaches of instruction are addressed.

EDRD 6715: Introduction to Theory and Pedagogy in the Study of Reading

3 Credit Hours

Prerequisite: Admission to program and evidence of passing criminal background check.

This course is a study of the foundations of literacy. This course examines theories of language development, language structure, and acquisition of reading and writing as well as the theoretical foundations for a range of instructional practices related to the five dimensions of reading. Historical perspectives of literacy as well as prominent researchers and theorists are also studied.

EDRD 6717: An Introduction to Reading Assessment & Instruction

3 Credit Hours

Prerequisite: Admission to program and evidence of passing criminal background check, completion of EDRD 6715,

This course provides an introduction to reading assessment instruments and intervention strategies used for understanding and meeting the individual reading needs of P-12 students. Students in this course will examine both informal and formal assessments including technology-based assessment as well as research supported intervention strategies. Students will use assessment data to plan, evaluate, and revise effective reading intervention instruction that meets the needs of students.

Note A field component is included, no more than 15 hours of field experience is required.

EDRD 6718 may be taken out of sequence.

EDRD 6718: An Introduction to Content Area Reading and Literacy

3 Credit Hours

Prerequisite: Admission to graduate study in education, evidence of criminal background check;

Courses that may be taken concurrently: EDRD 6717.

This course is a study of the key considerations and research-supported strategies to facilitate effective learning and reading instruction in content area classrooms. This course explores components of the reading process related to content area reading instruction including methods of collaborative grouping. Candidates will plan instruction that support readers before, during, and after they read. Emphasis is placed on supporting the unique reading needs of P-12 learners. Note A field component is included, no more than 15 hours of field experience is required.

EDRD 7715: Theory and Pedagogy in the Study of Reading

3 Credit Hours

Prerequisite: Admission to graduate study in education, evidence of criminal background check.

An advanced study of the socio-psycholinguistic foundations of literacy. This course examines theories of language development and acquisition of reading and writing as well as the theoretical foundations for a range of instructional practices related to the five dimensions of reading. Historical perspectives of literacy, prominent researchers and theorists are also studied.

EDRD 7716: Young Adult Literature in Middle and Secondary Schools

3 Credit Hours

In this course, candidates will build upon their understanding and use of young adult literature in middle and secondary classrooms. Candidates will read, review, and evaluate a wide-range of contemporary young adult literature genres, trends and issues, while concurrently reviewing and evaluating methodologies for teaching. Candidates will be asked to design and develop classroom and school-based literature activities and programs to enhance instruction and foster motivation.

EDRD 7717: Reading Assessment and Instruction

3 Credit Hours

Prerequisite: Evidence of passing a background check

An advanced study of a broad array of individually administered diagnostic reading assessments, including informal inventories, standardized norm-referenced and curriculum based tests. Candidates use assessment results to plan a reading intervention that is specifically designed to meet the diverse learning needs of a P-12 student. A 30 (clock) hour supervised clinical experience is required that will be conducted on campus in the Center for Literacy and Learning. This clinical constitutes part of the residency requirement.

Note A field component is required. All candidates must submit evidence of passing a criminal background check.

EDRD 7718: Content Area Reading and Writing

3 Credit Hours

Prerequisite: Evidence of passing a criminal background check

An advanced study of reading instruction in content area classrooms that prepares teachers as reading interventionists. This course explores technical reading and writing, reading strategies, use of supplemental texts, and flexible grouping. Candidates create an individualized intervention plan based upon the results of diagnostic testing. A 30 (clock) hour supervised clinical experience is required that will be conducted on campus in the Center for Literacy and Learning. This clinical constitutes part of the residency requirement.

Note A field experience is required; therefore, all candidates must provide documentation of passing a criminal background check.

EDRD 7720: Literacy Coaching and Leadership

3 Credit Hours

Prerequisite: EDRD 7717, EDRD 7718, and evidence of passing a criminal background check

This course provides candidates with an introduction to Literacy Coaching in middle and secondary schools. Candidates engage in the study of pedagogy and leadership in the areas of collaboration, job-embedded professional development, program assessment and strategy. Candidates will study a pedagogical content and apply new skills in Georgia schools.

Note A field component is required.

EDRD 7725: Leadership and Coaching for Elementary Reading Programs

3 Credit Hours

Prerequisite: EDRD 7717, EDRD 7718, and evidence of criminal background check.

This course an introduction to literacy coaching, emphasizing differentiated approaches to maximize student and teacher development. Candidates consider ways to enhance student achievement in the elementary grades as they study theory, instructional coaching, and leadership. They examine research-based innovations for literacy instruction across the curriculum and job-embedded professional development. They explore models of best practice, multisensory reading instruction, and assessment as they apply new skills in Georgia schools.

EDRD 7730: Culturally Relevant Literature for Children and Young Adults

3 Credit Hours

Prerequisite: Admission to the M.Ed. in Reading program.

This course is designed to empower candidates to develop extensive knowledge of all genres of children's literature. Candidates explore issues related to selection and evaluation of books, instruction, and interpretation of culturally responsive literature for the classroom. They critically examine and explore literacy strategies for genres of culturally responsive literature and differentiated instruction for ESOL students and students with disabilities. Then they use this knowledge to conduct multisensory reading instruction and design their own e-books.

EDRD 7735: Using Data to Inform Reading Instruction

3 Credit Hours

This course will examine how literacy leaders can use assessment data from large data sets to improve literacy instruction within elementary, middle, and high schools/districts. The course will focus on analyzing summative and formative assessment data from multiple sources and providing recommendations for differentiated instruction for a variety of student populations using research-based literacy strategies. Students will examine current research methodologies and conduct applied research.

EDRD 7765: Teaching Reading in the Content Area to Diverse Learners

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Inclusive Education.

Teaching & Learning II focuses on the various forms of research-based, special instruction for students with disabilities. Specific focus will be on direct instruction, strategy instruction (metacognitive and cognitive behavior management), cooperative learning, social or functional skills development and systematic instruction using task analysis, prompts & cues, particularly as these practices apply to education of students with disabilities. Course content will build on information presented in Teaching and Learning I (e.g., the development of curriculum and instruction that follows the precepts of best practices and universal design in all academic areas.) Special attention will be given to embedded forms of student assessment and ongoing data collection procedures to evaluate the overall impact of instruction on student learning will be discussed.

Note Proof of professional liability insurance is required prior to field experience placement.

EDRD 8360: Literacy Instruction for English Language Learners

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Inclusive Education.

The focus of this course is diversity, emphasizing issues related to content instruction for students with English as a second or foreign language. Specific issues include (but are not restricted to) first and second language acquisition, knowledge of proficiency levels, linguistic and phonemic awareness, phonics instruction, fluency, comprehension, content-area instructional strategies for comprehension and vocabulary, and adult learning and family issues. Distributed school leadership (DSL) will be embedded in the course to give candidates an opportunity to recognize their potential for teacher leadership, particularly as it relates to the learning and development, curriculum, assessment and instruction reform.

EDRD 8365: Literacy Instruction for Students with Disabilities

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Inclusive Education or ESOL Ed.D. program.

This course focuses upon dyslexia and other forms of reading disorders, emphasizing issues related to early acquisition of reading skills and comprehension. Specific issues include (but are not restricted to) principles of language learning, phonemic awareness, phonics instruction, fluency, comprehension, and instructional strategies for comprehension and vocabulary for practical applications. Distributed school leadership (DSL) will be embedded in the course to give candidates an opportunity to recognize their potential for teacher leadership, particularly as it relates to the learning and development, curriculum, assessment and instruction reform.

EDSM 7500: Emerging Trends and Research in Adolescence

3 Credit Hours

This advanced graduate seminar considers emerging trends and research on adolescence. Topics may include research in neuroscience, resilience, self-regulation, and positive youth development models in deepening educators' understanding of the cognitive, psycho-social, and behavioral changes occurring during adolescence and the implication of such changes for middle and secondary school contexts. Adolescent development and related research is understood through an asset versus a deficit lens.

Note This course may be cross-leveled with EDSM 8500

EDSM 8400: Internship in Teacher Development or Teacher Education

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program and permission of the professor.

This internship is for advanced specialist and doctoral students interested in teacher education and scholarly work (e.g., research, editing). Teaching internships focus on teaching and learning, curriculum, and assessment. Teaching 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 scope of other internships in scholarly work (e.g., editing journals, coordinating conferences, or revising and developing state standards) will be developed collaboratively between the intern and professor.

EDSM 8500: Emerging Trends & Research on Adolescence

3 Credit Hours

Prerequisite: Admission to graduate study in Education

This advanced graduate seminar considers emerging trends and research on adolescence. Topics include research in neuroscience, resilience, self-regulation, and positive youth development models in deepening educators' understanding of the cognitive, psycho-social, and behavioral changes occurring during adolescence and the implication of such changes for middle and secondary school contexts.

Adolescent development and related research is understood through an asset versus a deficit lens.

Note This course may be cross-leveled with EDSM 7500

EDSM 8701: Contemporary Issues in Educational Equity for Secondary & Middle Grades Education

3 Credit Hours

Prerequisite: Admission to a graduate program in education

This course is designed to broaden students' understandings of contemporary equity issues in education. With a focus on perspective taking and knowledge creation, students will examine equity issues at the federal, state, and individual levels. Students will assess themselves, their students, their classrooms and schools for contemporary barriers to equity and develop a proposal to address an equity issue in their school setting.

EDSM 8901: Seminar I: Trends & Issues in Secondary & Middle Grades Ed

3 Credit Hours

Prerequisite: Admission to the Secondary or Middle Grades Education EDD or EDS Program

The course is taken in the first semester of the program and is designed to assist advanced graduate students in developing an understanding of seminal research, contemporary trends, and emerging issues related to teaching and learning in secondary and middle grades settings. The course is designed to assist advanced graduate students in conceptualizing their final capstone project and developing a plan for its completion.

EDSM 8902: Seminar II: Capstone Course in SMGE

3 Credit Hours

Prerequisite: EDSM 8901

The course is taken in the last semester of the Ed.S. program and serves as either the culminating academic endeavor of Ed.S. candidates, or as a bridge for those candidates continuing on toward the Ed.D. The course provides candidates with the opportunity to examine writing, research, or other products related to their own professional interests. Students will complete a capstone project in this course such as evaluating a program, writing a grant for a school or district-based initiative, completing a practitioner research project, writing an article for publication about a teaching strategy they have used in their classroom, designing a research proposal for a potential dissertation topic, or preparing and presenting a paper at a state or national conference.

EDSM 9300: Critical Issues for Student Learning: (Topic)

3 Credit Hours

Prerequisite: Permission of the professor and admission to the Ed.S. or Ed.D. program.

A doctoral seminar focused on analysis and problem-solving of a current topic of vital concern relevant to teaching, leading and student learning in schools with a particular emphasis on the contexts of middle and secondary students, classrooms and schools.

EDSM 9320: Equitable Curriculum Decision-Making for Middle & Secondary Education

3 Credit Hours

Prerequisite: Admission to the doctoral program in Education.

This course serves as an advanced study of curriculum theory and design based on principles of equity and social justice. Intended for teachers and other education professionals serving as curriculum decision-makers, EDSM 9320 takes up critical discourses of curriculum theory, particularly as they relate to race, ethnicity, gender, class, sexual identity, and market-based reforms. It presents principles of and approaches to equitable curriculum design, offering candidates tools to make curricular decisions from an asset rather than deficit perspective toward teachers and children.

EDSM 9350: Doctoral Directed Study

1-9 Credit Hours

Prerequisite: Admission to the Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in middle and secondary schools. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

Note: This course is repeatable.

EDSS 8600: Critical Analysis of Contemporary Issues in Social Studies

Education

3 Credit Hours

Prerequisite: Admission to the Ed.S or Ed.D. program.

This course provides a critical analysis of contemporary issues in social studies education theory, research, and practice mainly as identified and discussed in recent scholarly research published in recognized journals, books, and standards adopted by state and national committees or councils for the social studies or social science fields.

EDUC 6100: Development, Psychology, and Diversity of the Learner

5 Credit Hours

Prerequisite: Admission to the MAT program.

An examination of the unique aspects of and relationships between the development, psychology, and diversity of learners. A study of life span development (with an emphasis on adolescents and young adults) addresses social, moral, emotional, physical, cognitive and psychological development. Theories, models, and principles of learning and motivation are examined and related to development and diversity as it has influenced culture, language cognitive ability, gender, and special needs. The use of technology in this course will include word processing, presentation applications, Internet research, online courseware, electronic portfolio development, and the review of software.

EDUC 6100L: Practicum I

1 Credit Hours

Prerequisite: Admission to the MAT program

Corequisite: EDUC 6100

An experiential, service learning project in which candidates work (mentoring, tutoring, interviewing, etc.) with adolescents or young adults, one-on-one, focusing on development, needs, exceptionalities, diversity, and learning styles. Requires proof of liability insurance. Candidates must have a satisfactory practicum to continue in the MAT without remediation.

EDUC 6110: Adolescent Development and Learning

3 Credit Hours

Prerequisite: Admission to the MAT program.

A study of life span development (with an emphasis on adolescents and young adults) addressing social, moral, emotional, physical, cognitive, and psychological development. Theories and principles of learning and motivation are examined and related to development. A 30-hour field experience is required in this course.

EDUC 6115: Knowledge of All Learners

3 Credit Hours

Prerequisite: Admission to the MAT program and EDUC 2110, or permission of the MAT program coordinator.

This course will investigate the basic theories of learning, development and communication that create productive classroom instruction for all learners. Particular attention will be paid to understanding how differences in ethnicity, class, gender, religion, language and exceptionally affect the work of teachers and learners in modern society. The characteristics, legal requirements, and teacher responsibilities for students with disabilities will also be articulated in this class. This course includes a field experience in which candidates observe and work (mentoring, tutoring, interviewing, etc.) with adolescents, one-on-one, focusing on development, needs, exceptionalities, diversity, and learning styles.

EDUC 6120: Diversity and Exceptionality

3 Credit Hours

Prerequisite: Admission to the MAT program.

This course examines the demographic changes in America's schools that influence teaching and learning. Attention is given to assisting candidates in developing a socio-cultural consciousness and the disposition that all students, including those with disabilities, can learn complex content. Candidates engage in in-depth study of students with disabilities and their educational needs as well as the creation of culturally responsive and inclusive classrooms that support all students.

EDUC 6200: Curriculum, Assessment, and Classroom Management

3 Credit Hours

Prerequisite: EDUC 6100 and EDUC 6100L

An examination of the learning environment including theories and principles of curriculum, assessment, and classroom management. Focus is placed on the development of learning outcomes and the development and selection of culturally responsive lessons. Attention is also given to teacher-constructed and standardized assessment tools and the use of these tools for instructional decision-making. Models of classroom management will be examined including consideration of time, materials, environment, and behavior management. Technological applications include the use of word processing, spreadsheets, databases, presentation applications, Internet research, online courseware, electronic portfolio development, and the review of software.

EDUC 6240: Psychological Foundations of Education

3 Credit Hours

Prerequisite: Admission to MAT

This course is an examination and application of foundational and emerging psychological theories and research, which shape educators' understanding of their students, as well as their instructional decision making. The course examines topics such as child development, motivation, sociocultural identity, cognition, memory, assessment, and classroom management.

EDUC 6300: Reflective Inquiry and Action Research

3 Credit Hours

Prerequisite: EDUC 6200

Deals with the development of field-based action research projects and understanding qualitative and quantitative research methods and designs, focusing on interpretation and application relative to classroom practices. Attention is given to the development of the reflective practitioner. Topics include interactive discussion about literature critiques, professional organizations, legal issues.

EDUC 6400: Capstone Seminar

3 Credit Hours

Prerequisite: EDUC 6300

This seminar serves as a capstone experience for the Master of Arts in Teaching programs. Candidates reflect on and document their expertise as teacher-leaders. Candidates further develop their expertise in a focused area of their teaching field through an independent, research-based project under faculty supervision. Additionally, candidates share their work in a public forum.

EDUC 6610: Introduction to Yearlong Clinical Experience

0 Credit Hours

Prerequisite: Admission to teacher education and admission to Yearlong Clinical Experience.

Courses that may be taken concurrently:

ENED 6650 or INED 6650 or INED 6651 or MAED 6650 or SCED 6650

This course is the beginning to the co-teaching Yearlong Clinical Experience in education. Candidates will attend the entirety of pre-planning at their assigned school before the start of the academic year (the exact timing of which will depend on the placement school's schedule). Additionally, candidates will also attend the first week of the academic year in order to familiarize themselves with the policies and routines of their placement school and Collaborating Teacher. Proof of professional liability insurance and a pre-service teaching certificate is required.

EDUC 7100: Advanced Study of Learning

3 Credit Hours

The course deepens experienced educators' knowledge of research-based best practices in 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.

Note This course may be cross-leveled with EDUC 8100

EDUC 7700: Capstone I in Secondary & Middle Grades Education

3 Credit Hours

Prerequisite: EDUC 7100 and EDSM 7500

This course is the first course in a two-course capstone sequence in secondary and middle grades education. Students work under the supervision of faculty to demonstrate their expertise in a focused area of their teaching field through an independent, research-based capstone project. In this first capstone course, students learn how to develop research questions, maintain ethics in research, evaluate relevant existing research, and write a literature review or annotated bibliography.

EDUC 7702: Best Practices in Secondary Schools

3 Credit Hours

Prerequisite: Admission to graduate study in education.

With a focus on the adolescent/young adult learner, this course focuses on preparing expert teacher-leaders to implement research-based best practices of exemplary secondary schools. This course provides extensive examination of learning theories and their application to 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 the Adolescent Learner

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course focuses on diverse adolescent learners. Critical issues such as theories of learning, intelligence, and motivation will be examined in diverse contexts. Special attention will be focused on developing approaches for integrating global perspectives into various disciplines and examining issues and problems related to the application of these approaches in the field setting.

EDUC 7705: Rethinking Assessment and Evaluation in Secondary and Middle Grades Education

3 Credit Hours

This course focuses on a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for content and student populations in secondary and middle grades education. Students learn how to plan, construct, and analyze traditional and non-traditional educational assessments that they can use for instructional and accountability purposes.

EDUC 7706: Motivation

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course examines current theoretical and motivational research findings that stress the role of dispositional values in motivation. Six main theories (expectancy-values, attribution, social cognitive, goal, intrinsic, and achievement) will provide a foundation of specialized knowledge of this topic. Additionally, teacher candidates will apply specific motivational principles and research to educational settings to support all students' development of a positive disposition for learning. Teacher candidates will also examine how motivation is contextually facilitated or constrained by various classroom characteristics and socio-cultural factors. Finally, teacher candidates will examine school-level factors and external school reform efforts and their potential for influencing teacher and student motivation.

EDUC 7710: Principles, Trends, and Issues in Standardized Educational Testing

3 Credit Hours

Prerequisite: EDL 7305 and EDUC 7705

This graduate course for educators focuses on the critical analysis of national and global large-scale educational testing, emphasizing the core principles, trends and issues surrounding the testing and measurement of achievement. This course is designed for master-level students without extensive mathematical training and covers topics such as the evolution of testing in the US and globally, issues surrounding testing of students with disabilities or English language learners, item analysis with statistics, test domains, sampling, population, measurement error, reliability, validity, score inflation, factors influencing scale scores, scaling, test statistics, performance-based statistics, and testing bias. Graduate candidates will explore these topics within the frameworks of common large-scale tests.

EDUC 7711: Integrating Technology in Education

3 Credit Hours

Prerequisite: Admission to the M.Ed. program.

This course is designed to prepare educators to generate technology-based instruction and analyze the technological environment in P-12 settings. Topics include authoring systems, networks, multimedia, computer-based management and technological environments.

EDUC 7716: Reading in the Elementary School

3 Credit Hours

Prerequisite: Admission to graduate study in education.

A study of the principles and practices of developmental reading. Emphasis is placed on the study of the reading process and the organizational and management aspect of reading instruction.

EDUC 7725: Best Practices in Teaching and Learning in Content Field

3 Credit Hours

Prerequisite: Admission to graduate study.

This course focuses on preparing expert teacher-leaders to implement research-based best practices of exemplary schools. This course provides extensive examination of learning theories and their application to classrooms. Current renewal and reform initiatives in American schools are examined in depth with the aim of preparing expert teacher-leaders for collaborative roles in their school and district.

EDUC 7741: Educational Research

3 Credit Hours

Prerequisite: EDUC 7700

This course is designed to assist students in developing an understanding of qualitative and quantitative research methods and designs, focusing on interpretation and application relating to classroom practices.

EDUC 7750: Differentiation, Academic Language, and Assessment in Middle and Secondary Classrooms

3 Credit Hours

Prerequisite: Admission to M.Ed Program

This course prepares teachers to become responsive educators who know how to improve middle and secondary grades content learning for all students through assessment, differentiation, and academic language, particularly in the service of English learners and students with special needs. Course includes 20-hour field experience in approved educational setting with English learners and/or students with disabilities.

EDUC 7752: Family Partnerships in Secondary and Middle Grades Education

3 Credit Hours

This course prepares advanced candidates to be reflective scholar-practitioners who build reciprocal relationships. Advanced candidates are prepared to be co-problem-solvers who know how to develop and sustain partnerships with families to improve middle and secondary grades content learning for adolescent students. Theories and practical approaches for effective middle and secondary grades teaching and learning in collaboration with families are explored while centering students and their families' lived experiences.

EDUC 7755: The Knowledgeable Teacher: Reflective Practice

3 Credit Hours

Prerequisite: Professional teaching certificate.

This on-line course is appropriate for educators who are interested in pursuing their National Board Certification or for those educators who are interested in becoming more reflective practitioners. Emphasis will be placed on the National Board for Professional Teaching Standard's for each teacher's particular certificate area. The course meets the requirements for National Board pre-candidates as established by the Professional Standards Commissions.

EDUC 7771: Teacher Support Specialist

3 Credit Hours

Prerequisite: Admission to the M.Ed. program.

This course is designed to provide the theoretical and practical basis for serving in the role of teacher support specialist to an intern, beginning teacher or peer teacher. Three years teaching experience and principal's recommendation are required.

EDUC 7772: Internship in Teacher Support Specialist

3 Credit Hours

Prerequisite: Admission to the M.Ed. or MAT program.

This course is an extension of EDUC 7771 and will provide opportunities for teacher supervision/support through a structured internship. Requires employment in educational settings grades K-12.

Note Proof of professional liability insurance is required prior to field experience placement.

EDUC 7797: Capstone II in Secondary & Middle Grades Education

3 Credit Hours

Prerequisite: EDUC 7700

This course is the second course in a two-course capstone sequence in secondary and middle grades education. Students work under the supervision of faculty to demonstrate their expertise in a focused area of their teaching field through an independent, research-based capstone project. In this second capstone course, students demonstrate an understanding of maintaining ethics in research, collect and analyze data, and report on their results.

EDUC 7900: Special Topics

1-9 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic or theme in education for experienced classroom teachers.

Note: This course is repeatable, and letter graded.

EDUC 7950: Directed Study

1-9 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature.

Note The content will be determined jointly by the instructor and the student. This course is repeatable, and letter graded.

EDUC 7980: Practicum

3 Credit Hours

Prerequisite: Admission to graduate study in education and permission of director, Office of Educational Field Experiences and director, graduate study in education.

A supervised field placement for the purpose of implementing integrated and problem-solving instruction. Includes seminar or conference discussion of problems encountered and presentation of an approved study conducted during the experience.

Note Proof of professional liability insurance is required prior to field experience placement. This course is repeatable, and letter graded.

EDUC 8100: Advanced Study of Learning

3 Credit Hours

The course deepens experienced educators' knowledge of research-based best practices in diverse classrooms. This is an advanced course with in-depth study of classic and current research on learning theories and related topics in educational psychology as they relate to teaching and learning in schools. Focus is on those theories and research which have transformed and are reforming educational practice.

Note This course may be cross-leveled with EDUC 7100

EDUC 8150: Critical Analysis of Educational Policies and Change

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

This course provides a critical analysis of K-12 education policy at the national, state, and local levels. Topics include issues related to historical, political, cultural, and social contexts of American education. Students examine institutions and processes of public policymaking, the values and assumptions that underlie different types of policies, the political factors that shape their formulation and implementation, and the links between policy and educational practice. The goal of the course is to help teachers think critically about education policy and its influences on their students as learners. Successful candidates will complete a Teaching for Transformative Change Product that includes a) critical analysis of local, state, and national policies as they impact change at all educational levels, b) contextual analysis and evaluation of influence of select policy upon student learning at the classroom and school levels, c) proposal for transformative change, d) proposal for evaluation, e) collected literature and resources.

EDUC 8300: Critical Multicultural and Global Education

3 Credit Hours

Prerequisite: Admission to the Doctoral Program.

This course offers a theoretical, historical, and practical foundation in critical multicultural and global education. Candidates will gain an understanding of how structures, policies, and practices of schools in U.S. and global contexts tend to perpetuate discriminatory inequities by their effects on students and teachers. Candidates will examine their own identities, cultural assumptions, and instructional practices to enact a philosophy of teaching that disrupts deficit discourses and ensures equitable outcomes for all learners.

EDUC 8550: Curriculum Theory & Development in Secondary and Middle Schools

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

This course provides an in-depth study of the foundations, philosophies, and issues of curriculum as they affect teachers who participate in curriculum making as practitioners in the classroom. The course consists of two major components: curriculum theory, which is an interdisciplinary study of philosophical, historical, psychological, social, and cultural foundations of curriculum; and curriculum as it is practiced in secondary and middle schools. The focus of the class is on helping classroom teachers develop a deep understanding of foundations and philosophy of curriculum that will enable them to develop instructional practices to impact student learning.

EDUC 8700: Social Justice and Service-Learning through Autoethnography

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program in education.

Students examine the profession and themselves in relation to theories of social justice and service-learning. Investigating opportunities for service-learning in their own classrooms/schools, students will also participate in service-learning experiences themselves either in their own classroom or in the community. Through journaling, discussions, service to others, and readings, autoethnography is the methodology employed to explore the theories and concepts as well as being the end product of the investigation.

EDUC 8705: Seminar in Formative Assessment for Learning

3 Credit Hours

Prerequisite: Admission to the Ed.D. program, and EDUC 8100

This seminar focuses on critically reviewing research and applying best-practices in formative assessment. Recent research reports effective use of formative assessment enhances student learning and teaching effectiveness. Specific topics include barriers and misconceptions to the formative assessment process, effective practices in formative assessment, theoretical underpinnings of formative assessment, relationships of formative assessment to self-regulated learning and learner autonomy. Additionally, attention will be paid to multicultural formative assessment procedures and concerns relevant to external assessment programs.

EDUC 8800: Co-generative Dialogue and Co-teaching to Resolve Problems of Practice

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

This course is designed to build the capacity of teachers to use co-generative and co-teaching to effectively communicate and resolve complex problems that emerge when teaching rigorous content to an increasingly diverse population of P-12 learners. The course is individualized to the candidate and contextualized to the classroom. The readings required for this course assist candidates in identifying, articulating and resolving problems that require a clear understanding of theory-to-practice and practice-to-theory issues related to the examination of student data, classroom management, and improving instruction. Each week the candidates will explore various aspects of co-teaching, including traditional approaches to co-teaching, pre-service co-teaching, co-generative dialogue and reflective practice.

EDUC 9300: Critical Issues for Student Learning: (Topic)

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning in P-12 schools.

Note: This course is repeatable.

EDUC 9350: Doctoral Directed Study

1-9 Credit Hours

Prerequisite: Admission to the Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

Note: This course is repeatable and has variable credit hours.

EDUC 9800: Doctoral Seminar

3 Credit Hours

Prerequisite: Admission to the Ed.D. program and 12 hours of graduate level research courses.

In the doctoral seminar, students will accomplish the following: (1) development of a concept paper that frames the dissertation, and (2) admission to candidacy through a college-approved qualifying experience. This seminar provides opportunities for doctoral students to work individually with members of their respective committees as well as with peers. This is a three-credit seminar that may be repeated. Prior to enrollment, the doctoral student must complete twelve hours of graduate level research coursework.

GRAD 9001: College and University Teaching

1 Credit Hours

Prerequisite: Current graduate student status.

This course introduces students to effective pedagogical skills and is designed to prepare Graduate Teaching Assistants for their duties. Topics include understanding how students learn, creating active learning environments, using formative and summative assessments, grading, handling problematic student behavior, responding to student diversity, designing courses and syllabi, and creating teaching philosophies.

EDL 7100: Leadership Theory and Practice

3 Credit Hours

Prerequisite: Admission to graduate study.

The course provides students with an introduction to leadership theory and practice, both generally and specifically in the context of school leadership. Course concepts include, but are not limited to, assessing and changing organizational culture, identifying and cultivating effective schools' practices that have a positive impact on all students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds. Course concepts also include leading change in schools that will lead to the academic success of all P-12 students.

EDL 7101: Critical Analysis of Policy, Theory and Praxis for Educational Leaders

3 Credit Hours

Prerequisite: Admission to a graduate program in the Department of Educational Leadership or the Ed.S. in Special Education.

This course provides a critical analysis of K-12 education policy at the national, state, and local levels. Topics include issues related to historical, political, cultural, and social contexts of American education. Students examine institutions and processes of public policymaking. The goal of the course is to help leaders think critically about education policy, theory, and praxis and its influences on their students as learners.

EDL 7105: Technology Leadership and Vision in Schools

3 Credit Hours

Prerequisite: Admission to the M.Ed. program or permission of the instructor.

The course is designed to produce effective school leaders who can lead in the planning and implementation of educational technology initiatives within the school improvement plan, using technology to improve the academic success of all P-12 students. In this course, future educational leaders explore the essential conditions including a local vision for technology use that teachers and students need to effectively integrate the National Education Technology Standards for Students (NETS-S) into the standards-based instruction. Students complete a local assessment of these essential conditions in their own schools; identify local school technology needs; and form strategies to address those needs. Students explore group processes for effectively engaging students, teachers, staff, parents and community in creating, disseminating, and sustaining a research-based vision for instructional technology.

EDL 7200: Leading Curriculum, Instruction and Assessment

3 Credit Hours

Prerequisite: Admission to the M.Ed. program or permission of the instructor.

In this course, future educational leaders develop the understanding and skills necessary to lead curriculum and instructional practices that will lead to the academic success of all P-12 students. Students utilize theory and research related to how children and adolescents learn (Bransford, 2000) and study best instructional practices for all students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds. Models of curriculum development and design, and rationales/problems related to standards-based instruction are also studied (Wiggins & McTighe, 2000, 2002). Students plan, develop, and implement effective instructional programs; align instruction vertically and horizontally with state and district curriculum standards; monitor and evaluate the implementation of curriculum standards, both individually and systemically; and effectively improve curriculum and instruction practices.

EDL 7201: Leading Curriculum & Assessment

3 Credit Hours

Prerequisite: Admission to a graduate program in the Department of Educational Leadership or the Ed.S. in Special Education.

Candidates will develop knowledge, skills, and dispositions for leading the development of curriculum and instructional practices by bridging theory with research-based best practices. They will analyze, plan, develop, monitor, and evaluate instructional programs that align vertically and horizontally with state and district curriculum standards and that meet the needs of all students.

EDL 7205: Leading Teaching and Learning in the 21st Century

3 Credit Hours

Prerequisite: Admission to the M.Ed. program or permission of the instructor.

This course focuses primarily on the Board of Regents' performance strands of curriculum, instruction, and assessment, and Professional Standards Committee Standards for school culture, instructional program, best practices, professional growth plans. In this course, future educational leaders apply current research and instructional design principles to design 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; 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 7215: Data-Informed Curriculum and Assessment for Educational Leaders

3 Credit Hours

Prerequisite: Admission to a graduate program in the Department of Educational Leadership or the Ed.S. in Special Education.

This course is designed for emerging school leaders to develop practical skills using research and data analysis for school improvement and curricular leadership. Candidates will develop knowledge, skills, and dispositions for leading the development of instructional and assessment practices by bridging theory and practice. The course also covers technological applications as tools to improve student achievement. Candidates will analyze, plan, develop, monitor, and evaluate instructional programs that align vertically and horizontally with state and district curriculum standards and that meet the needs of all students, particularly students with exceptionalities, and students with cultural and linguistic differences.

EDL 7300: Research in Educational Leadership

3 Credit Hours

Prerequisite: Admission to the M.Ed. program or permission of the instructor.

Candidates have an understanding of qualitative and quantitative research methods and designs, focusing on interpretation and application relating to school improvement. Basic descriptive and inferential statistics are explored to prepare candidates to be research consumers. Candidates are involved in the development of a research proposal to meet the criteria that leads to the academic success of all P-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

EDL 7301: Research and Analytics to Lead School Improvement

3 Credit Hours

Prerequisite: Admission to the Program

The purpose of this course is to increase educational leaders' knowledge, skills, and dispositions in using current research, data, and statistics in making effective decisions at any educational level and environment using analytic processes that teaches rational approaches and thinking and benefits administrators, teachers and students in dealing with complex issues for improving schools. The course is based on the ISLLC Standards and the Georgia Leader Keys.

EDL 7305: Data Analysis and School Improvement

3 Credit Hours

Prerequisite: Admission to graduate study.

In this course, educators will learn to utilize data to identify school improvement needs and make informed decisions in effectuating change. The ultimate goal of this course is to produce educational leaders who effectively collect, analyze, and use data to improve schools through successfully demonstrated change models. In this course, educators will learn to systemically collect and analyze multiple sources of data to identify improvement needs, determine an effective response, monitor and correct progress, and demonstrate success to stakeholders. Additionally, students will learn to drive and sustain change in a collegial environment, culminating in students' understanding of, and ability to use, a wide range of applicable leadership practices. Finally, students will learn a variety of technological tools to use for data analysis. They will also learn a variety of Web 2.0 tools to facilitate school communication.

EDL 7315: Research and Data Analysis for School Leaders

3 Credit Hours

Prerequisite: Admission to a graduate program in the Department of Educational Leadership or the Ed.S. in Special Education.

This course is designed for emerging school leaders to develop practical skills using research and data analysis for school improvement. These skills support effective decision-making in various educational levels and environments using analytic processes and rational approaches to benefits administrators, teachers and students in dealing with complex issues. The course also covers technological applications as tools to improve student achievement and develop an understanding of the applicable policies and legislation that impact student achievement. The candidate will also work to develop a culturally responsive practice that works to improve not only achievement but school climate.

EDL 7400: Leading Professional Learning and Change

3 Credit Hours

Prerequisite: Admission to the M.Ed. program or permission of the instructor.

In this course, future educational leaders will learn how to use professional learning to develop their faculties and lead change in schools. Students will examine research findings on effective professional learning, demonstrate an understanding of the National Staff Development Council standards adopted by the state of Georgia, identify areas of strength and need related to the implementation of the professional development standards in their schools and develop strategies to provide and protect time for job-embedded professional learning, such as mentoring, coaching, feedback, study groups, peer observation and learning teams. The ultimate goal of this course is for students to develop a clear and compelling vision for professional learning that is standards-based, results-driven, and focused on the daily work of educators in order to improve learning of all students including those with special needs and those who come from culturally and linguistically diverse backgrounds.

EDL 7401: Instructional Leadership for Learning & Change

3 Credit Hours

Prerequisite: Admission to a graduate program in the Department of Educational Leadership or the Ed.S. in Special Education.

In this course, educational leaders will learn to facilitate and evaluate instruction, to support and coach teachers in the implementation of a shared vision of teaching and learning, and to use job-embedded professional learning to implement instruction that is standards-based, focused on student and adult learning, and accessible to and inclusive of all students.

EDL 7405: Human Resources for School Leaders

3 Credit Hours

Prerequisite: Admission to the M.Ed. program or permission of the instructor.

Candidates examine major areas of school personnel/human resources management. It provides a comprehensive overview of human resources administration as it relates to recruitment, selection of highly qualified applicants (including those who teach English Language Learners), orientation, motivation and work incentives, pertinent state and federal laws and school district policies, conflict resolution, evaluation, employee documentation, discipline and dismissal, and salary and fringe benefits. This course provides skills necessary for school level administrators to act professionally and ethically in carrying out their responsibilities in this area.

EDL 7415: Human Resources, Law, and Ethics for School Leaders

3 Credit Hours

Prerequisite: Admission to a graduate program in the Department of Educational Leadership or the Ed.S. in Special Education.

This course provides skills necessary for school administrators to act professionally and ethically in the area of human resources. Educational leaders will learn how to be ethically and legally compliant in school operations for the academic success of all P-12 students, regardless of ability, language, or cultural background. Leaders will demonstrate awareness and application of the Georgia Code of Ethics for Educators in professional practice and be able to make decisions based on ethical principles.

EDL 7500: Educational Leadership and Ethics

3 Credit Hours

Prerequisite: Admission to the M.Ed. program or permission of the instructor.

In this course, future educational leaders learn how to be ethically and legally compliant in school operations that lead to the academic success of all P-12 students, including those with learning disabilities and those from linguistically and culturally diverse backgrounds. The ultimate goal of the course is to produce future leaders who are cognizant of their ethical and legal obligations in managing schools, and who understand and appreciate the importance of legal and ethical compliance to daily administrative practice (Levine, 2005). Additionally, future educational leaders learn how to act with integrity by demonstrating ethical and equitable leadership behaviors; abide by Georgia and federal law and the Code of Ethics for Georgia Educators in professional practice; manage school operations consistently with requirements of Georgia and federal law; and observe student and faculty legal rights and privileges.

EDL 7505: Ethical Leadership

3 Credit Hours

Prerequisite: Admission to the M.Ed. program or permission of the instructor.

This course is designed to provide leaders with an in-depth examination of the current and anticipated ethical issues and dilemmas facing leaders and the role of character education in our society. Addressing these ethical issues will lead to the academic success of all P-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

EDL 7510: Improving Productivity and Practice with Technology

3 Credit Hours

Prerequisite: Admission to the M.Ed. program or permission of the instructor.

This course prepares educational leaders to apply technology to enhance their professional practice and to increase their productivity; design and facilitate high-quality professional learning experiences that help other educators apply technology to enhance their professional practice; and to increase their productivity, and implement technology in ways that support the emergence and evolution of professional learning communities in schools. Candidates become familiar with information and technology tools common to information-age professionals. Emphasis is placed on computer operations, presentation and communication tools, manipulation, interpretation, and analysis of data that will lead to the academic success of all P-12 students, including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

EDL 7600: School Operations and Community Relations

3 Credit Hours

Prerequisite: Admission to the M.Ed. program or permission of the instructor.

This course is designed to provide candidates with knowledge of major areas of school business management in performing the duties of a school administrator. Candidates are prepared to assume a leadership role in decision making of school business affairs. An effort is made to identify roles school administrators play in managing daily school business in relation to their counterparts at the district level. Candidates examine major areas of school business management, particularly as they relate to the funding of American public education. Georgia model of educational finance is introduced and discussed. Candidates attain knowledge and skills in school business management in the following areas: educational facilities planning and management, school budgeting, school accounting and auditing, cash management, risk management, purchasing and central distribution, school food service, and student transportation. The course also equips leaders to engage the community in understanding and supporting the educational process of all students including those from culturally and linguistically diverse backgrounds and other underrepresented populations. The design of this course is intended to cover Board of Regents Strands 8 and 10, and Professional Standards Committee Standards 3, 4, and 6.

EDL 7601: School Operations and Organizational Management

3 Credit Hours

Prerequisite: Admission to a graduate program in the Department of Educational Leadership or the Ed.S. in Special Education.

This course examines fiscal policy, control systems, and effective methods of budget planning related to resource-allocation and improving the quality of teaching and learning. The course is designed to prepare school leaders for fiscal planning, operations, financial decision-making, and problem solving. The course will address state financial structures and policies, legal and ethical issues, financial management systems, and budget building and implementation at the school and district level for Georgia Tier I Leadership Certification.

EDL 7605: School Leadership in Multicultural Contexts

3 Credit Hours

Prerequisite: Admission to the M.Ed. program or permission of the instructor.

This graduate level course integrates multicultural concerns and international perspectives that focus on various aspects of culture and their connections to educational leadership and national, as well as state mandates to improve student achievement and informed global perspectives. The course presents critical elements that compose and relate to cultural values and diversity, and analyses of programs and procedures designed to address and meet the needs of diverse student populations, emphasizing research-based programs of sustained academic success. Candidates examine the models to gain competencies in successfully addressing multiple forms and expressions of diversity in schools such that social cohesion is promoted within a context of general academic rigor that will lead to the academic success of all P-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

EDL 7610: Managing and Supporting Technology in Schools

3 Credit Hours

Prerequisite: Admission to the M.Ed. program or permission of the instructor.

This course examines the role of leadership to support and manage technology in order to maximize student learning and increase the efficiency of school operations. It is designed to examine the technical aspects of building-related technologies including, but not limited to, desktop/laptop computers, wired and wireless networks, various instructional, administrative and technical software, and Internet technologies. This course explores various models of technology support and present ideas on how to support technology effectively through teams of teachers, students, parents, and school system personnel. In addition, the course addresses emerging technologies and their potential uses in education that will lead to the academic success of all P-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

EDL 7615: Communication and Community Relations, for School Leaders

3 Credit Hours

Prerequisite: Admission to a graduate program in the Department of Educational Leadership or the Ed.S. in Special Education.

This course is a study of the knowledge, dispositions, and skills needed by school administrators to understand and respond to various community systems and needs, collaborate effectively, mobilize community resources, and interpret the school to the public through a variety of media and modes.

EDL 7620: School Leadership in Rural Communities I

3 Credit Hours

Prerequisite: Admission to the Teacher Leadership and Educational Leadership, MEd.

This course provides an initial grounding in school leadership in rural communities. Candidates will explore current trends in rural education, the strengths and challenges of leading schools in rural communities, and the needs of their school and/or district.

EDL 7625: School Leadership in Rural Communities II

3 Credit Hours

Prerequisite: Admission to the Teacher Leadership and Educational Leadership, MEd.

This course continues the candidate's exploration of school leadership in rural schools. It is designed to provide the candidate with the knowledge, skills, and dispositions to be successful as a school leader in a rural community. Candidates will deepen their understanding of critical aspects of school leadership, including data-informed instruction, creating a culture of teaching and learning, and developing teacher leaders.

EDL 7700: Leadership in Urban Schools

3 Credit Hours

Prerequisite: Admission to the Program

The course presents critical elements that compose and relate to cultural values, and analyses of programs and procedures designed to address and meet the needs of student populations in urban areas, emphasizing research-based programs of sustained academic success. Students will examine the models to gain competencies in successfully addressing multiple forms and expressions of identity in schools such that social cohesion is promoted within a context of general academic rigor and achievement.

EDL 7701: Dynamics of Leadership in Urban Schools

3 Credit Hours

Prerequisite: EDL 7700

The course presents critical elements that compose and relate to cultural values, and analyses of programs and procedures designed to address and meet the needs of student populations in urban areas, emphasizing research-based programs of sustained academic success. Students examine the models to gain competencies in successfully addressing multiple forms and expressions of identity in schools such that social cohesion is promoted within a context of general academic rigor and achievement.

EDL 7705: Current Issues in Educational Leadership

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course provides a reflective overview of issues relating to school leadership and educational administrative leadership policy and practice and encompasses the wide range of responsibilities engaged in by the school leader as a collaborative member of a leadership team. Special attention is given to organizational structure and administrative processes in Georgia public schools.

EDL 7710: Instructional Leadership

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course focuses on the role educational leaders play in improving the teaching and learning process. It includes the application and practice of instructional supervisory/leadership philosophy, theory, and principles as they guide instructional leadership behavior and assessment of the results of instructional leadership behaviors.

EDL 7715: Curriculum Leadership

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course examines the design, development, and implementation of curriculum and instructional strategies to create classroom environments which support the learning of all students.

EDL 7716: Curriculum & Instructional Leadership

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course focuses on the role educational leaders play in improving the teaching and learning process by the examination of systemic curriculum and teaching reform. It includes the application and practice of instructional supervisory/leadership philosophy, theory, and principles as they guide instructional leadership behavior and assessment of the results of instructional leadership behaviors.

EDL 7720: Personnel and Staff Development

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course focuses on the personnel functions and responsibilities of school leaders. Processes and procedures of effective school personnel administration is emphasized.

EDL 7725: Organizational and Financial Resources

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course provides a comprehensive overview of the financing of public schools in Georgia and effective management of school fiscal resources. Proper business procedures and facility management (maintenance, operations, planning, compliance issues) are discussed in a perspective of resource management for school improvement.

EDL 7730: Educational Policy and Legal Perspectives

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course provides an overview of specific legal provisions affecting the operations and leadership of public schools in Georgia, with consideration of federal and state laws, and local regulations affecting the rights, privileges, and duties of educational leaders, teachers, learners, and citizens. Current legal issues are examined and students are introduced to legal reasoning and analysis.

EDL 7735: Ethics of Educational Leadership

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course is designed to provide leaders with an in-depth examination of the current and anticipated ethical issues and dilemmas facing leaders and the role of character education in our society.

EDL 7740: Multicultural and International Education

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This class focuses on various aspects of culture and its link to educational leadership. Included are concepts related to cultural values and diversity, as well as analysis of programs and procedures for meeting the needs of diverse student populations.

EDL 7750: Educational Research

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course is designed to develop an understanding of qualitative and quantitative research methods and designs, focusing on interpretation and application relating to school improvement.

EDL 7755: Technology Leadership in Education

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course is designed to develop educational technology leaders who are knowledgeable and skilled in technology leadership practices that improve student learning and school operations in PreK–12 schools. It addresses skills and competencies necessary for the support and assessment of national technology standards for teachers and administrators; technology planning (national technology plan, state technology plan, district/school technology plan); assessment and evaluation of technology initiatives; the change process as it applies to technology leadership; securing grants and establishing business partnerships and meeting the requirements of NCLB. This course will thoroughly examine issues and trends relevant to the field of educational technology.

EDL 7760: 21st Century Teaching & Learning

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course examines the role of educational leaders to identify, use, evaluate, and promote appropriate technology to enhance and support curriculum, instruction and assessment that lead to high levels of student achievement. It is designed to immerse school leaders in a technology-rich environment and prepare them to facilitate an instructional program that integrates 21st century skills and promotes relevant, authentic, and meaningful tasks for students. Candidates will apply current research and instructional design principles to the design, management, and evaluation of a 21st century learning environment. This course also prepares candidates to facilitate high quality professional learning at their school.

EDL 7765: Productivity & Professional Practice for Leaders

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course prepares educational leaders to apply technology to enhance their professional practice and to increase their productivity. Candidates will become competent users of information and technology tools common to information-age professionals. Emphasis is placed on computer operations, presentation and communication tools, manipulation, interpretation, and analysis of data as well as the management of Internet resources. Concept mapping, web editing, and project planning are also included.

EDL 7770: Educational Technology Support, Management & Operations

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course examines the role of leadership to support and manage technology in order to maximize student learning and increase the efficiency of school operations. It is designed to examine the technical aspects of building-related technologies including, but not limited to, desktop/laptop computers, wired and wireless networks, various instructional, administrative and technical software, and Internet technologies. This course will explore different models of technology support and present ideas on how to support technology effectively through teams of teachers, students, parents, and school system personnel. In addition, the course will address emerging technologies and their potential uses in education.

EDL 7780: Practicum in Educational Leadership

1-6 Credit Hours

Prerequisite: Admission to EDL program for which the course is being requested and permission of Program Coordinator.

This course is a practicum course in which students complete a capstone project in experiential learning activities related to educational leadership. Students design, plan, and implement their project under the guidance of an instructor. Students apply their knowledge, skills, and dispositions of effective educational leaders in school settings.

EDL 7781: Practicum II

1 Credit Hours

Prerequisite: Admission to the Add-on Certification program in Educational Leadership.

Provides candidates an opportunity to engage in field-based experiential learning activities related to educational leadership under the guidance of a practicing administrator. The practicum takes place in a real setting and is accompanied by a seminar.

EDL 7797: Portfolio I

1 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or Add-on program of Educational Leadership.

Portfolio development is the capstone experience for the Master of Education in Educational Leadership and the Educational Leadership Add-on Programs.

Participants work independently under the supervision of the program advisor. The foci of the course are on understanding the nature of portfolio, the Interstate School Leaders Licensure Consortium (ISLLC) standards, and the procedures to be followed in the development and completion of a professional portfolio.

EDL 7799: Portfolio Development for Technology Concentration and Add-On Certification

1 Credit Hours

Prerequisite: Admission to the Add-On Certification Program in Educational Leadership.

Portfolio development is the capstone experience for the Add-On Certification Program in Educational Leadership. Participants work independently under the supervision of the program advisor. The foci of the course are on understanding the nature of portfolio, the Educational Leadership Constituent Council (ELCC) standards, and the procedures to be followed in the development and completion of a professional portfolio.

EDL 7800: Financial Management and Leadership in Independent and Charter Schools

3 Credit Hours

Prerequisite: Admission to the Program

This course explores the school leader's role and responsibilities related to financial management and leadership in independent and charter schools. The course will provide the candidate with basic principles of school management that include leadership, strategic planning, financial accounting, budgeting, nonprofit organizations, and financial analysis. Attention to the ethical and legal aspects of financial management will also be discussed. This course includes a performance-based experience.

EDL 7801: Institutional Advancement in Independent and Charter Schools

3 Credit Hours

Prerequisite: Admission to the Program

The course provides a study of independent and charter school business management, and finance. It is designed to provide the school leader with basic principles of advancement, governance, communications, marketing, branding, school funding, and admissions all necessary components for school sustainability. A focus on current trends, issues, ethical, and legal aspects relating to advancement and governance for independent and charter schools are also a focus of this course.

EDL 7802: Operational Management and Infrastructures for Independent & Charter Schools

3 Credit Hours

Prerequisite: Admission to the Independent & Charter Schools Leadership Certificate Program

This course is designed to provide leader candidates with a complete survey of all aspects of operational and infrastructure components that might exist in an independent or charter school. Leader candidates will employ their current knowledge of operational management techniques as well as best practices and current trends in the infrastructure industry to evaluate current systems and develop plans to improve the operational efficiency at their respective schools.

EDL 7900: Special Topics

1-9 Credit Hours

Prerequisite: Admission to the M.Ed. program in Educational Leadership or Add-on program of Educational Leadership.

This individually designed course will examine advanced topics in educational leadership and/or educational technology emphasizing the students' area of specialty.

EDL 8000: Foundations of Distributed Leadership for Learning

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D program.

The cornerstone of the doctorate, Teacher Leadership for Learning, is an interdisciplinary core that establishes a common set of performance outcomes aligned with Distributed School Leadership Practice (DSLPL). This course introduces DSLPL, a new perspective on leadership that captures the collective, and complex, relationship dynamics of formal and informal school leaders. DSLPL is more than shared leadership: DSLPL is about the synergy and situations that develop as school leaders reform schools into places that are intentionally inclusive and inviting to all students.

EDL 8005: Foundations for Leadership

3 Credit Hours

Prerequisite: Admission to Educational Leadership Tier II Ed.S. program

This foundational course provides theoretical, foundational, and practical emphases for school leadership. The course presents leadership theory and should be taken as one of the first in the Ed.S. program. It seeks to capture the synergy and situations that school leaders encounter as they seek to reform schools. Candidates will apply practical knowledge that helps to build and sustain learning places that are intentionally inclusive and inviting to all educational stakeholders.

EDL 8100: Critical Issues in School Transformation

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program or permission of the instructor.

The overarching goal of the course is to develop school leaders who understand the variables that affect student achievement and how to use data and the professional literature to support the transformation of schools through thoughtful analysis of the total environment and careful planning for the future. Within the context of school transformation, this doctoral seminar addresses the practical application of all aspects of distributed leadership and requires fieldwork and other forms of practical, problem-based learning. Successful candidates will develop a school change portfolio that minimally includes: (a) Rationale for school transformation based upon the professional literature; (b) Historical analysis and assessment of school performance on critical variables related to student achievement; (c) Benchmarking of local and community resources; (d) Professional development plan; and (e) Evaluation strategy.

EDL 8200: Applied Leadership Evaluation

3 Credit Hours

Prerequisite: Admission to Educational Leadership Tier II EdS program

In this course candidates will be introduced to various forms of leadership evaluation and assessments relative to school leadership and subsequently student, school or institutional improvement. Candidates will be able to analyze data and assessments from a variety of state, local, and national perspectives for increased leader and student outcomes. Candidates will gather artifacts related to standards in educational leadership and evaluate in oral and written form how artifacts demonstrate a mastery of standards.

EDL 8300: Intercultural Communication and Global Learning

3 Credit Hours

Prerequisite: Admission to Program.

The increasing diversity of our schools, the commitment to standards, and NCLB requirements make competence in intercultural communication a basic requirement for all educators. Of equal importance for educators is the development of knowledge and skills in global learning. This module addresses the practical application concepts in distributed leadership, particularly as they relate to building relationships with colleagues, students, and families from other cultures. The primary goal of this course is to ensure that all students have equitable opportunities to achieve academic excellence in the state-approved curriculum. This course will be offered in a performance-based format.

EDL 8500: Research, Trends, & Issues in Teacher Leadership

3 Credit Hours

This course explores teacher leadership roles and functions within contemporary educational systems; situates understandings about teacher leadership within a broader knowledge base regarding leadership in education; introduces an inquiry-orientation to teacher leadership in schools and districts; and focuses on trends and issues within these contexts.

EDL 8710: Vision and Governance

3 Credit Hours

Prerequisite: Admission to the Ed.S. in Leadership for Learning program.

The purpose of the course is to facilitate the acquisition of knowledge, skills, and disposition related to the importance of developing and implementing a vision for school improvement within school and system governance structures. The course examines school organizations and cultures; forms of school governance; the change process; and the concept of collaboration among administrators, teachers, parents and community leaders as a means of bringing about more effective schools. In addition, it further examines the impact of state authority on local schools and school districts through changing roles, relationships, trends and the political context of decision making at the state level. Special focus is on developing a vision, mission and philosophy that impacts school improvement and student performance. This course is non-performance based.

EDL 8720: Managing the Physical Environment

3 Credit Hours

Prerequisite: Admission to the Ed.S. in Leadership for Learning program.

This course is focused on an exploration of the business aspects of managing schools with a focus on critical issues of management including: decision making, strategic planning, facility management, personnel allocation, and analysis and allocation of resources through development of a school budget. Included are the basic economic concepts and methods of analysis of educational finance, education and inequality, education and economic growth, and the effect on student performance. This course is non-performance based.

EDL 8730: Curriculum, Assessment and Instruction

3 Credit Hours

Prerequisite: Admission to the Ed.S. in Leadership for Learning program.

This course is designed to provide candidates with the knowledge, skills, and dispositions necessary to make critical curriculum and assessment decisions that focus on instructional best practices. Through course readings and projects, candidates will develop an in-depth understanding of theory theoretical frameworks that support the knowledge and skills necessary for making data-driven decisions with respect to the development of meaningful curriculum, research-based instructional practices, and sound assessment techniques that will increase student learning and achievement. In addition, candidate will be guided to explore ways to address the needs of diverse students, social and cultural forces, and collaboration among all stakeholders to foster a positive school culture and maximize the academic success of all students. This course is non-performance based.

EDL 8740: Professional Learning

3 Credit Hours

Prerequisite: Admission to the Ed.S. in Leadership for Learning program.

Because 21st century educators must constantly adapt to changing school populations, it is essential that professional growth and development for school leaders evolve from proven best practices and course content that has been enhanced with research based materials. In this course, candidates will satisfy dynamic and meaningful objectives through demonstration of their ability to design and implement professional development programs for faculty and staff. Professional development and professional growth plans will focus on leading, teaching and learning, and solving authentic problems with insightful and results-driven agendas. Assignments with demonstrated connectivity to existent avenues for professional growth are a key component of the course. Deeper understanding of underlying structures that serve as barriers to improving student and teacher success will be identified and targeted for project based inquiry. This course is non-performance based.

EDL 8750: Managing Human Resources

3 Credit Hours

Prerequisite: Admission to the Ed.S. in Leadership for Learning program.

This course addresses personnel and human resource issues from a problem solving perspective. Candidates research personnel issues as they may occur within the context of local school and district operations. Activities which provide experience in human resource arenas that emerge from societal, cultural and legal issues comprise a significant portion of the course requirements. This course provides a solid and beneficial body of knowledge for principals in training while acknowledging that contemporary society continues to profoundly influence the manner in which the practice of human resources is exercised in school districts. Further, the course seeks to develop leaders who understand the significance of sound and efficient decision making as it impacts the performance of school and system employees, the fiscal resources of the school district, and most importantly, the increased academic achievement of all students within the district. This course is non-performance based.

EDL 8805: Culturally Responsive Leadership

3 Credit Hours

Prerequisite: Admission to the Educational Leadership Tier II EdS Program

This course prepares educators with knowledge and skills in culturally responsive leadership essential for creating learning environments where all students can achieve high academic standards. This course is aligned to the changes in demographics and technology that have dramatically impacted Georgia schools and is a performance-based residency course. Candidates develop skills to help educators develop appropriate pedagogy that enhances the academic success of all students.

EDL 8810: Vision and Governance

3 Credit Hours

Prerequisite: Admission to program.

This class is the first module in the residency sequence. The purpose of the module is to facilitate the acquisition of knowledge, skills, and disposition related to the importance of developing and implementing a vision for school improvement within school and system governance structures.

EDL 8820: Managing the Physical Environment

3 Credit Hours

Prerequisite: Admission to program.

During this module the candidate will, along with the university faculty supervisor, school/district mentor, and leadership coach, create a program of observation, research, and involvement designed to gain an understanding into the role of managing resources for instructional improvement and a safe school environment for learning.

EDL 8830: Curriculum, Assessment, and Instruction

3 Credit Hours

Prerequisite: Admission to program.

This module is designed to provide candidates with the knowledge, skills, and dispositions necessary to make critical curriculum and assessment decisions that focus on instructional best practices.

EDL 8835: Curriculum and Instruction

3 Credit Hours

Prerequisite: Admission to the Educational Specialist Program

This course is designed to provide leader candidates with the knowledge, skills, and dispositions necessary to meet the needs of all learners. Candidates analyze P-12 curriculum, identify learning gaps, and formulate action steps for effective teaching and learning. This is a performance-based residency course.

EDL 8840: Professional Learning

3 Credit Hours

Prerequisite: Admission to program.

This module focuses on developing leaders who can develop, implement, and monitor professional learning programs and activities that are meaningful and job-embedded, and that provide follow-up support.

EDL 8850: Managing Human Resources

3 Credit Hours

Prerequisite: Admission to program.

This module is designed to develop leaders who understand the significance of sound and efficient decision-making as it impacts the performance of school and system employees, the fiscal resources of the school district, and most importantly, the increased academic achievement of all students within the district.

EDL 8860: Transition Between Building and System Levels

3 Credit Hours

Prerequisite: Admission to program.

This residency module focuses on developing knowledge, skills, and dispositions required for completing an area at the building or system level that was not met during the completion of a performance-based program or during other coursework. The candidate will enroll in 1-3 hours of credit depending on the analysis of needs as determined by the collaboration between the university and school/district.

EDL 9000: Academic Discourse in Educational Leadership

3 Credit Hours

Prerequisite: Admission to the Ed.D. in Educational Leadership Program.

This course is designed to support doctoral students in learning the foundations of academic writing and to prepare them to write academically and professionally in the field of education. The goal of this course is to help students to develop and improve their academic writing skills to a level where they will be able to successfully write across a range of writing assignments, from reports to the dissertation. Note: May be repeated for up to 6 credits.

EDL 9300: Critical Issues for Student Learning: (Topic)

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning in educational leadership.

Note: This course is repeatable.

EDL 9310: Educational Facilities

3 Credit Hours

Prerequisite: Admission to the Doctoral program in Leadership for Learning.

This course examines the concepts, procedures and importance of facilities planning in the educational process. Candidates will learn all the practical skills of facility inventory, need assessment and evaluation. The course is intended to cover major aspects of school facilities planning at elementary, secondary and post-secondary levels.

EDL 9320: Media, Community, and Public Relations

3 Credit Hours

Prerequisite: Admission to the Doctoral program in Leadership for Learning.

This course provides knowledge, skills, and dispositions essential for school leaders to fully engage with school, district, community, and beyond in the promotion of ongoing communication between and among all stakeholders, including those whose primary language is other than English. Candidates will develop and enhance communication skills that promote the vision and mission of schooling for the purpose of increasing student achievement, strengthening faculty and staff relations, and advancing stakeholder support. Additionally, the pressing matters of interactions with the mass media and crisis management are included. There is a focus on the ways and means by which school leaders address the multiple prevailing values across a community to solicit school and community partnerships with the aim of understanding the proactive measures which will ensure positive perceptions of the school and its educational products.

EDL 9330: Comparative Education

3 Credit Hours

Prerequisite: Admission to the Doctoral program in Leadership for Learning

This course provides an overview of frameworks, major concepts, and current trends in comparative education. It examines how different countries address issues common to all education systems and enables candidates to read, discuss, analyze, and interpret relevant studies and scholarship in this area. Special attention is devoted to similarities and differences in educational policy and practice related primarily to elementary and secondary levels of education in different countries.

EDL 9340: Ethics for Educational Leaders

3 Credit Hours

Prerequisite: Admission to the Doctoral program in Leadership for Learning.

This course is designed to provide educational leaders with a research-based paradigm for ethical decision making. Various codes of ethics and case studies will be analyzed and applied to general and specific situations. Doctoral candidates will engage in dialogue, research and reflection to develop a personal code of ethics which will be applied in a school-based activity. Research and anecdotal information from journals and texts will be utilized to inform ethical decision making on local issues.

EDL 9345: Legal Issues and Ethics for Educational Leaders

3 Credit Hours

Prerequisite: Admission to Ed.D. Program in Educational Leadership

This course is designed to provide future and practicing educational leaders in P-12 with a mindful and informed paradigm for ethical and legal decision making. Various codes of ethics and case studies will be analyzed and applied to general and specific situations. Candidates will engage in dialogue, research, and reflection to develop a personal code of ethics that will be applied in a school-based activity. Research and anecdotal information from journals and texts will be utilized to inform ethical decision making on local issues.

EDL 9350: Doctoral Directed Study

1-9 Credit Hours

Prerequisite: Admission to the Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in educational leadership. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

Note: This course is repeatable.

EDL 9360: Beyond Policy: Reforming Schools Through Learner-Centered Education and Leadership

3 Credit Hours

Prerequisite: Admission to the Doctoral program in Leadership for Learning

Exploration and investigation of emerging research on learning, leading, and change which when considered in combination provide a framework for understanding and leading schools as continuously evolving, living systems. Using a learner-centered leadership paradigm, students critically analyze the industrial, corporate, and business models of education which historically focus on standards, narrowing of curriculum, and high stakes tests as sole measures of achievement and develop a vision for and/or create learner-centered educational systems.

EDL 9370: Critical Issues for Student Learning: Exploring the Literature

3 Credit Hours

Prerequisite: Admission to the Ed.S. and/or Ed.D. program in Leadership for Learning

This course is a doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading, and student learning in P-12 schools. Candidates explore the literature to identify, analyze, and synthesize contemporary and classic literature on critical school issues. The ultimate goal is to identify gaps in the literature, explore possible topics for independent future research, and develop long term skills in literature review.

EDL 9380: Economics of Education

3 Credit Hours

Prerequisite: Admission to the Doctoral program in Education.

Adequacy and equity in the provision of school services and support are crucial concerns of the public school administrator. The course addresses the financial management of education through the lens of basic economic theory and how the American economy provides funding for public education. The focus is on how funds are administered and the trends toward more efficient utilization of resources, including an introductory view from a global perspective. The approach is a business management appreciation of the complexity and magnitude of education as an important resource in the public sector.

EDL 9390: Innovative Organizational Leadership in Education

3 Credit Hours

Prerequisite: Admission to Ed.D. Program in Educational Leadership

This course is designed to enable students to (1) build comprehensive perspectives on leadership theory that inform their practice in educational institutions, and (2) develop and interrogate personal leadership philosophies for more informed practice as educational leaders. Students will interpret individual and organizational leadership dynamics and respond with responsible, effective, and innovative leadership strategies utilizing their skills as well as the talents of each member of their organization.

EDL 9520: Advanced Human Resources Management in Education

3 Credit Hours

Prerequisite: Admission to the Ed.D. in Educational Leadership Program

This class will provide a theoretical perspective and advanced knowledge of human resources methods and practices from the focal position of school human resources practitioners. The course is designed to offer authentic examples through case study discussions focusing on the human resources function (e.g., recruitment, selection, & induction; personnel administration; training, developing, & evaluating talent; succession & career planning; employee relations). In addition, this course will assist in developing critical analysis skills by deconstructing HR practices, local, state, and national HR policies, as well as reviewing and critiquing the methodologies of empirical human resources literature.

EDL 9600: Dissertation Research Methodologies in Practice

3 Credit Hours

Prerequisite: EDRS 8100, EDRS 8200, and (EDRS 9100 or EDRS 9200). Admission to the Ed.D. in Educational Leadership Program.

This course provides doctoral students supplementary support in the areas of qualitative and quantitative research methodologies for educational leadership centered topics. Specifically, students will receive further training in educational approaches to basic statistical analysis, review qualitative and quantitative methodological approaches to conducting educational research, explore data collection strategies for conducting sound research, and determine appropriate analysis for proposed research question(s).

EDL 9800: Doctoral Seminar in Leadership

3 Credit Hours

Prerequisite: Completion of doctoral coursework, including all required EDRS courses, with approval of the department chair.

This course will assist the candidate in 1) identifying components of and shaping the conceptual framework of the dissertation and 2) reviewing foundational literature in Educational Leadership. Under the guidance of the instructor and in consultation with the dissertation chair (if chosen), the candidate will emerge from the course with a draft of the conceptual and theoretical framework for the dissertation study that includes purpose and rationale, review of the literature, and preliminary research questions.

EDL 9820: Marketing and Public Relations in Education

3 Credit Hours

Prerequisite: Admission to The Ed.D. program in Educational Leadership

This course provides knowledge, skills, and competencies essential for school leaders to fully engage with schools, districts, communities, and beyond in the promotion of ongoing communication between and among all stakeholders. In this course, students will develop and enhance communication skills to promote and market a school's vision and mission, manage mass media interactions, engage in crisis management, build community partnerships, and ensure the positive perception of the educational outputs of a school and its district.

EDL 9850: Serving Diverse Populations in Education

3 Credit Hours

Prerequisite: Admission to Ed.D. program in Educational Leadership

This course is designed to provide students with opportunities to collaborate with various educational partners and to explore equitable solutions to current educational challenges. Students will integrate theory and practice as they relate to educational issues of equality, access, and diversity by exploring the various needs for diverse populations and actively engaging in research through case studies of traditionally marginalized populations. Further, this course is grounded in and develops a professional knowledge base that integrates both practical and research knowledge. It also links theory with systemic and systematic inquiry and emphasizes the generation, transformation, and transfer of professional knowledge to practice.

EDL 9860: Politics, Power, and Practice for Educational Leaders

3 Credit Hours

Prerequisite: Admission to Ed.D. program in Educational Leadership

This course introduces students to the conceptual framework, theories, and research methods used to study educational policy, political culture, critical theory, and current policy trends at the state and national levels. Students will gain skills in understanding and identifying the roles, purposes, and decision-making authority of educational stakeholders, including governmental agencies, policy issue networks, and interest groups that affect educational policymaking. Additionally, students will focus on the process of policy development and the impact of outside forces on the operation of schools and school districts with the goal of becoming informed practitioners.

EDL 9881: Special Education and Advanced School Law

3 Credit Hours

Prerequisite: Admission to the Doctoral program in Leadership for Learning

This course is a second-tier law and policy course, deepening students' understandings and application of school policy, governance, and regulation. The course particularly focuses on federal and state laws and regulations of students with exceptionalities (including, but not limited to, English-language learners, students in transition, and students with exceptionalities). Through this lens, students will explore policy development and implementation in education.

EDL 9882: Educational Planning for Transformation

3 Credit Hours

Prerequisite: Admission to the Doctoral program in Leadership for Learning.

This course is designed to inform doctoral candidates how policies and practices are developed and implemented through the writing policy briefs in areas of interest. Understanding the value and use of qualitative and quantitative research in the formulation of policies and practices is an integral part of the course. Candidates will focus on the process of policy development and the impact of outside forces on the operation of schools and school districts with the goal of becoming informed practitioners. This course will be of interest to school leaders, policy makers, and those employed in governmental agencies and institutions where decisions are policy driven.

EDL 9883: Performance for Educational Executives: Politics, Power, and Policy

3 Credit Hours

Prerequisite: Admission to the Doctoral program in Leadership for Learning.

This course introduces the conceptualization of schooling as politics and is designed to help students understand the political contexts and the institutional environment in which educators operate. Through a general awareness of conceptual frameworks (such as system framework, diffusion framework, values, demands and interest groups, micro and macropolitics), used to examine the politics of education, students will obtain, assess, and assemble data and interpret those data to discover connections and contradictions about the concepts from the readings and literature relating to our current educational climate. This course includes a performance-based field experience.

EDL 9884: Emerging Trends in Instructional Leadership, Curriculum, and Evaluation

3 Credit Hours

Prerequisite: Admission to the Doctoral program in Leadership for Learning

This course explores different strategies for bringing about change leading to curriculum, institutional improvement, evaluation, and reform. The focus is on guiding doctoral candidates toward understanding trends with an emphasis on curriculum, instructional methods, and effective assessments. Candidates will engage in research that identifies political, ethical, and societal changes that impact curriculum, instruction, and assessment. Special attention is given to the educational leader's role in building a strong, collaborative culture and increasing system's capacity to change. This course includes a performance-based field experience.

EDL 9890: Strategic Planning, Curriculum, and Assessment in Education

3 Credit Hours

Prerequisite: Admission to the EdD. program in Educational Leadership

This course explores different strategies for strategic planning and institutional improvement regarding curriculum, evaluation, and reform. The focus is on guiding doctoral students toward understanding how planning and effective assessment impact various aspects of the organization. Students will engage in research that identifies political, ethical, and societal changes to impact curriculum, instruction, and assessment. Special attention is given to the educational leader's role in building a strong collaborative culture of culturally responsive practice and increasing systems' capacity to change.

EDL 9900: Doctoral Dissertation

1-9 Credit Hours

Prerequisite: Successful completion of comprehensive exams, part I and II

This is the capstone experience for the Doctorate in Leadership for Learning. This is an intensely field-based performance activity in that the candidate demonstrates the ability to apply research skills to solving a P-12 problem of significant importance and that impacts student learning. With the guidance of a dissertation advisor and a committee, the candidate assumes the responsibility for completing the study and defending both process and results to the dissertation committee.

HEA 8100: Foundations of Higher Education

3 Credit Hours

In this course, students will study historical perspectives, philosophies, trends, practices in higher education, and the use of data to implement change in postsecondary programs. In particular, students will examine how social foundations, history, historiography, and genealogy can be employed to frame narratives through which universities can more effectively serve various populations and constituencies and create positive educational, social, and economic change.

This course may be cross-leveled with HESA 7100

HEA 8200: Organizational Management in Higher Education

3 Credit Hours

This course examines theories and best practices in leadership and organizational management in higher education. Students will study contemporary leadership theories, including the influences of social constructivism, post-industrialism, and evolutionary and adaptive principles emphasizing the complexities of social processes and human relationships. Students will also examine approaches to leading with and without authority, theorizing about the practices of mobilizing people to thrive in changing and challenging times.

This course may be cross-leveled with HESA 7200

HEA 8400: Human Resources Management in Higher Education

3 Credit Hours

This class will provide a theoretical perspective and advanced knowledge of human resources methods and practices from the focal position of University administrators. The course is designed to offer authentic examples through case study discussions focusing on the human resources function (e.g., recruitment, selection, and induction; personnel administration; training, developing, and evaluating talent; succession & career planning; employee relations). These applications will be unique from those found in K-12 education. Students will practice critical analysis skills by deconstructing local, state, and national HR practices and policies and critiquing the methodologies of empirical human resources literature.

This course may be cross-leveled with HESA 7400

HEA 8500: Legal Issues and Ethics for Higher Education Administrators

3 Credit Hours

This course is designed to provide higher education administrators with an informed paradigm, unique from that found in K-12 education, for ethical and legal decision making. Various codes of ethics and case studies will be analyzed and applied to specific situations in higher education. Students will engage in critical dialogue, research, and reflection to develop a personal code of ethics. Through deliberate exploration, higher education administrators will examine legal and ethical issues that are predominant in various higher education contexts and research best practices to incorporate into their own leadership practice. Deploying legal research and methodologies, this course will provide higher education administrators with the tools needed to tackle pressing legal and ethical issues in their higher education contexts.

This course may be cross-leveled with HESA 7500

HEA 8600: Financial Management in Higher Education

3 Credit Hours

This course examines various aspects of financial management in higher education such as revenue streams for contemporary programs, legal and ethical dimensions of budgeting and expenditures, and the impact of global economic forces. Students will study the creation of financially nimble and sustainable programs with diversified finances and budgets that assist with programmatic accountability and success. Broader contexts of the global economic impact on higher education will frame the practical discussion of finance and budget.

This course may be cross-leveled with HESA 7600

HESA 7000: Leadership for Learning and Change in Higher Education and Student Affairs

3 Credit Hours

Prerequisite: Admission to the Educational Leadership, M.Ed.

This course is intended to provide an understanding of the various theories that inform Higher Education and Student Affairs (HESA) leadership and practice. In this course, students will explore leadership as a discipline that transcends functional areas, serving as a framework to lead and guide within higher education and beyond. Students will examine leadership theories presented to formulate their approach as an educator and practitioner. Students will apply a critical lens to examine how HESA administrators lead during times of crisis. Further, these theories will inform the ways in which students are able to engage with the world around them.

HESA 7100: Foundations of Higher Education and Student Affairs

3 Credit Hours

Prerequisite: Admission to the Educational Leadership, M.Ed.

In this course, students will study historical perspectives, philosophies, trends, practices in Higher Education and Student Affairs (HESA), and the use of data to implement change in post-secondary programs. In particular, students will examine how social foundations, history, historiography, and genealogy can be employed to frame narratives through which universities can more effectively serve various populations and constituencies and create positive educational, social, and economic change.

This course may be cross-leveled with HEA 8100

HESA 7150: Assessment and Institutional Effectiveness in Higher Education

3 Credit Hours

Prerequisite: Admission to the Educational Leadership, M.Ed.

This course examines the application of a variety of institutional assessment processes to inform the development, or improvement, of institutions of higher education. Special attention will be devoted to supporting strategic planning as a necessary foundation for both assessment and development. Further, the course provides context on how to transfer institutional research into effective marketing of post-secondary programs in a variety of media.

HESA 7200: Organizational Management in Higher Education and Student Affairs

3 Credit Hours

Prerequisite: Admission to the Educational Leadership, M.Ed.

This course examines theories and best practices in leadership and organizational management in higher education. Students will study contemporary leadership theories, including the influences of social constructivism, post-industrialism, and evolutionary and adaptive principles emphasizing the complexities of social processes and human relationships. Students will also examine approaches to leading with and without authority, theorizing about the practices of mobilizing people to thrive in changing and challenging times.

This course may be cross-leveled with HEA 8200

HESA 7250: Leading Student Development and Evaluation

3 Credit Hours

Prerequisite: Admission to the Educational Leadership, M.Ed.

This course examines major bodies of theory related to college student development and the contexts in which that development occurs. The areas of psychosocial and cognitive structural development will be emphasized through multiple perspectives including moral development, intellectual development, and social identity development. Students will examine selected theories describing patterns of growth and development during the college years and explore applications of these theories to higher education practice.

HESA 7400: Human Resources Management in Higher Education

3 Credit Hours

Prerequisite: Admission to the Educational Leadership, M.Ed.

This class will provide a theoretical perspective and advanced knowledge of human resources methods and practices from the focal position of HESA administrators. The course is designed to offer authentic examples through case study discussions focusing on the human resources function (e.g., recruitment, selection, and induction; personnel administration; training, developing, and evaluating talent; succession & career planning; employee relations). These applications will be unique from those found in K-12 education. Students will practice critical analysis skills by deconstructing local, state, and national HR practices and policies and critiquing the methodologies of empirical human resources literature.

This course may be cross-leveled with HEA 8400

HESA 7500: Legal Issues and Ethics for Higher Education and Student Affairs Administrators

3 Credit Hours

Prerequisite: Admission to the Educational Leadership, M.Ed.

This course is designed to provide higher education and student affairs (HESA) administrators with an informed paradigm for ethical and legal decision-making. Various codes of ethics and case studies will be analyzed and applied to specific situations in HESA. Students will engage in critical dialogue, research, and reflection to develop a personal code of ethics. Through deliberate exploration, HESA administrators will examine legal and ethical issues that are predominant in various higher education contexts and research best practices to incorporate into their own leadership practice. Deploying legal research and methodologies, this course will provide HESA administrators with the tools needed to tackle pressing legal and ethical issues in their higher education contexts.

This course may be cross-leveled with HEA 8500

HESA 7600: Financial Management in Higher Education

3 Credit Hours

Prerequisite: Admission to the Educational Leadership, M.Ed.

This course examines various aspects of financial management in higher education such as revenue streams for contemporary programs, legal and ethical dimensions of budgeting and expenditures, and the impact of global economic forces. Students will study the creation of financially nimble and sustainable programs with diversified finances and budgets that assist with programmatic accountability and success. Broader contexts of the global economic impact on higher education will frame the practical discussion of finance and budget.

This course may be cross-leveled with HEA 8600

EDRS 8000: Applied Quantitative & Qualitative Research

3 Credit Hours

Prerequisite: Admission to graduate program (M.Ed., Ed.S., Ed.D.) in education or permission of the advisor

Candidates will develop a functional understanding of quantitative and qualitative research as applied to educational arena. Emphasis is placed on candidates acquisition of analytical and interpretive skills.

EDRS 8100: Qualitative Research I

3 Credit Hours

Prerequisite: Admission to graduate study in Education.

This course will serve as an introduction to qualitative research and methodologies. Methodological origins, theoretical frameworks, literature reviews, and basic methods of data collection and data analysis will be explored in conjunction with an analysis of relevant literature, educational research reports, and ethics in research. Students will apply basic skills of data collection and analysis. Students will differentiate between the types of qualitative research.

EDRS 8200: Quantitative Research I

3 Credit Hours

Prerequisite: Admission to graduate study in Education.

Candidates will demonstrate a functional understanding of the nature and design of quantitative research as applied to the educational arena including but not limited to the following topics; the nature and application of descriptive and basic inferential statistics including the concepts of variance, normal distribution, population, sample, power, effect size, hypothesis testing, parametric and nonparametric tests, interaction effects, validity, reliability; the strengths, weaknesses of quantitative research designs; the principles of data collection and analysis using computer software such as SPSS. Candidates will acquire and become proficient in analytical and interpretive skills; and will be prepared to conduct applied quantitative research that will bear positively on schools.

EDRS 9100: Advanced Qualitative Research Methods

3 Credit Hours

Prerequisite: Admission to the Ed.D. Program and EDRS 8100 or its equivalent.

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 Credit Hours

Prerequisite: Admission to the Ed.D. Program and EDRS 8200 or its equivalent

This course is an in-depth study of and application of selected quantitative research designs. The 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.

EDRS 9300: Research Seminar: Conceptual Frameworks & Research Design

3 Credit Hours

Prerequisite: (EDRS 8100 or EDRS 8200) and (EDRS 9100 or EDRS 9200)

This seminar will assist the doctoral candidate in conceptualizing, identifying the components of, and articulating the emerging conceptual framework of their dissertation. Under the guidance of the course professor and in consultation with their dissertation chair, the candidate will emerge from the course with a draft his/her conceptual framework which includes the purpose and rationale for his/her research as well as a draft of the theoretical underpinnings of the research described through a review of literature followed by preliminary research questions or hypotheses for his/her dissertation.

EE 6210: Digital Signal Processing

3 Credit Hours

This course reviews fundamental topics pertaining to digital signal processing (DSP) and introduces some current applications of DSP. Topics to be covered include: discrete-time signals and systems, sampling and reconstruction of continuous signals, transform analysis of linear time invariant (LTI) systems, digital filter design, discrete Fourier transform (DFT) and fast Fourier transform (FFT), spectrum analysis, and parametric signal modeling. The course will also examine current DSP applications using the relevant tools.

EE 6220: Software Defined Radio and Networking for the Internet of Things

3 Credit Hours

Prerequisite: Admission to the MS ECE program

This course covers the current research behind the modulation schemes, protocols, and advanced networking topics. The course has a term project focus and prepares the student for the latest wireless communications and software defined networking techniques and regimens. Particular focus is on Internet of Things that have high mobility such as vehicles and unmanned aerial vehicles. At the completion of the course students are able to design end-to-end smart infrastructure and their functional roles.

EE 6305: Introduction to Radar Systems

3 Credit Hours

This course covers the fundamental concepts of the operation and design of radar systems for a variety of applications. Topics covered include the radar range equation, signal-to-noise ratio, radar cross section, range and velocity ambiguity, radar clutter, detection, countermeasures, receiver design, transmitters and antenna systems. Applications include pulsed, CW, and FM radars, Doppler radars, airborne radars, and synthetic aperture radars.

EE 6398: Graduate Internship

1-4 Credit Hours

Prerequisite: Permission of Instructor

This course is a structured experience appropriate for a graduate student that is related to Electrical and Computer Engineering, in a supervised setting with an industry partner. The goal is for students to enhance their academic classroom skills with practical experiences in a real-world environment. Supervision of the Intern is shared by the working environment supervisor and a faculty advisor.

Note The course cannot be repeated for credit.

EE 6410: Introduction to Biomedical Engineering

3 Credit Hours

This course is offered to all engineering and engineering technology students who are interested in exploring the technologies in biological/biomedical fields and looking for innovative technologies to design and fabricate novel medical devices and instruments.

EE 6530: Antenna Engineering

3 Credit Hours

The course covers the fundamentals of electromagnetic radiation and antennas. Topics include radiation and propagation, basic radiators, arrays, microstrip antennas, antenna parameters such as return loss, radiation pattern, radiation efficiency, gain, and directivity.

EE 6615: Emerging Vehicle Technologies

3 Credit Hours

This course looks at recent developments in vehicle technologies, with a focus on those technologies related to electric power and propulsion. Topics will include power system architecture, power sources, charging and fueling, electronic power converters, and traction motors and drives. Other topics may include waste heat recovery, autonomous operation and connected-vehicle systems.

EE 6640: Advanced Photovoltaics & Energy Storage Systems

3 Credit Hours

This course will discuss advanced photovoltaic technologies to harvest solar power including high-efficiency Si solar cells, multi-junction solar cells, organic flexible solar cells, nanostructured quantum dot solar cells, and concentrator photovoltaics. Engineering challenges to overcome the Shockley-Queisser limit and concepts for improving cell efficiency are discussed in detail. The course also puts emphasis on various energy storage technologies, power management and optimization, design, installation and operation of stand-alone, and large-scale grid-connected solar power plants. Important NEC guidelines and industry standards for solar plant design and installation will be discussed. The course concludes with a PV device/system simulation and design project.

EE 6650: Distributed Energy Systems

3 Credit Hours

This course presents the fundamentals of distributed energy systems, covering the principles of renewable/green energy generation, power conversion concepts, and integration methods of renewable energy systems to the electric grid. Modeling of power systems, analysis and design, is achieved through extensive use of MATLAB-Simulink software. Power flow control and robust stability analysis is covered. Lecture three hours weekly.

EE 6750: Wireless Mobile Networking

3 Credit Hours

This course is to provide state-of-the art mobile and wireless networking architectures and protocols. Topic includes wireless local area networks, Mobility in wireless networks, ad-hoc networks, sensor networks, Wireless Mesh Networks and Vehicular ad-hoc networks (VANETs). Students will read research papers in these topics and work on projects.

EE 6760: Applied Communication Systems

3 Credit Hours

The theory and principles of communication systems are presented in this course. Further, we delve on the communication system architecture as found in modern communication systems. Topics covered include AM and FM modulations, transmission and reception, noise and random processes, pulse modulation, digital transmission techniques and basic information theory concepts. Software simulations will emphasize the applied components using software platforms like MATLAB and SIMULINK. Graduate students will complete an independent research project which involves a written and oral presentation.

EE 6770: Applications of Neural Networks

3 Credit Hours

This course introduces the student to the principles and theories associated with neural networks and Artificial Intelligence (AI). Several neural networking architectures and training techniques associated with real-world applications (e.g. traffic pattern analysis, classification schemes, adaptive engineering systems) are discussed and modeled using Object-Oriented Programming techniques and MATLAB applications. Additionally, several instructor-led examples and software-based exercises are given to provide the student with a practical understanding of the theory covered.

EE 6800: Master's Project

3 Credit Hours

Prerequisite: Approval of MS ECE graduate program coordinator

In this course, the student works with a graduate faculty advisor. The student and advisor create a set of project outcomes and a plan of execution. The student works effectively to achieve the desired outcomes. Results are summarized in a formal report and possibly an oral presentation.

Note This course may be taken once per semester and repeated for credit up to two times. A maximum of 6 credit hours can be applied toward the degree.

EE 6900: Special Topics

1-4 Credit Hours

This course covers selected advanced topics in electrical engineering that are of interest to faculty and students.

EE 7800: Master's Thesis

3 Credit Hours

Prerequisite: Approval of the Program Coordinator and a Thesis Advisor

The thesis is designed for students wanting a research focus to their degree. The student works independently under the supervision of a designated MSEE faculty member on a thesis of substance in electrical engineering. The student will generate a formal written thesis and give a final defense of the thesis.

This course may be repeated, but only 6 hours may be applied toward the degree.

ENGR 8400: Electronic and Optical Properties of Materials

3 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering, PhD program

The course provides an advanced study of the physics of optoelectronic devices. It starts with a review of the fundamental physics that underlie the electronic and optical properties of materials and the optoelectronic devices, including practical and relevant topics from quantum mechanics, solid-state physics, and electromagnetics. The course then describes the application of those fundamental physics in the design and operation of optoelectronic devices, including semiconductor lasers, modulators, and photodetectors.

ENGR 8410: Mechanical Properties of Materials

3 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering, PhD program

This course provides students with a comprehensive understanding of the mechanical behavior of a broad range of engineering materials, with a specific focus on the modern materials used in infrastructures. Through a combination of theory and real-world case studies, students gain a fundamental understanding of materials and property relationships. The course integrates the concepts of basic mechanical behavior in solid materials and mechanical and thermal properties of a wide range of engineering materials, from both microscopic and macroscopic points of view.

ENGR 8420: Materials Fabrication and Characterization

3 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering, PhD program

This course introduces the students to the field of nanoscience and nanotechnology. In this course, the fundamentals of materials synthesis, characterization, and applications of materials and devices with a size in the range of micrometer (μm) to nanometer (nm) scale are discussed. Topics such as fabrication methods that include "bottom-up" and "top-down" to achieve nanometer length scale, nanomaterials, characterization methods, applications, and ethical issues are covered. The underlying principles and applications of the emerging field of nanotechnology are also introduced.

ENGR 8430: Advanced Materials

3 Credit Hours

Prerequisite: ENGR 8400 and ENGR 8410

This course introduces the students to the field of advanced materials. This course introduces the field of advanced materials and covers the fundamental knowledge of materials science, with an emphasis on the most cutting-edge knowledge of contemporary materials. Some topics may include: advanced electronic materials, advanced energy materials, advanced healthcare materials, advanced sensor materials, advanced optical materials, and advanced structural materials. The underlying principles are also discussed and summarized.

ENGR 6002: Research Methods

3 Credit Hours

Prerequisite: Admission to Graduate program in Engineering

This course addresses the research questions and their relevance to engineering theory and design practices. It is intended to develop the techniques and skills necessary to complete an original academic research thesis or project report. The development of critical thinking skills relevant to research is an essential element of this course.

Note This course may be cross-leveled with ENGR 8002.

ENGR 6120: Applied Engineering Mathematics

3 Credit Hours

This course introduces graduate engineering students to analytical and numerical analysis methods that can be used to solve engineering problems. Topics include linear algebra, systems of ordinary differential equations, complex analysis, Laplace transforms, numerical methods, partial differential equations, and probability and statistics.

ENGR 8001: Research Seminar

3 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering, Ph.D.

This is a seminar to discuss current research and investigations in areas of interdisciplinary engineering. Students read literature in advance of the scheduled speakers and then have discussion after listening to the speaker. Promotes cross-disciplinary thinking while teaching research and communication skills.

ENGR 8002: Research Methods

3 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering, Ph.D. program

This course addresses interdisciplinary research questions and their relevance to engineering theory and design practices. It is intended to develop the techniques and skills necessary to complete an original academic research thesis or project report. The development of critical thinking skills relevant to interdisciplinary research is an essential element of this course. Note: Students who receive credit for ENGR 8002 cannot then enroll in ENGR 6002 for credit.

Note This course may be cross-leveled with ENGR 6002.

ENGR 8004: Proposal Development Workshop

3 Credit Hours

Prerequisite: ENGR 8002

In this course, students are introduced to the preparation and writing of the proposal documents. Students will learn the issues of research design such as data collection and appropriate methodological choices for analysis. Each topic is introduced through selected papers, and students must come prepared to discuss their own research ideas.

ENGR 8006: Professional Practice Workshop

3 Credit Hours

Prerequisite: ENGR 8004

In today's competitive job market earning a PhD degree alone is not enough to be successful. This course equips the doctoral students with the personal and professional skills needed to launch a successful career path. The focus of the course is the three main career paths that most PhD graduates enter: academia; industry; and entrepreneurship. The course covers topics important for these three career paths, including engineering education, patents, intellectual property, self-awareness and personal SWOT, and entrepreneurship.

ENGR 8120: Advanced Engineering Mathematics

3 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering, Ph.D. program

This course covers analytical and numerical analysis methods that can be used to solve engineering problems. Topics may include linear algebra, systems of ordinary differential equations, complex analysis, Laplace transforms, numerical methods, partial differential equations, and probability and statistics. Note: Students who receive credit for ENGR 8120 cannot then enroll in ENGR 6120 for credit.

This course may be cross-leveled with ENGR 6120.

ENGR 8130: Dynamics of Discrete and Continuous Systems

3 Credit Hours

Prerequisite: ENGR 8120

This course introduces the concepts of dynamical modeling of particles, rigid bodies and continuous systems. The course focuses on formulating and simulating the equations of motion of rigid and flexible body mechanical systems using Lagrange Equations, Hamilton's principle, Lagrange multipliers method, and variational methods for systems of continuous bodies. In addition, the course integrates the classical fundamentals of Dynamics and state-of-the-art engineering applications.

ENGR 8210: Urban Network Modeling and Optimization

3 Credit Hours

Prerequisite: ENGR 8120

The course objectives are for students to understand mathematical network models and optimization techniques. Upon completing the course, students should be familiar with the concepts of user equilibrium, system optimum, and heuristic algorithms. Students should be able to develop demand generation, trip distribution, modal split, and traffic assignment models for urban networks. The student will leave the class with mathematical programming skills that have wide applications in the network modeling field.

ENGR 8220: Software Defined Radio and Networking for the Internet of Things

3 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering, Ph.D. program

This course covers the current research behind the modulation schemes, protocols, and advanced networking topics. The course has a research focus that prepares the student for the latest wireless communications and software defined networking techniques and regimens. Of particular focus will be on Internet of Things that have high mobility such as vehicles and unmanned aerial vehicles. At the completion of the course students are able to design end-to-end smart infrastructure and their functional roles.

ENGR 8300: Biomedical and Health Sciences Engineering

3 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering Ph.D. program

This course provides an overview of methods and applications in biomedical and health systems engineering. Samples from a wide variety of topics will provide exposure to engineering problems of living mechanisms and healthcare systems delivery. The course also covers emerging trends in biomedical and health systems engineering.

ENGR 8310: Biomedical and Health Systems Modeling

3 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering, Ph.D. program

The course introduces the student to a representative set of models used to study biological, medical, and health systems phenomena. Topics covered may include computational fluid dynamics (CFD), finite element analysis (FEA), fluid-structure interaction (FSI) modeling, statistical regression, and Monte Carlo simulation.

ENGR 8320: Systems Physiology and Pathophysiology

3 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering, PhD program

The course provides an overview of the physiology and pathophysiology of various systems in the human body and describes the implementation of quantitative engineering approaches and techniques to understand the function of those systems. It covers the basic terminology of the disease process and disease etiology and provides basic descriptions of diagnostic methods and treatment modalities.

ENGR 8330: Biomedical Device Design & Development

3 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering, Ph.D. program

Biomedical product design and development is a complex process that involves the interplay of science, design principles, and FDA design regulation from conceptualization, design, manufacturing, regulatory approval, and commercialization. This course focuses on problem-solving and decision-making among people with different disciplinary perspectives.

ENGR 8800: Special Topics

1-3 Credit Hours

Prerequisite: Permission of the Instructor

Exploration of an advanced specifically designed topic or theme in interdisciplinary engineering.

ENGR 8850: Directed Study

1 - 6 Credit Hours

Prerequisite: Permission of the Instructor

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and student.

ENGR 8860: Graduate Research

1 - 9 Credit Hours

Prerequisite: Permission of the Instructor

This course will result in a research paper, grant proposal, or scholarly project developed under the guidance of a graduate engineering faculty.

ENGR 9900: Ph.D. Dissertation Research

1-9 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering, Ph.D. program; Completion of 12 hours graduate level research course ENGR 8860, and permission of the advisor.

This course includes dissertation writing under the direction of the major professor (dissertation advisor). The course is taught using a non-traditional format of independent research and preparation of the doctoral dissertation.

EM 6510: Data Analysis for Engineering Managers

3 Credit Hours

Introduces students to probability and statistics emphasizing applications to engineering management decision problems. Topics include descriptive statistics, probability, interval estimation, hypotheses testing and regression.

EM 6602: Total Quality

3 Credit Hours

This course is a study of the functions and responsibilities of the quality organization. TQM concepts, quality function deployment, and the tools for continuous improvement are analyzed for sequence of use and application. Emphasis is placed on design and performance aspects of a system-wide quality assurance function.

EM 6611: Statistical Process Control

3 Credit Hours

Prerequisite: EM 6510 or QA 6610

The application of advanced statistical methodologies to the analysis and solution of quality and management problems, including probability theory, control charts, sampling, regression analysis, and design of experiments. The focus is on statistical process control and related quality technologies.

EM 6613: Linear Regression Analysis

3 Credit Hours

Prerequisite: QA 6610 or EM 6510

In this course, students will learn linear regression analysis techniques to include first order and polynomial modeling, use of indicator variables, variance stabilizing transformations, multi-collinearity diagnostics and residual analysis. The connections among ANOVA, design of experiments and regression will be emphasized. Statistical software will be used to analyze problems.

EM 6650: Quality Systems Management

3 Credit Hours

The Quality Systems Management course prepares students for the development and management of the quality organization, systems, and procedures necessary for effective participation in world markets.

EM 6722: Human Factors Engineering

3 Credit Hours

Human Factors Engineering is a comprehensive survey of human factors theory, research, and applications which are of particular relevance to Quality and Engineering Management. Emphasis will be placed on operator constraints in the design of work processes, workplaces, and instrumentation.

EM 6800: Master's Directed Study

3 Credit Hours

Prerequisite: Approval of MS Engineering Management graduate program coordinator

In this course, the student works with a graduate faculty advisor. The student and advisor create a set of project outcomes and a plan of execution. The student works effectively to achieve the desired outcomes. Results are summarized in a formal report and possibly an oral presentation.

ENGL 7701: Pedagogy for Teaching Literature

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course examines issues and themes in the teaching of literature in middle and high schools. Topics examined include how meaning is derived from texts; the role of critical theory; competing philosophies for which texts should be read and why; how and to what purpose we read; how readers are positioned; standards, policies, and censorship; and approaches for teaching texts, literary analysis, and argument anchored in student relevance, democratic culture, and human potential.

ENGL 7709: Workshop for Teachers of Writing

3 Credit Hours

Prerequisite: Admission to graduate study in education.

An experiential examination of principles and issues in the teaching of writing, K-20. Along with reflective exploration of current theories of composition and extensive writing, this course includes the following topics: literacy acquisition and language development, especially through writing; building writing communities; the teacher as writer; the place of publication in the writing process; and assessment of writing.

ENGL 7710: Writing on Teaching

3 Credit Hours

Prerequisite: Admission to graduate study in education, and teaching experience and graduate coursework in educational research or writing.

A collaborative workshop for educators preparing to write about teaching. Students in the course will develop individual writing projects for submission to venues publishing such genres as teacher research, curriculum development stories, experienced-based writing about classrooms, and scholarship of teaching.

ENGL 7711: Multicultural Literature in English

3 Credit Hours

Prerequisite: Admission to graduate study in education.

An examination of multicultural literature written in English. Genres studied include fiction, nonfiction, poetry, drama, and nontraditional literary texts (e.g., film, oral performance). Students will explore primary and secondary sources to use for teaching literature from a global perspective, including studying how emerging traditions of literary criticism and theory can shape interpretations and teaching.

ENGL 7721: Texts and Contexts in English Language Arts

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course is a study of the range of texts (conventional, multimodal, nonfiction, film, etc.) possible in the English Language Arts classroom, with attention to and analysis of genre conventions, embedded literacy practices, and student reception and production.

ENGL 7731: Language Studies in English

3 Credit Hours

Prerequisite: Admission to graduate study in education.

A study of language as a key component of English/Language Arts. Topics include understanding English's historical and ongoing development, learning English as a second language, using discourse appropriately in a variety of contexts, dialect variations, relationships between oral and written language use, and issues involved in teaching language (e.g., teaching grammar in context).

ENGL 7735: Introduction to Composition Studies

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course examines issues and themes in composition studies, particularly those influencing writing instruction in middle and high schools. Students will examine the state of writing instruction in a standards-based and high-stakes school climate; study and practice writing as a process; write for a variety of purposes, audiences, and genres; create constructive approaches for planning, instruction, and assessment; and practice grammar instruction in the context of writing. The course includes a 25-hr practicum experience.

ENGL 7741: Technology and Media in English and Language Arts

3 Credit Hours

Prerequisite: Admission to graduate study in education.

Focus on the current effects and potential of technology and multimedia in writing, reading and literature instruction. Students explore ways technology is changing reading and writing processes in school, the workplace and in daily life and develop effective ways of integrating technology into instructional programs.

ENGL 7750: English Studies in the Schools

3 Credit Hours

Prerequisite: Admission to graduate study in education.

Review of the field of English Studies today, including relationships among concepts that guide the field, especially in schools. Students will explore strategies for integrating various elements of English Studies (including writing, reading/literature, language, and literacy studies) in scholarship and in teaching. Topics will include standards and assessment in English/Language Arts, especially those associated with National Board Certification and the National Council of Teachers of English standards for instruction.

ENGL 7900: Special Topics

3 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic in an advanced-level seminar with extensive reading, writing and presenting assignments.

Note: This course is repeatable and is letter graded.

ENGL 7950: Directed Study

3 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Detailed, advanced-level examination of a topic selected and shaped collaboratively by the instructor and the student submitting a proposal for the special course. This course is not an individually scheduled offering of a regular course, but a unique study designed by the student to address individual needs and interests.

Note: This course is repeatable and letter graded.

PRWR 6200: Contemporary Rhetoric and its Applications

3 Credit Hours

Prerequisite: Admission to the MAPW program

This course examines one or more rhetorics relevant to current society and instructs students on how to employ language effectively in specific professional settings. Rhetorics explored may include political, legal, and civic rhetoric; cultural rhetorics; or the rhetoric of science, health, and medicine. Students apply their knowledge of rhetorical concepts to the production of professional writing genres, culminating in a major applied writing project related to their disciplinary contexts and professional goals.

ENED 6414: Teaching Secondary English I

3 Credit Hours

Prerequisite: EDUC 6240, ENGL 7731, and ENGL 7735

Corequisite: ENED 6650

This course is an examination and application of curriculum, learning theories, teaching strategies, instructional materials, and assessment procedures for teaching secondary school English/Language Arts in the modern classroom. Special focus includes the implications of literacy practices; the importance of discussion-based classrooms; the constructivist teaching of grammar; and the grounding of course content in candidates' field experiences.

ENED 6416: Teaching Secondary English II

3 Credit Hours

Prerequisite: ENED 6414 and ENED 6650

Corequisite: ENED 6660

Extending upon knowledge and skills developed in ENED 6414, candidates examine and apply curriculum, learning theories, teaching strategies, instructional materials, and assessment procedures for teaching secondary school English/Language Arts in the modern classroom. Special focus includes the implications of literacy practices, the importance of discussion-based classrooms, the constructivist teaching of grammar, and the grounding of course content in candidates' field experiences.

ENED 6650: Yearlong Clinical Experience in ELA I

4 Credit Hours

Prerequisite: EDUC 6240, ENGL 7731, ENGL 7735; pre-service certificate; and admission to Yearlong Clinical Experience

Corequisite: EDUC 6610, and ENED 6414

This course is the first semester of an intensive and extensive co-teaching yearlong clinical experience in English education. Under the guidance of a collaborating teacher and university supervisor and working in a classroom environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars.

Note Proof of liability insurance is required.

ENED 6660: Yearlong Clinical Experience in ELA II

5 Credit Hours

Prerequisite: ENED 6650, eligibility to take GACE English tests, and Educator Ethics Assessment 370 (required by the Georgia Professional Standards Commission)

Corequisite: ENED 6416

This course is the second semester of an intensive and extensive co-teaching yearlong clinical experience in English education. Under the guidance of a collaborating teacher and university supervisor and working in a classroom environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars.

Note Proof of liability insurance is required.

ENED 8310: Applied Theory and Research in Writing

3 Credit Hours

Prerequisite: Admission to the Ed.D. in Adolescent Education English program and permission of the English Education Ed.D. Advisor.

Teacher leaders will read, analyze, and apply seminal and current research in the field of writing and composing to English/Language Arts teaching in P-12 or higher education settings. Teacher leaders will examine trends in the research; emerging themes, trends, and research designs; seminal studies in the fields of writing and teaching writing; connections among grammar study, teaching conventions, standards, and writing instruction as reflected in the research; and research-based applications of technology to writing and teaching writing. Attention will also be paid to research on grading and assessing writing, writing program assessment, teaching writing to speakers of English as a second language, curricular development in the field of writing, and to writing across the content areas for the purpose of enhanced student learning in school settings.

ENED 8701: Applied Research and Theory in Literature

3 Credit Hours

Prerequisite: Admission to the Ed.D. in Adolescent Education English program and permission of the English Education Ed.D. Advisor.

Teacher leaders will read, analyze, and apply seminal and current research in the field of English/Language Arts Education, and design an applied research study related to English/Language Arts Education in P-12 and/or higher education settings. The project may be one that the teacher leader carries out in a workplace setting or may serve as a pilot study for the dissertation.

ENED 8741: Digital Media and Pedagogies in English/Language Arts Education

3 Credit Hours

Prerequisite: Admission to the Ed.D. in Adolescent Education English/Language program and permission of the English Education Ed.D. Advisor.

Teacher leaders will read, analyze, and apply seminal and current research in the field of digital media and pedagogies as appropriate to English/Language Arts teaching in P-12 and/or higher education settings. Teacher leaders will examine trends in the research; emerging themes, trends, and research designs; seminal studies in the fields; connections among composing, reading, and digital media as reflected in the research; and research-based applications of technology to all aspects of English/Language Arts Education. Attention will also be paid to use of digital media and pedagogies for the purpose of enhanced student learning in school settings.

ENED 8998: Internship in English/Language Arts Education

3 Credit Hours

Prerequisite: Approval of the English Education Ed.D. Coordinator.

A supervised experience applying learning from graduate study in a professional context. Content for the course, including the syllabus and plans for assignments, will be developed by the student in collaboration with the supervising faculty member and the internship supervisor. A detailed proposal for the course must be submitted to the English Education coordinator of the Ed.D. English/Language Arts cohort and approved before a deadline established by the department's program committee.

ENED 9350: Doctoral Directed Study in English/Language Arts Education

1-9 Credit Hours

Prerequisite: Admission to the Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in elementary schools. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

Note: This course is repeatable.

ENED 9375: English/Language Arts Program Assessment

3 Credit Hours

Prerequisite: Admission to the Ed.D. English Education program.

Teacher leaders will analyze the practical aspects of assessment concerns for English administrators at program, departmental, and district levels involving students, teachers, programs, and curriculum. Teacher leaders will investigate specific programs goals, implementation, curriculum, and assessment; how assessment methods influence implementation/instruction of program elements (and vice versa); and the strengths and weaknesses of common models of assessment. Teacher leaders will explore the different purposes of program assessment, including measures of student learning and professional evaluation of teachers; justification of budgetary decisions; and demonstration of learning in light of state and national mandates. Specific topics will include curriculum decision-making and design, reading and writing assessments, teacher needs and assessment, resource and budgeting issues, and public/community outreach and awareness.

ENED 9400: Designing and Conducting Research in English/Language Arts Education

3 Credit Hours

Prerequisite: ENED 8310, 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

1-9 Credit Hours

Prerequisite: Admission to the Ed.D. program and 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

Note Course may be repeated as necessary.

FIN 7020: Business Finance

3 Credit Hours

Prerequisite: Admission to the Coles MBA or MAcc program.

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

FIN 7320: Advanced Corporate Finance

3 Credit Hours

Prerequisite: FIN 7020 or equivalent.

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

FIN 7330: Investment Analysis

3 Credit Hours

Prerequisite: FIN 7020 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 7340: Fixed Income Securities

3 Credit Hours

Prerequisite: FIN 7020 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 7350: Financial Markets

3 Credit Hours

Prerequisite: FIN 7020 or equivalent.

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

FIN 7360: Financial Management of Financial Institutions

3 Credit Hours

Prerequisite: FIN 7020 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 7370: Multinational Financial Management

3 Credit Hours

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

FIN 7380: Real Property: Analysis and Investment

3 Credit Hours

Prerequisite: FIN 7020 or equivalent.

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

FIN 7390: Futures and Options

3 Credit Hours

Prerequisite: FIN 7020 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 7900: Special Topics in Finance

3 Credit Hours

Prerequisite: FIN 7020 or equivalent, permission of the instructor, and approval of the MBA program director.

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

Note: This course is repeatable.

FIN 9601: Theory of the Firm and Capital Markets

3 Credit Hours

Prerequisite: Admission into the Coles DBA program.

This doctoral course focuses on (1) the basics of the theory of the firm, (2) the functioning, structure, and foundations of the theory of capital markets, (3) the theory of investor's choice, price formation, efficient markets, and asset pricing models such as Capital Asset Pricing Model (CAPM), and (4) the implementation and limitations of empirical models of CAPM for students whose research concentration is in accounting or finance.

FIN 9608: Concentration Doctoral Directed Study

3 Credit Hours

Prerequisite: Admission into the Coles DBA program, completion of FIN 9601 and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic in business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

Note This course is repeatable for up to 9 total credit hours.

FIN 9650: Special Topics in Finance

1-3 Credit Hours

Prerequisite: Admission to the Coles DBA program and permission of the program director.

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

Note: This course is repeatable.

FIN 9901: Research Methods & Dissertation Design I

3 Credit Hours

Prerequisite: Admission into the Coles DBA program and completion of FIN 9601

This course serves as an introduction to writing the dissertation. In this course we focus on a variety of issues including how to pick your topic, developing a research design (including how data is to be collected and what methods are to be employed in analyzing the data), developing a research plan, the structure and design of the Coles DBA dissertation (including how practitioner papers differ from academic papers), writing an introduction, writing a literature review, writing up the methods and findings sections, and writing up a conclusion and implications section. Each topic is introduced through selected papers and students come prepared to present and discuss their own dissertation ideas. The course is conducted in coordination with the course professor and student's research advisor.

FIN 9902: Research Methods & Dissertation Design II

3 Credit Hours

Prerequisite: Admission into the Coles DBA program and completion of FIN 9901

In this course students defend their dissertation proposal. In addition, a variety of topics are offered to help them complete their dissertations. Students in consultation with their major professor choose appropriate topics. They include experimental, survey, qualitative and secondary data collection methods, methods of data analysis including regression based statistics (including hierarchical regression), ANOVA and structural equation modeling. They also include writing topics such as writing an introduction, writing a literature review, how to write up the methods and findings sections, writing up a conclusion and implications section, and writing a practitioner paper. In prior consultation with their major professor, students choose among the offered topics as well as schedule a time to defend their proposal.

FIN 9904: Dissertation Research

3 Credit Hours

Prerequisite: Admission into the Coles DBA program, completion of 12 hours of graduate level research courses, and permission of advisor.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. Course may be repeated as necessary.

FIS 6810: Payments Processing in FinTech

3 Credit Hours

This course focuses on the payment process ecosystem and the history of payments as a foundation from which to provide students with the requisite knowledge, and as important background, regarding the evolution of products and services used and recommended by financial technology services. The student will learn the different types of payment products and services used by organizations such as Apple, Amazon, PayPal, and Venmo to gain an understanding that fascinating customer experiences are not covered only in the physical financial technology products created but also in a framework of corresponding exchanges and services. The student will also learn about risk management, customer relationships, regulatory compliance, settlements, strategies, and best practices for acquiring merchants and services. Students are expected to develop a broad background of the latest developments in payments as well as its impact on various portions of the world. Students will also have hands-on problem-solving case studies that can be beneficial in payments applications and innovations. This course will provide a good understanding of the trajectory of the payments industry primarily from a US point of view, however, with some global perspective. This course may be cross-leveled with FTA 3810.

FIS 6850: FinTech Payments Security and Assurance

3 Credit Hours

This course examines security and assurance issues related to digital payments. Students will learn about framework and standards such as NIST cybersecurity framework, ISO 27001 information security management, and Payment Card Industry Data Security Standards (PCI DSS). Students will also investigate PCI DSS requirements in the context of the larger framework of digital payments security, which can help organizations understand the motivation for each security standard requirement. Strategies for successful implementation of each requirement will also be examined.

This course may be cross-leveled with FTA 3850.

FIS 6860: Emerging FinTech Payments Technologies

3 Credit Hours

Emerging technologies promise immediate payment processing, execution, clearing, and settlement. In reality, business have critical infrastructure assets that present conversion challenges or incompatible. In this course students learn the existing critical payments infrastructure assets to understand how the current technologies work. Students will also learn the opportunities presented by emerging payment technologies. This course will challenge students to develop ideas, write business cases, and develop mockup solutions for the transition. Students will also evaluate the strategic decisions that are undertaken by companies in the FinTech space.

This course may be cross-leveled with FTA 3860.

FIS 6890: Experiential Learning in FinTech Payments

3 Credit Hours

Students engage in research and team-based interactive virtual experiential learning with a collaborating industry partner. The student gains industry insight and hands-on experience that provides the underpinning for the student research. A virtual collaboration platform is used to enroll, onboard, empathize, reboot, experiment, and deliver business solutions for client problems. Students get mentored, trained, and practice on FinTech research, tools and techniques used in industry. Prototyping and experimentation are encouraged to understand "real world" issues. Partner companies share their anonymized dataset, tools and techniques. The student identifies potential research topics to complement the industry partner's mission. The student will be strongly encouraged to publish her/his research. Coaching activities including design thinking, backlog management, business modeling, and research & publishing guidelines are offered in this course.

This course may be cross-leveled with FTA 3890.

GEOG 7100: Geographic Information Systems for Administrators

3 Credit Hours

Prerequisite: Admission to graduate study.

This course is designed for administrators (not GIS managers) who wish to integrate a geographic information system into the operations of their local agency. Students will be introduced to basic GIS technology, but course emphasis is placed on conceptualizing and understanding how GIS can aid daily operations in administrative capacity. Guest lectures and specific case studies, including, planning and zoning, transportation, utilities, emergency services, taxation, and waste management, will be examined in class. Students at a minimum should be comfortable working in a Windows environment, have some experience working with databases, and be accomplished Internet users (ftp, browsing, etc.). No previous exposure to GIS or mapping is necessary.

GEOG 7701: Peoples of the World

3 Credit Hours

Prerequisite: Admission to graduate study in education.

Understanding diversity is the cornerstone of this course, which presents comparisons of human groups throughout the world in a geographic case study format, focusing on cultural, political, economic, and social themes. Students will develop culturally-focused and geographically-based lesson plan strategies and present their research in a seminar format. The use of international resources from academic and local communities adds to the advancement of disciplinary knowledge and cultural awareness.

GEOG 7801: Teaching Climate Change

3 Credit Hours

Prerequisite: Admission to graduate program in education.

Global climate change is the defining environmental issue of the 21st century. This course familiarizes students with the scientific consensus of climate change and the predicted impacts at the regional and global scales. Students are introduced to a variety of solutions including changes in food production, energy production, transportation, urban planning, education, land use, etc. Students examine and discuss the pedagogy of climate change and present a lesson plan of their own creation.

GEOG 7900: Special Topics

1-9 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Special topics of interest to faculty and students.

Note: This course is repeatable, and is letter graded.

GEOG 7950: Directed Study

1-9 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

This course covers special topics external to regular course offerings.

Note: This course is repeatable, and is letter graded.

GERO 6100: Sociocultural Aspects of Aging

3 Credit Hours

Focuses on the social and cultural aspects of aging. Topics covered: demographic variables and trends, culture and socialization, social structure (family, politics, religion, work and retirement, education), social problems associated with aging (living arrangements, transportation, crime, abuse, health status, income), diversity among the aged population, issues of conflict, the health care system, programs and services, and death and dying.

Note Any KSU graduate student may register for these classes. Decisions concerning substitution of one or more of these courses for specific graduate degree requirements are made by the Program Director of the degree program.

GERO 6200: Health Care for Older Adults

3 Credit Hours

Designed to serve a variety of students who are interested in the health care of the aging adult. This course addresses the normal and psychopathological aspects of aging, treatment regimes, end of life issues, and health promotion strategies within the context of cultural perspectives.

Note Any KSU graduate student may register for these classes. Decisions concerning substitution of one or more of these courses for specific graduate degree requirements are made by the Program Director of the degree program.

GERO 6300: Psychology of Aging

3 Credit Hours

Psychological perspectives in the field of gerontology are presented. This course covers current psychological theory and research in aging as well as the practical application of these materials. The major topical areas covered include biological, cognitive, and psychosocial aspects of aging.

Note Any KSU graduate student may register for these classes. Decisions concerning substitution of one or more of these courses for specific graduate degree requirements are made by the Program Director of the degree program.

GBA 7010: Institutional Excellence.

9 Credit Hours

Prerequisite: GBA 7005

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

Note Families in Business EMBA program only.

GBA 7020: Business Excellence.

11 Credit Hours

Prerequisite: GBA 7010

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

Note Families in Business EMBA program only.

GBA 7030: Product/Service Excellence

9 Credit Hours

Prerequisite: GBA 7020

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

Note Families in Business EMBA program only.

GBA 7095: International Internship

3 Credit Hours

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

A supervised three-credit hour work experience of one academic semester with a previously approved business firm or governmental agency substitutes for one elective.

Note A research paper is required to receive credit. The course will be graded on a satisfactory or unsatisfactory (S/U) basis.

GBA 7211: Business Acumen Foundations

3-6 Credit Hours

As the inaugural course for the Executive MBA program, this course covers certain business acumen foundations needed to support learning throughout the program, with a focus on developing basic knowledge and skills associated with identifying and using information that serves as the basis for managerial planning and control. Students are introduced to the fundamentals of economics, finance, accounting, and statistics, as well as selected common techniques for financial analysis, planning, forecasting, and managing. The course is centered on critical skills and knowledge required of managers at all levels to effectively understand and employ basic analytical tools, while also learning how they support business strategy and leadership principles.

GBA 7212: Principles of Leadership

2-4 Credit Hours

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

GBA 7221: Business Strategy & Analysis for Executive Decision Making

6-9 Credit Hours

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

GBA 7222: The Business of Teaming and Coaching

3-6 Credit Hours

This course sets the stage for understanding the unique dynamics of working collaboratively with people by understanding the differences in how people think, learn, and behave. It also covers teaming in a business environment, the effective use of oral and written communications, and interpersonal transactional analysis. Students are given several opportunities to apply the principles covered in the course in a simulated, interactive teaming environment, equipping them with the critical knowledge and skills required of any successful manager, at any level, to work effectively with others to assure that business results are achieved.

GBA 7231: The Enterprise Value Chain

2-4 Credit Hours

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

GBA 7232: Managing Human Capital

2-4 Credit Hours

Human capital is the fuel that runs the engine of the business enterprise; without it, a business is nothing more than an idle collection of products and/or services.

Attracting and retaining the best employees, and effectively managing employee performance and reward and recognition programs, are crucial to optimizing an enterprise's human capital business model. This course covers several of the critical skills, knowledge, and abilities required of managers at all levels to be able to effectively manage human capital assets, and explores in depth the strategic partnership role of the Human Resources function in an organization. A special section covers post-merger workforce integration.

GBA 7233: Personal and Professional Development Planning

2-4 Credit Hours

In today's business environment, self-reflection and continuous personal planning are important leadership skills. Naturally, managers who master these skills are more likely to achieve personal career goals, but they are also more likely to produce superior business outcomes for the organizations which employ them. This course includes the creation of a Personal Plan of Action and introduces the student to the practice of journaling as a method of critical reflection around career-related topics. The latter is integrated into personal coaching sessions to help the student deepen reflection and understanding of the unique and individual aspects of his/her personal and professional life. Most of the instructional activity for this course is delivered in a combination of a "virtual classroom" environment (using a technology unique to the Executive MBA program) and private in-person meetings with a member of the faculty who specializes in career coaching.

GBA 7242: International Leadership and Collaboration

6-9 Credit Hours

Working effectively in multi-national business enterprises and, specifically, multi-cultural teams, requires an understanding of some unique dynamics associated with this environment.

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

GBA 7251: Application of Business Acumen and Leadership

6-9 Credit Hours

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

GBA 7253: Managing Your Career

2-4 Credit Hours

Career management involves identifying, pursuing, and maintaining one's personal ideal work environment - the type of business in which one is engaged, the places where one performs their work, the work colleagues with whom one interacts, and one's specific work responsibilities and activities. Virtually nothing in the world of work is perfectly stable, so continuous monitoring of these factors is critical to personal career satisfaction. In conjunction with GBA7233, this course enables implementation of a student's Personal Plan of Action via a combination of a "virtual classroom" environment (using a technology platform unique to the Executive MBA program) and private in-person meetings with a member of the faculty who specializes in career coaching.

GBA 7314: Telecommunications Public Policy

4 Credit Hours

The telecommunications industry works in a very political arena, both at federal and state level. This course gives the historical background to present telecommunication regulation, present day regulatory issues, the methods to affect political decisions (including lobbying), and future trends and forecasts.

Note AT&T EMBA Program only

GBA 7341: Business in a Global Environment

3 Credit Hours

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

GBA 7344: Quality Management

5 Credit Hours

Excellent execution is what separates great organizations from good organizations. This course teaches the basic principles of quality management, so that participants can ensure that processes at their organizations can achieve their organization's goals effectively and efficiently. After successful completion of the course, participants are awarded a Six Sigma Green Belt certificate.

Note AT&T EMBA Program only

GBA 8950: Special Projects in Business and Accounting

1-3 (Repeatable not to exceed 6 semester hours) Credit Hours

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

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

HHS 6000: Introduction to mHealth

3 Credit Hours

This course introduces students to the rapidly evolving field of mHealth and the application of mobile technologies in community research and healthcare settings. The purpose of this course is to provide an overview of the development of mHealth research projects and interventions aligned with health behavior theory and evidence-based practices to address barriers to adoption, implementation, and evaluation.

Note This course may be cross-leveled with HHS 8000

HHS 6010: Ethical Issues in mHealth, Healthcare, and Human Subjects**Research**

3 Credit Hours

This course examines key ethical issues that arise in mHealth and related healthcare research and practice. Students analyze the historical context, how ethics have developed with advancements in technology, and the current state of mHealth ethics, as well as key regulations and governing bodies in the health sciences that have relevance in this space. Important considerations for conducting human subjects research using mHealth technologies are reviewed.

Note This course may be cross-leveled with HHS 8010

HHS 6020: mHealth Applications

3 Credit Hours

This course provides an overview of research and current applications of mHealth technologies to reduce health disparities and improve health outcomes. The course examines how mHealth technologies can be used to recruit, assess, monitor, manage, and evaluate health behavior in a variety of disciplines and settings.

Note This course may be cross-leveled with HHS 8020

HHS 6030: Special Topics in mHealth

3 Credit Hours

This special topics course covers selected contemporary topics in mHealth research and applications that are of interest and relevance to faculty and students. While topics vary, content is related to emerging technologies, new methods for data collection and analyses, best practices for mHealth initiatives as well as discussions of new research approaches and findings related to mHealth.

Note This course may be cross-leveled with HHS 8030

HHS 6050: Applied Research in mHealth

3 Credit Hours

Prerequisite: HHS 6020 or HHS 6030

This seminar course provides an opportunity for students to apply the knowledge and skills needed to develop an original and feasible mHealth research project or intervention in the form of an external grant proposal. Students gain experience designing a research proposal that addresses a critical individual or public health priority.

Note This course may be cross-leveled with HHS 8050

HHS 8000: Introduction to mHealth

3 Credit Hours

This course introduces students to the rapidly evolving field of mHealth and the application of mobile technologies in community research and healthcare settings. The purpose of this course is to provide an overview of the development of mHealth research projects and interventions aligned with health behavior theory and evidence-based practices to address barriers to adoption, implementation, and evaluation.

HHS 8010: Ethical Issues in mHealth, Healthcare, and Human Subjects

Research

3 Credit Hours

This course examines key ethical issues that arise in mHealth and related healthcare research and practice. Students analyze the historical context, how ethics have developed with advancements in technology, and the current state of mHealth ethics, as well as key regulations and governing bodies in the health sciences that have relevance in this space. Important considerations for conducting human subjects research using mHealth technologies are reviewed.

Note This course may be cross-leveled with HHS 6010

HHS 8020: mHealth Applications

3 Credit Hours

Prerequisite: Admission to the Ph.D. in Data Science and Analytics program

This course provides an overview of research and current applications of mHealth technologies to reduce health disparities and improve health outcomes. The course examines how mHealth technologies can be used to recruit, assess, monitor, manage, and evaluate health behavior in a variety of disciplines and settings.

Note This course may be cross-leveled with HHS 6020

HHS 8030: Advanced Special Topics in mHealth

3 Credit Hours

Prerequisite: Admission to the Ph.D. in Data Science and Analytics program

This advanced special topics course covers selected contemporary topics in mHealth research and applications that are of interest and relevance to faculty and students. While topics vary, content is related to emerging technologies, new methods for data collection and analyses, best practices for mHealth initiatives as well as discussions of new research approaches and findings related to mHealth.

Note This course will be cross-leveled with HHS 6030

HHS 8050: Advanced Research in mHealth

3 Credit Hours

Prerequisite: HHS 8020 or HHS 8030

This seminar course provides an opportunity for students to apply the knowledge and skills needed to develop an original and feasible mHealth research project or intervention in the form of an external grant proposal. Students gain experience designing a research proposal that addresses a critical individual or public health priority.

Note This course may be cross-leveled with HHS 6050

HMI 7510: Introduction to Healthcare Management and Informatics

3 Credit Hours

Prerequisite: Full admission to the MS-HMI program or permission of the graduate program director.

This class will provide an overview of the current landscape of healthcare; introduce the role of information systems in healthcare; emphasize the use of clinically motivated use of information technology for quality, efficient, delivery and practice of healthcare; the management challenges in the current healthcare landscape; and the profound role and impact of informatics. An examination of how information is captured, converted, and stored in machine readable form and used in the various facets of the health care system; the impact of Electronic Medical Record (EMR); and personalized medicine will also be examined.

HMI 7520: Data Analytics via SAS

3 Credit Hours

Courses that may be taken concurrently:

HMI 7510

The course is designed to give students core skills and competency in statistics and data analytics via SAS. This is a core degree requirement for the Masters in Healthcare Management and Informatics program.

HMI 7530: Data Analytics via R

3 Credit Hours

Courses that may be taken concurrently:

HMI 7510

The course in Data Analytics via R aims to provide relevant skills and competency in data analytics and statistics via R to the graduates with the goal to enable them to enhance patient safety and impact the quality, safety, and cost-effectiveness of healthcare delivery and practice.

HMI 7540: Healthcare Information Systems Development

3 Credit Hours

Prerequisite: HMI 7510

This course will provide students with the knowledge and skills needed to develop applications in a development environment. Students will learn programming logic and practice through developing hands on application development. The course will use Java programming platform.

HMI 7550: Database Systems in Healthcare

3 Credit Hours

Prerequisite: HMI 7510

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. Multidimensional and Hierarchical databases are also covered. The course will be under the context of Healthcare Information Systems.

HMI 7560: Management and Application of Electronic Health Records

3 Credit Hours

Prerequisite: HMI 7510

This course is intended exclusively for students enrolled in the Masters in Healthcare Management and Informatics degree program. This course provides an overview of Electronic Health Records (EHRs) including the management, functional/technical knowledge, and business applicability of EHRs in the contemporary healthcare landscape and meeting the Triple Aim of improving outcomes, reducing cost, and effective healthcare delivery to diverse population groups. VLAB is leveraged in the course to provide students an opportunity to get hands-on-experience with functional EHRs. Additionally, the course leverages cases and real-world scenarios to have an in-depth understanding of the constraints, challenges, and opportunities associated with strategies underlying adoption and management of EHRs at diverse health settings – urban, suburban, rural. This course entails students working in groups and on individual assignments during the semester.

HMI 7570: Healthcare Processes and Workflows

3 Credit Hours

Prerequisite: HMI 7510

This course is intended exclusively for students enrolled in the Masters in Healthcare Management and Informatics degree program. Contemporary healthcare systems have many complex processes and overlapping workflows supporting the day to day functioning. This course provides an understanding of existing healthcare processes and workflows with the objective to re-engineer processes and workflows to impact Triple Aim – improve patient outcomes, reduce cost, and manage population health. The course provides students the tools to identify and analyze business processes, and to model organizational effectiveness through business process innovations enabled by Information Systems. The first part of the course examines business processes and innovations while the second part examines the strategic impact on organizational success from the perspective of processes and workflows. Further, this course explores the impact of organizational models on processes and workflows and the role of systems in transforming healthcare organizations and markets. This course includes cases and real-world scenarios reflecting organizational processes, innovations, process re-engineering and workflows in the contemporary healthcare setting.

HMI 7580: Governance, Risk Management and Compliance in Healthcare

3 Credit Hours

Prerequisite: HMI 7510

Detailed examinations of a systems-wide perspective of information security, beginning with a strategic planning process for security in the context of healthcare. Includes an examination of the policies, procedures, and staffing functions necessary to organize and administrate ongoing security functions in a healthcare organization. Subjects include security practices, security architecture and models, continuity planning and disaster recovery planning.

HMI 7590: Health Care Industry: Economics, Strategy, and Leadership

3 Credit Hours

Prerequisite: HMI 7510

This course is intended exclusively for students enrolled in the Masters in Healthcare Management and Informatics degree program. The overall objective of the course is to provide the students of the program with the business acumen, analytical and leadership skills needed for the successful creation, distribution, and management of health care services in the contemporary healthcare industry. The course will emphasize the value based approach to health care industry analysis and its use in strategic planning, competitive analysis, strategic decision making and implementation. The course format will include lectures, real examples and cases and some guest lectures by experienced industry leaders. Topics covered will include Economics of Health care Industry, Strategic Gaming and Competitive Analysis and Value Chain in Health Care and how to use these tools for Strategic leadership in the healthcare industry. Each topic will be introduced through the primary text book, cases and articles on relevant topics and presentations. This course provides the student with foundation of business knowledge, and the analytical and leadership skills needed in the complicated economic environments of health care industry.

HMI 7610: Management & Ethics of Leadership in Healthcare

3 Credit Hours

Prerequisite: HMI 7510

This course is intended exclusively for students enrolled in the Masters in Healthcare Management and Informatics degree program. This course provides an understanding of leadership principles and strategic knowledge rooted in ethical management and decision-making in health care delivery systems and applications. Students will gain experience through case analysis, assessments, and presentations that will allow them to identify problems and offer collaborative resolution in areas related to management and ethics of leadership that support quality of healthcare delivery and practice.

HMI 7620: Data Mining and Visualization in Healthcare

3 Credit Hours

Prerequisite: HMI 7510

This course is intended exclusively for students enrolled in the Masters in Healthcare Management and Informatics degree program. The overall objective of this course is to provide the students in the program functional understanding of data mining and visualization in the context of healthcare. Students will gain experience through practical application of data selection, cleaning, coding, using different statistical, pattern recognition and machine learning techniques, and reporting and visualization of the generated structures.

HMI 7770: Capstone in Healthcare Management and Informatics

3 Credit Hours

Prerequisite: HMI 7510

This course offers students an opportunity to integrate knowledge gained in the classroom with real-world problems. Students work in teams and consult with a working professional to identify a real world problem related to healthcare management and informatics and apply the knowledge learnt in class to design a potential solution. Consists of engagement in practical work and research in a major area of health informatics. Potential areas of work include design or analysis of health informatics systems, programs, or applications; program planning; management; and policy development. Encourages community-based participatory projects. To the extent possible, capstone projects have as a goal a practical contribution to the health informatics field. Students initiate and design capstone projects in consultation with faculty members who provide guidance and mentoring.

HMI 7900: Directed Study in Healthcare Management and Informatics

3 Credit Hours

Prerequisite: Admission to the program and permission of the director

The directed study is a focused course on an area that the student wants to explore deeply with a faculty. This class will provide an opportunity for student(s) in the MSHMI program to conduct a study with a faculty on an area of mutual interest.

HMI 7910: Special Topics in Healthcare Management and Informatics

3 Credit Hours

Prerequisite: HMI 7510 and must be approved by the graduate program director.

Exploration of selected contemporary topics of interest to the student and sponsoring faculty.

HPCC 6820: Big Data Analytics I

4 Credit Hours

This course covers basics of big data analytics platform HPCC and basic program skills on HPCC. Topics include introduction to ECL programming, introduction to Thor, introduction to Roxie, and R programming for HPCC.

HPCC 6822: HPCC Platform for Big Data Analytics II

4 Credit Hours

This course covers advanced topics of big data analytics on HPCC. Topics include advanced ECL programming, advanced Thor operations, and advanced Roxie operations. Lab exercises will be provided for each of these topics.

HPCC 6890: HPCC Project Capstone

3 Credit Hours

Prerequisite: CS 6021

This is the project/capstone course for the HPCC certificate program requiring students to work as a team on a group project assigned by the instructor. Students will analyze, design, implement, test, and demonstrate a successful implemented system, culminating in a presentation to the class and the submission of a short paper.

HIST 6100: Historical Methods

3 Credit Hours

Prerequisite: Admission to the M.Ed. with a major in Secondary and Middle Grades Education or permission of the department.

This course introduces students to historical inquiry as a conversation about the past. It surveys methods, concepts, and frameworks relevant to the discipline. Students engage in the close reading of scholarly historical work, learn and practice a variety of research methods, and analyze historical sources. Students cultivate good scholarly practices and habits of mind that will benefit them in future courses. This course may be cross-leveled with HIST 8100

HIST 6391: Current Themes in African History

3 Credit Hours

Prerequisite: Admission to graduate study or permission of chair/director

The course examines current themes in Africa's socio-political, economic, and cultural history from the earliest times to the end of European colonization. It explores the transformation of African peoples, societies, and cultures from precolonial times to colonization and decolonization. It emphasizes themes such as civilization and empire building, indigenous religion, and the coming of Islam and Christianity. It evaluates the legacies of external contacts, the slave trades, partition, imperialism, and neocolonialism.

This course may be cross-leveled with HIST 8391 or HIST 4391.

HIST 6471: Topics in Recent US History

3 Credit Hours

Prerequisite: Admission to graduate study or permission of the department chair

This course considers specific topics in the political, economic, social, and/or cultural history of the US since 1939. Topics may include foreign policy, suburbanization, technology, religion, protest movements, globalization, business-government relations, workers and the workplace, or the development of the national security state.

This course may be cross-leveled with HIST 8471 or HIST4471

HIST 6640: Modern Ireland

3 Credit Hours

Prerequisite: Admission to graduate study or permission of the department chair

This course surveys Irish history from 1700 to the present. The primary emphasis is on the political history of Ireland, but the course also seeks to convey an understanding of Irish economic, social and cultural history, as well as of the influence of the Irish in America. Major topics include Irish nationalism, Ulster unionism, the Famine, Irish revolutions, the Irish Civil War, and the Troubles.

This course may be cross-leveled with HIST 8640 or HIST 4640

HIST 6654: Russia to 1861

3 Credit Hours

Prerequisite: Admission to graduate study or permission of the department chair

This course is a study of Russian history to 1861 that examines the cultural, social and political history from the origins of the Russian State in Kiev to the emancipation of the serfs.

This course may be cross-leveled with HIST 8654 or HIST 4654.

HIST 6655: Russia Since 1861

3 Credit Hours

Prerequisite: Admission to graduate study or permission by the department chair

This course is a study of Russian since 1861 that examines the cultural, social and political history from the emancipation of the serfs to the present.

This course may be cross-leveled with HIST 8655 or HIST 4655.

HIST 7633: Modern German History

3 Credit Hours

This course examines German history from Napoleon to Hitler. It explores Germany's ascent to global power and its dramatic losses into two world wars. Special attention is paid to the collapse of the Weimar Republic and the rise of the Nazi dictatorship. This course situates the Nazis within the larger narrative of Germany history and demonstrates the global influence of German culture.

HIST 7710: Local History Research and Resources

3 Credit Hours

Prerequisite: Admission to graduate study in education.

Candidates will gain a working knowledge of local historical resources and will examine what history is and the processes used by historians in interpreting and uncovering the past. They will build individual skills in these processes through the researching and writing of a term paper on a local topic using primary materials. Candidates will also explore strategies to incorporate local history into their classrooms; to increase their own and their students' civic awareness and involvement; to teach critical thinking skills; to facilitate the learning of history by use of local examples; and, to use local history to illustrate or challenge major viewpoints about both Georgia and national history.

HIST 7720: Continuity and Change in Selected Nation/State

3 Credit Hours

Prerequisite: Admission to graduate study in education.

An examination of the development of a particular nation/state including its relative place in the world. Themes will include economic and political systems, social structures, belief systems, population and migration, and environmental and geographic influences. Candidates will read selected works and consider teaching applications for engaging adolescents and young adults in responding to and interpreting a variety of sources.

HIST 7730: Minorities in America

3 Credit Hours

Prerequisite: Admission to graduate study in education.

An examination of the roles minorities have played in the development of America. Special attention will be given to racial, ethnic, and political minorities. Included will be the ways family, economic, and political issues have affected peoples of different ethnic and racial groups and how to make ethnic diversity a source of unity rather than divisiveness in our civic culture. Emphasis is placed on the use of a variety of resources that speak from diverse perspectives. Candidates will develop strategies for incorporating issues of diversity and social understanding in their classrooms.

HIST 7740: Economy and Society

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course will examine major themes in the history of economic thought. Students will read selected works by and about the major theorists and their times and consider teaching applications for engaging adolescents and young adults in understanding and responding to economic theory and content.

HIST 7900: Special Topics

1-9 (Repeatable, Regular Grades) Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic.

HIST 7950: Directed Study

1-9 (Repeatable, Regular Grades) Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature.

Note The content will be determined jointly by the instructor and the student.

HIST 8100: Historical Methods

3 Credit Hours

Prerequisite: Admission to graduate study at the doctoral level

This course introduces students to historical inquiry as a conversation about the past. It surveys methods, concepts, and frameworks relevant to the discipline. Students engage in the close reading of scholarly historical work, learn and practice a variety of research methods, and analyze historical sources. Students cultivate good scholarly practices and habits of mind that will benefit them in future courses. This course may be cross-leveled with HIST 6100

HIST 8391: Current Themes in African History

3 Credit Hours

Prerequisite: Admission to graduate study at the doctoral level.

The course examines current themes in Africa's socio-political, economic, and cultural history from the earliest times to the end of European colonization. It explores the transformation of African peoples, societies, and cultures from precolonial times to colonization and decolonization. It emphasizes themes such as civilization and empire building, indigenous religion, and the coming of Islam and Christianity. It evaluates the legacies of external contacts, the slave trades, partition, imperialism, and neocolonialism.

This course may be cross-leveled with HIST 6391

HIST 8471: Topics in Recent US History

3 Credit Hours

Prerequisite: Admission to graduate study at the doctoral level

This course considers specific topics in the political, economic, social, and/or cultural history of the US since 1939. Topics may include foreign policy, suburbanization, technology, religion, protest movements, globalization, business-government relations, workers and the workplace, or the development of the national security state.

This course may be cross-leveled with HIST 6471

HIST 8640: Modern Ireland

3 Credit Hours

Prerequisite: Admission to graduate study at the doctoral level

This course surveys Irish history from 1700 to the present. The primary emphasis is on the political history of Ireland, but the course also seeks to convey an understanding of Irish economic, social and cultural history, as well as of the influence of the Irish in America. Major topics include Irish nationalism, Ulster unionism, the Famine, Irish revolutions, the Irish Civil War, and the Troubles.

This course may be cross-listed with HIST 6640

HIST 8654: Russia to 1861

3 Credit Hours

Prerequisite: Admission to graduate study at the doctoral level

This course is a study of Russian history to 1861 that examines the cultural, social and political history from the origins of the Russian State in Kiev to the emancipation of the serfs.

This course may be cross-leveled with HIST 6654.

HIST 8655: Russia Since 1861

3 Credit Hours

Prerequisite: Admission to the graduate study at the doctoral level

This course is a study of Russian since 1861 that examines the cultural, social and political history from the emancipation of the serfs to the present.

This course may be cross-leveled with HIST 6655

INED 6400: Effectively Supporting Students with Exceptionalities in Inclusive Settings

3 Credit Hours

Prerequisite: Candidates must be admitted to the MAT.

Courses that may be taken concurrently: ENED 6650 or MAED 6650 or SCED 6650

This course prepares candidates to work collaboratively with families and school personnel to have a positive impact on the educational, social and behavioral development of all students, including those with a full range of disabilities, in society. It focuses on knowledge of legislative mandates for serving exceptional students, characteristics of exceptionality, best practices in facilitating teaching and learning, and accountability through assessment of outcomes. This course requires a ten-hour observational and instructional experience (i.e., teaching a lesson plan) in assigned school placement(s). This course requires an observational experience and an instructional experience in an assigned school placement. Verification of professional liability insurance is required prior to placement in the field experience. This course fulfills Georgia HB 671 requirement. Candidates must be currently enrolled in a MAT program. Verification of professional liability insurance is required prior to placement in the field experience. Candidates must have an issued preservice certificate for this course. Candidates must also be enrolled in the Yearlong Clinical I while taking this course. Failure to meet both criteria will result in removal from the course. If a change occurs in the YCE I placement while enrolled in this course, notify your instructor immediately. If you are removed from your field placement you will receive an F in this course. Beginning July 1, 2019, all candidates must earn a "B" or higher in this course for certification as stated in the Georgia PSC 505-2-.24 Special Georgia Requirements.

Note This course may be cross-leveled with INED 3300

INED 6410: Foundations and Historical Perspectives in Special Education

1 Credit Hours

Prerequisite: Acceptance into the MAT Program

This course prepares candidates to work collaboratively with families and school personnel to have a positive impact on the educational, social and behavioral development of all students, including those with a full range of exceptionalities, in a diverse society. It focuses on knowledge of legislative mandates for serving exceptional students, characteristics of exceptionality, best practices in facilitating teaching and learning, and accountability through assessment of outcomes. This course, along with INED 6411 and INED 6412, fulfills Georgia HB 671 requirement. Pre-requisite: Admission to the MAT program. Part 1 introduces teacher candidates to the history and laws which govern the education of students with exceptionalities. Emphasis is placed on the origin of the law, the responsibility of the Local Education Agency to abide by the law, the referral and identification process, and the support services offered to students and staff.

INED 6411: A Strength-Based Perspective of Students with Exceptionalities

1 Credit Hours

Prerequisite: INED 6410

This course prepares candidates to work collaboratively with families and school personnel to have a positive impact on the educational, social and behavioral development of all students, including those with a full range of exceptionalities, in a diverse society. It focuses on knowledge of legislative mandates for serving exceptional students, characteristics of exceptionality, best practices in facilitating teaching and learning, and accountability through assessment of outcomes. Part 2 gives candidates a thorough understanding of the exceptionality areas recognized under the Individuals with Disabilities Education Act. The most common characteristics of each exceptionality area and students who are gifted will be explained and classroom strategies for each will be explored. Candidates will be able to recognize common characteristics and will be able to plan for educational access for each. This course, along with INED 6410 and INED 6412, fulfills Georgia HB 671 requirement. Pre-requisite: Admission to the MAT program.

INED 6412: Effective Instruction for Students with Exceptionalities

1 Credit Hours

Prerequisite: INED 6410 and INED 6411

This course examines the demographic changes in America's schools that influence teaching and learning. Attention is given to assisting candidates in developing a socio-cultural consciousness and the disposition that all students, including those with exceptionalities, can learn complex content. Candidates engage in in-depth study of students with exceptionalities and their educational needs as well as the creation of culturally responsive and inclusive classrooms that support all students. In Part 3, teacher candidates must demonstrate the ability to foster learning environments that are culturally responsive, inclusive, caring and accepting of all individuals. This course prepares prospective content area middle and secondary teachers with a greater understanding of exceptionalities as well as the collaborative tools necessary to bringing all students, including those with exceptionalities, to high educational standards. Universal Design for Learning, differentiation, assistive technology will be the tools taught in this course. The concepts of assessment of and for learning will be emphasized.

INED 6421: Introduction to Multilingual Learners

1 Credit Hours

In this course, middle and/or secondary content teachers are introduced to first and second language acquisition, linguistic elements, and linguistically responsive pedagogy. In addition, students will begin to develop an understanding of these concepts as they relate to meeting the needs of English learners and recognizing the vast cultural resources that they bring to the content classroom in relation to the larger sociopolitical context.

INED 6422: Instruction for Multilingual learners

1 Credit Hours

Prerequisite: INED 6421

This course focuses on developing effective instruction for multilingual students in middle and/or secondary content classrooms. Specifically, teacher candidates will begin to develop the skills necessary for the differentiation, scaffolding, and assessment of content for students that are learning English while also developing content proficiency. The course will introduce prospective teachers to language objectives and academic language as tools for developing content instruction that is comprehensible for English learners.

INED 6423: Assessing Multilingual Learners

1 Credit Hours

Prerequisite: INED 6421, and INED 6422

Teacher candidates will be exposed to formative and summative assessment strategies appropriate for multilingual students. Students will be asked to create and use a variety of rubrics and other appropriate assessment instruments to assess content and developing English language proficiency through speaking, listening, writing, and reading. In addition, the prospective teacher will begin to make connections between instruction and assessment and how this relates to advocacy for English learners as a content teacher.

INED 6431: Foundations for Teaching Multilingual Learners

3 Credit Hours

Prerequisite: Acceptance into the KSU MAT program.

This course introduces Master of Teaching candidates to today's multilingual English learner population, education policies that impact these students and how cultural resources can be leveraged to meet their academic needs. This course focuses on developing effective instruction, assessment, and literacy development for English learners and other multilingual learners in middle grade classrooms. Specifically, candidates will a.) examine the academic, linguistic, and social needs of multilingual learners, b.) explore the differences between teaching reading and writing to English learners and native English speakers; and c.) develop skills necessary for differentiation and scaffolding language and content for English learners at a variety of language proficiency levels.

INED 6650: TESOL Yearlong Clinical Practice I

3 Credit Hours

Prerequisite: Admission to MAT TESOL graduate program.

Corequisite: EDUC 6610

This first semester of a TESOL yearlong clinical field experience requires 15 hours per week in classrooms with ELs. This course provides the initial field experience which continues into the second semester as a full-time field experience. Candidates will also visit other field settings to meet all four grade level clusters required for P-12 certification. Notes: Proof of liability insurance is required.

INED 6651: Yearlong Clinical Experience I

3 Credit Hours

Prerequisite: Admitted into a graduate program.

Corequisite: EDUC 6610

This course begins the yearlong clinical experience and is designed to prepare prospective special education teachers for planning and development of instructional materials and implementation of effective teaching methods, management techniques, and assessment practices. This course requires approximately 225 hours in the field over the course of 15 weeks. Verification of Liability Insurance is required.

INED 6660: TESOL Yearlong Clinical Practice II

6 Credit Hours

Prerequisite: INED 6650

This course is designed to provide prospective TESOL education teachers the opportunity to increasingly assume instruction over time and responsibility for all class or caseload instruction for a minimum period of 10 consecutive school days. In this clinical experience, candidates spend 35-40 hours per week in the classroom across the semester. Employed candidates may conduct the internship in their classrooms if they have English Learners as students. Otherwise, the internship site will be organized through the Center for Education Placements and Partnerships (CEPP).

Note Proof of liability insurance is required.

INED 6661: Yearlong Clinical Experience II

6 Credit Hours

Prerequisite: Candidates must have successfully completed all concentration INED core courses with a grade of "B" or higher. A candidate must maintain a GPA of 3.0 in order to register for this course (INED 7710, INED 7630, INED 7650, INED 7660, and INED 6651).

This course is designed to provide prospective special education teachers the opportunity to increasingly assume instruction over time and responsibility for all class or caseload instruction for a minimum period of 10 consecutive school days. In this clinical experience, candidates spend 35–40 hours per week in the classroom across the semester. An issued GaPSC Pre-service Certificate or other teacher certification license is required for this course.

INED 7610: Characteristics of Exceptional Learners

3 Credit Hours

Prerequisite: Admission to Graduate Program

This course focuses on understanding laws at the national and state levels, policies and procedures, as well as current legal trends and issues that impact students with disabilities. Emphasis is placed on eligibility procedures including providing services and developing and implementing the Individualized Education Program. In addition, information regarding disability categories, characteristics and how they manifest in the classroom, as well as approaching disability from a culturally responsive, asset-based perspective will be addressed.

INED 7611: Introduction to Dyslexia and Other Learning Disabilities in the Context of Literacy

3 Credit Hours

In this course, candidates learn about the characteristics of individuals with dyslexia and other learning disabilities across a learner's lifespan. Candidates learn theory and current issues related to the definition, assessment, eligibility, service delivery, family impact, and transition planning of learners with dyslexia. Upon completion of the course, students will be able to compare characteristics between individuals with and without dyslexia and other learning disabilities as well as identify scientifically-based interventions that are effective for students with dyslexia and other learning disabilities.

INED 7620: Positive Behavior Intervention Support

3 Credit Hours

Prerequisite: Admission into a KSU graduate program.

This course focuses on developing skills in implementing proactive strategies for positive behavior management. Basic application of school-wide positive behavior support strategies (e.g., RtI), functional behavioral assessment, creating a positive classroom environment, using classroom positive behavior support strategies, and cultural influences on student behavior provide the course's framework. Candidates will apply research-based principles and strategies through an application project while working in the field with a student with challenging behaviors. Field experience required.

INED 7621: Assessment of Learners with Dyslexia and Other Learning

Disabilities

3 Credit Hours

This course develops knowledge of assessment and evaluation for learners with dyslexia with an emphasis on analyzing data for educational decision-making within P-12 schooling contexts. The course aims to prepare special education teachers for the administration procedures and practices used in reading and writing assessments, the interrelation of critical factors that impact an educational assessment, and the communication of assessment findings to parents and other professionals. The competencies in this course are derived from the requirements of relevant state and professional standards.

INED 7630: Assessment for Exceptional Learners

3 Credit Hours

Prerequisite: Admission into a KSU graduate program.

This course is designed to provide knowledge and skills regarding assessment procedures, processes (including pre-referral and Response to Intervention), and protocols utilized in making eligibility and instructional decisions regarding individualized education programs and placements. In addition, candidates develop an understanding of assessment terminology, accommodations, and fidelity of implementation, as well as culturally appropriate assessments, and gain expertise in communicating assessment results to key stakeholders including students and families. Field experience is required.

INED 7631: Evidence-Based Instruction/Intervention for Learners with Dyslexia and Other Learning Disabilities

3 Credit Hours

The purpose of this course is to provide knowledge about evidence-based instruction and intervention methods related to literacy instruction for students with reading disabilities (e.g., dyslexia, language-based learning disabilities). Emphasis is on applying an understanding of the English language and reading development to promote positive academic outcomes for students with dyslexia. Candidates use knowledge of relevant reading standards, the learner and learner context, and the reading instructional cycle to prepare for the delivery of evidence-based instructional practices for students with dyslexia and other learning disabilities.

INED 7650: Curriculum and Instruction for Students with Disabilities

3 Credit Hours

Prerequisite: Admission to a KSU Graduate program.

This course introduces candidates to current best practices in curriculum and instruction. This course is designed as an introduction to the systematic process of planning for effective classroom instruction and assessment for students with disabilities. Special emphasis is placed on planning for effective design through evidence-based models such as: Understanding by Design (UbD), differentiated instruction, and Universal Design for Learning (UDL). In addition, candidates will learn about standards-based instruction, the instructional cycle, and culturally relevant and sustaining strategies for individualized learning and instruction.

INED 7660: Evidence-Based Practices for Students with Disabilities in the Content Areas

3 Credit Hours

Prerequisite: Admission into a KSU graduate program.

This course prepares candidates to plan for delivery and assessment of evidenced-based instructional practices that promote positive academic and behavioral outcomes. Candidates will use knowledge of Common Core Curriculum standards, the learner and learning context, the instructional cycle, as well as culturally responsive strategies that focus on academic language to individualize learning and instruction.

INED 7705: Legal and Educational Foundations for Exceptional Learners

3 Credit Hours

Prerequisite: Admission to the MAT SPED or M.Ed. program in Inclusive Education or graduate inclusive education add-on program.

This hybrid course focuses on understanding laws, policies and procedures, as well as current legal trends and issues that impact both students with disabilities and those from culturally and linguistically diverse backgrounds. Emphasis is placed on eligibility procedures, providing services, and the Individualized Education Plan (IEP). Professional ethics as it relates to diverse students are addressed. Candidates will also develop basic understanding of educational research paradigms.

INED 7710: Foundations in Special Education

3 Credit Hours

Prerequisite: Admission to KSU graduate program.

This course focuses on understanding laws at the national and state levels, policies and procedures, as well as current legal trends and issues that impact students with disabilities. Emphasis is placed on eligibility procedures including providing services and developing and implementing the Individualized Education Program. In addition, information regarding disability categories, characteristics and how they manifest in the classroom, as well as approaching disability from a culturally responsive asset-based perspective will be addressed.

INED 7720: Positive Behavior Intervention Supports

3 Credit Hours

This course focuses on developing skills in implementing proactive strategies for positive behavior and academic supports. Basic application of culturally responsive school-wide positive behavior support strategies, individualized behavioral supports, and positive classroom support strategies are emphasized. Candidates will apply research-based principles and strategies through an application project while working in the field with a student with challenging behaviors.

INED 7725: Education of Students with Severe Disabilities

3 Credit Hours

Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program. INED 7715 and INED 7740.

This course focuses on a systematic analysis of the physical, affective, behavioral and educational problems of individuals with severe disabilities (intellectual and behavioral). There is an emphasis on etiological, perceptual motor, language and functional academic aspects of the problems with consideration for parental involvement in the educational process. It addresses age-appropriate curriculum, community-based instruction and adaptive and assistive technology.

Note Proof of professional liability insurance is required prior to field experience placement.

INED 7730: Assessment for Student Learning

3 Credit Hours

Prerequisite: Admission into a graduate program in any education major.

This course is designed to provide knowledge and skills regarding assessment procedures, process (including pre-referral and Response to Intervention), and protocols utilized in making eligibility and instructional decisions regarding individualized education programs and placements. In addition, candidates develop an understanding of assessment terminology, accommodations, and fidelity of implementation, as well as culturally appropriate assessments, and gain expertise in communicating assessment results to key stakeholders including students and families.

Note Field experience required.

INED 7731: Assessment of English Language Learners

3 Credit Hours

Prerequisite: Admission to MEd TESOL or MAT TESOL program; INED 7781 and INED 7782

In this course candidates learn practical application of assessment theory to advance learning for English learners in P-12 classrooms. The focus is on performance-based formative and summative assessment of both language development and content learning. Candidates develop and utilize assessment tools (e.g., rubrics, checklists, peer-assessment) to support learning and provide equity. Candidates study issues of testing for identification, placement, and reclassification of English learners. Policy and educational issues of standardized testing will also be considered.

INED 7735: The Law and Its Impact on Programs for Exceptional Learners

3 Credit Hours

Prerequisite: Admission to M.Ed. program in Special Education. EDUC 7700

This course focuses on the laws protecting the students with disabilities and English language learners as well as their families. Particular emphasis will be placed upon how the law translates to daily practices for teachers and school leaders. As part of the study, candidates will analysis of research data, federal and state law, rules of the Georgia State School Board, summaries of legal decisions, etc.

INED 7740: Advanced Behavior Strategies

3 Credit Hours

Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program. INED 7720

This course focuses on the advanced application of the principles of applied behavior analysis, functional analysis, classroom ecology, and positive behavior support for the challenging behaviors of students with more significant disabilities and/or severe emotional or psychiatric disorders. This course will also focus on the use of single subject research methodology in designing and evaluating behavior interventions. Students will apply these principles through the development of an action research project using a single subject design.

INED 7741: Teacher Inquiry and Research in TESOL

3 Credit Hours

Prerequisite: Admission to KSU graduate program.

Candidates explore and gain understanding of educational research processes, including the epistemological and theoretical frameworks that undergird varied research paradigms used to study English learners and their needs. Candidates gain expertise in reading, analyzing, critiquing, comparing, and synthesizing research to become critical consumers of research. Candidates design and conduct research focused on the academic achievement of English learners in their own classrooms/schools. Major topics include epistemology, theoretical foundations, validity/trustworthiness, methodology, reflexivity, data collection, analysis, and ethics.

INED 7742: Data-based Inquiry

3 Credit Hours

Prerequisite: Admission to KSU graduate degree program.

Candidates develop a basic understanding of educational research paradigms including qualitative, quantitative and action research designs. Candidates will develop expertise as consumers and producers of research, critically examining the use of data in policy aimed at improving student outcomes. Major topics include use of district-state wide assessment data to inform instruction, the ethical use of data, and teacher evaluation.

INED 7745: Social Skills Strategies

3 Credit Hours

Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program. INED 7720 and INED 7740

This course focuses on means of reducing inappropriate behaviors through a multifaceted pro-social skills curricula.

INED 7746: Models of Development and Procedures for Assessment

3 Credit Hours

Prerequisite: Admission to Preschool/Inclusive Education Add-on Program.

This course focuses on the physical, sensory, affective, behavioral, language and cognitive development of infants and children. There is an emphasis on the etiological, sociological, medical and intervention effects on both typical and atypical development. Issues concerning procedures for formal and informal assessment are stressed. The importance of collaborating with families as partners through a family-centered approach is also emphasized. Clinical applications in a field site are included.

Note Proof of professional liability insurance is required for placement.

INED 7747: Developmentally Appropriate Practices for Curricular Design and Methods of Intervention

3 Credit Hours

Prerequisite: Admission to Preschool/Inclusive Education Add-on Program.

This course focuses on developmentally appropriate and developmentally different practices for infants and preschool children with disabilities. Accommodations for appropriate settings, parental and/or family involvement and collaboration with other professionals are emphasized.

Note Proof of professional liability insurance is required prior to field experience placement.

INED 7748: Language Learning & Emergent Literacy

3 Credit Hours

Prerequisite: Admission to Preschool/Inclusive Education Add-on Program.

The development and interaction of oral, written and social language are presented. Students will learn ways to access and enhance oral and social language development in infants and preschool children with disabilities. The effect of cultural context and different language backgrounds will be addressed.

INED 7750: Language, Power, and Pedagogy

3 Credit Hours

Prerequisite: Admission to KSU graduate program; successful completion of INED 7781, INED 7782 and INED 7783

This course is designed to engage students in an investigation of critical pedagogy, theory, and philosophy as these concepts relate to their emerging roles as ESOL teachers and teacher leaders. Students will examine historical and current language policy, theoretical concepts related to language and power, the impact of theory on pedagogical decisions of ESOL teachers, develop an educational philosophy for the ESOL classroom, and hone their knowledge concerning advocacy for multilingual students.

INED 7752: Explicit Approaches to Literacy Instruction for P-12 Students with Disabilities

3 Credit Hours

Prerequisite: Admission to the KSU graduate degree program.

This course focuses on the design, implementation, and evaluation of literacy instruction for P-12 students with disabilities. The teaching methodology emphasized is explicit, systematic, intensive, and developmental. Course topics include: (1) Manifestations of reading disabilities, (2) Trends and issues, such as Response to Intervention, including assessments to determine instructional decision-making, (3) Features of effective instruction, (4) Explicit evidence-based phonological awareness, word study, fluency, vocabulary, comprehension, and writing strategies, and (5) Collaboration. Field experience required.

INED 7760: Curriculum Development for Exceptional Learners

3 Credit Hours

Prerequisite: Admission to graduate studies.

Curriculum Development for Diverse Learners prepares teachers to develop curriculum and instruction that is universal in design and based on best practices research in General Education, Special Education, and Teaching Speakers of Other Languages. The proposed curriculum model follows the precepts of Universal Design for Learning and provides built-in adaptations to lessons that reduce the amount of time needed to create individual accommodations and modifications for diverse students (i.e., students with exceptionalities and those who are culturally and linguistically diverse). Key concepts addressed in this course include Curriculum Mapping, Backwards Design, Sheltered Instruction Observation Protocol (SIOP), Universal Design for Learning (UDL), and Interdisciplinary Unit Development. Additional attention will be paid to the Core Curriculum and other Georgia Performance Standards as they continue to unfold from the Georgia Department of Education.

INED 7761: Instructional Approaches I

3 Credit Hours

Prerequisite: Admission to KSU graduate program.

This course prepares candidates to provide safe, inclusive, culturally responsive learning environments for students with disabilities. Candidates will develop knowledge, skills, and dispositions to deliver evidenced-based instruction that promotes positive academic and behavioral outcomes. Candidates will use knowledge of Common Core Curriculum standards to individualize learning and instruction. In addition, an emphasis is placed on encouraging student self-determination and successful transitions.

INED 7762: Designing Curriculum and Instruction for All Learners

3 Credit Hours

Candidates completing this course will continue to expand their professional knowledge base of individualized learning and the context of schools, families, and communities. Students identify, select, and implement a repertoire of evidence-based intervention strategies for students with disabilities to include assistive technology and information literacy. Candidates use current research in teaching as a rationale for strategy selection. Field experience required.

INED 7763: Curriculum Development for Multicultural and Multilingual Learners

3 Credit Hours

Prerequisite: INED 7783 or departmental approval

This course prepares candidates with the historical, theoretical and research-based knowledge to evaluate English language programs, and develop curricula for culturally/linguistically diverse P-12 students. Candidates critically examine curricula for promotion of critical thinking, language development, content area learning, and learner engagement. Candidates develop an interdisciplinary, learner-centered, culturally relevant unit that applies Universal Design, Sheltered Instruction, project-based learning/assessment, arts-based learning, and 21st Century technologies to enhance the engagement and academic achievement of English learners.

INED 7764: Teaching English as an Additional Language: Topics, Methods, and Pedagogy

3 Credit Hours

This course focuses on the theory, research, and policy foundations for effective instruction and practice with English Learners. Students focus on the current issues as well as techniques in instructing and assessing students at all stages of English language proficiency. Students learn to identify and assess multilingual students' strengths and needs to design classroom language and content-area learning experiences based on current language and academic standards.

INED 7765: Characteristics of Gifted Children

3 Credit Hours

Prerequisite: Admission to any graduate level education program in the Bagwell College of Education

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 environments, description of teaching-learning models; implications for program development, administration and evaluation; and characteristics of teachers and other personnel concerned with the education of gifted students. Note Proof of professional liability insurance is required prior to field experience placement.

INED 7766: Curriculum Materials and Methods for Gifted Children

3 Credit Hours

Prerequisite: INED 7765

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.

INED 7767: Assessment of Gifted Children and Youth

3 Credit Hours

Prerequisite: INED 7765

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.

INED 7768: Curriculum Development and Program Design in Gifted Education

3 Credit Hours

Prerequisite: INED 7765

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. This course provides a study of program planning for gifted students, including curriculum inventory and development, program models, and evaluation.

INED 7769: Immigration, Policy, and Global/Local Issues in TESOL

3 Credit Hours

This course explores key issues and theories in immigration/migration, refugee education, and other international/global issues and trends as they relate to TESOL, including postcolonial and decolonizing approaches to language education. This course considers the historical and theoretical underpinnings of the fields of TESOL, critically examining and questioning practices that have upheld unjust outcomes for learners and particular communities. Candidates engage their own reflection and subjectivities as they deepen their own pedagogies and praxis as TESOL experts in particular cultural and geographic contexts.

INED 7770: Psychoneurological and Medical Issues in Inclusive Education

3 Credit Hours

Prerequisite: Admission to M.Ed. program in Inclusive Education or graduate inclusive education add-on program. INED 7715 and INED 7730.

This course focuses on the psychological, neurological, and medical bases of learning and behavioral differences exhibited by exceptional students. The link between psychological, neurological, and medical differences and performance in school will be explored to identify differential programming needs for these students. Multi-disciplinary collaboration, service coordination and preparation for addressing medical needs within the classroom setting will be emphasized.

INED 7775: Nature of Autism: Theory and Practice

3 Credit Hours

This course is designed to familiarize the learner with an overview of characteristics, etiology, empirical based treatments, and prevalence of Autism Spectrum Disorder (ASD). Additionally, this course aims to inform participants with the knowledge and skill to effectively facilitate a learning environment in which individuals with ASD are successful. Effective teaching strategies, classroom organization, and collaborating with professionals and families will be introduced, evaluated, and discussed.

INED 7776: Assessment and Diagnosis of Individuals with Autism

3 Credit Hours

This course is designed to provide the learner with the knowledge and skills necessary to analyze the process of assessing and diagnosing individuals with autism. Participants will be introduced to strategies and skills that are needed for conducting on going classroom based-assessments. By the end of the course participants will be able to interpret assessment data and translate it into meaningful educational interventions and progress monitoring. This course contains a field component.

INED 7778: Language Development and Literacy for English Learners

3 Credit Hours

Prerequisite: INED 7783 or departmental approval.

This course expands upon current theories, research and practice in second language acquisition, applied linguistics, and literacy. Candidates examine theories of literacy development, investigate how literacy and grammar development for English learners is different from that of native English speakers, how culture influences literacy development, and inquire into pedagogical implications of reading and writing instruction for English learners in P-12 classrooms including the use of digital technologies to scaffold language and literacy skill development.

INED 7779: Collaborative Practices with Families, Schools, and Communities

3 Credit Hours

Prerequisite: Admission to KSU TESOL graduate program; INED 7781, INED 7782, INED 7783, and INED 7750

This course focuses on the development of the collaborative skills, knowledge and attitudes necessary to be successful with diverse partners in the creation of and advocacy for inclusive classroom communities. Taking an asset-based view of families and communities, this course aims to bridge theory to practice in the development of the pedagogical acumen necessary to support successful, equitable outcomes for all learners in multicultural communities.

INED 7780: Collaborative Practices

3 Credit Hours

Prerequisite: Admission to graduate program.

This course is designed to assist candidates in developing an understanding of various collaboration models including culturally responsive collaborative, communicative, and consultative skills with key stakeholders. Emphasis is placed on developing effective partnerships with families of students with disabilities as well as support strategies for facilitating effective transitions throughout the P-12 continuum. Field experience required.

INED 7781: Cultural Issues for ESOL Teachers

3 Credit Hours

Prerequisite: Admission to M.Ed., MAT, or ESOL endorsement program.

This course develops a knowledge base about culture, its influence on learning and teaching, and its role in intercultural classroom settings. Prospective ESOL teachers examine major theories related to educating immigrant students and a multilingual student body; critically analyze education policy and practice at the institutional level; analyze the sociopolitical context of teaching, and develop new strategies and tools to prepare candidates to resist oppression through advocacy, community engagement, and collaboration within the school context.

7782: Applied Linguistics for ESOL Teachers

3 Credit Hours

Prerequisite: Admission to M.Ed. TESOL, MAT TESOL, or ESOL endorsement program.

This course focuses on the major theories of first and second language acquisition, principles of linguistic systems (e.g. phonology, phonetics, and morphology), and examines these topics drawing on a student-centered approach. Specifically, course content will explore these topics as they relate to classroom-based language learning and implications for schools. In addition, the course material is framed within the current conversations related to literacy, assessment, WIDA English language development standards, and dual-served students.

INED 7783: Methods and Materials for Teaching ESOL

3 Credit Hours

Prerequisite: Admission to M.Ed. TESOL, MAT TESOL, or ESOL endorsement program; INED 7781 and INED 7782

The purpose of this course is to acquaint candidates with instructional strategies and materials that will help them be effective ESOL teachers. Candidates will work closely with the instructor to conduct directed activities in their own classrooms. If candidates are not teaching in classrooms that include English language learners, the Bagwell College's Office of Field Experiences will find suitable placements. Methods of lesson planning and implementation of sheltered instruction using the SIOP Method, in conjunction with the concepts of Understanding by Design, and WIDA language assessment, will be studied and implemented in this course. Candidates will spend approximately 40 hours in the field.

INED 7785: Curriculum and Instruction for Teacher Leaders

3 Credit Hours

Candidates who complete this course are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards. This course provides models for (1) relating to school board policy; 2) collecting and using demographic data to create a plan for improved student performance; (3) designing and managing curriculum and; (4) constructing effective professional development. Additional attention is paid to the Georgia Performance Standards/Common Core alignment as it continues to unfold from the Georgia Department of Education.

INED 7787: Content Area Reading and Writing for English Learners

3 Credit Hours

Prerequisite: INED 7781 and INED 7782

This course focuses on research-based instruction and assessment of literacy for English learners in P-12 classrooms. Candidates develop knowledge and skills to effectively organize and implement instruction at all language development levels. Emphasis is on understanding similarities and differences between literacy development of English learners and native English speakers. Candidates are introduced to issues of collaboration with grade-level teachers and literacy personnel and the socio-cultural and socio-political dimensions of teaching academic literacy in urban and rural environments.

INED 7790: Critical Inquiry in TESOL

3 Credit Hours

Prerequisite: Admission to KSU graduate program

In this class candidates will implement inquiry-based projects they developed in INED 7741: Teacher Inquiry & Research in TESOL to critically examine issues related to the instruction of ESOL students. Through methods such as auto-ethnography, case study, self-study, action research, analysis of literature, etc. candidates will examine a variety of topics related to TESOL. Candidates will present their research to colleagues in the programs, institutional collaborators, and faculty in Inclusive Education.

Note May be repeated. Proof of professional liability insurance is required prior to field experience placement.

INED 7800: Curriculum Theory, Development, and Instructional Strategies

3 Credit Hours

Prerequisite: Admission to a Bagwell College of Education graduate program.

In this course, candidates will explore curriculum ideologies to help them better understand how curriculum models can be developed and utilized for diverse learners. The goal is to prepare practitioners to promote access to the general curriculum for all students through participation in standards-based reform (e.g., state performance standards), and Universal Design for Learning. As a result, candidates will demonstrate advanced ability to design, implement, and evaluate curricula for all students.

INED 7900: Capstone in Special Education

3 Credit Hours

Prerequisite: Admission to the KSU graduate program and permission of the program coordinator.

The course fulfills the teacher certification requirement for a full-time internship in a K-12 accredited school in a classroom of the intern's area of certification. It provides a synthesis of the candidates' program of study and provides an opportunity to connect personal experiences, university coursework, and applied experiences in order to develop a broader understanding of the context of schooling in the United States. Field experience required.

INED 7950: Directed Study

1-3 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, and department chair.

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

INED 7955: Capstone in Special Education

3 Credit Hours

Prerequisite: Admission to KSU Graduate Program and permission from Program Coordinator.

The course fulfills the teacher certification requirement for a full-time internship in a K-12 accredited school in a classroom of the intern's area of certification. It provides a synthesis of the candidates' program of study and provides an opportunity to connect personal experiences, university coursework, and applied experiences in order to develop a broader understanding of the context of schooling in the United States. Field experience required.

INED 7970: Special Education Practicum III

3 Credit Hours

Prerequisite: Admission to the MAT or M.Ed. program in Inclusive Education or graduate inclusive education add-on program. Completion of all other requirements in the Inclusive Education Program. Approval of the department chair. For M.Ed.-Contracted employment teaching individuals with mild disabilities.

This supervised clinical experience is designed to provide candidates with a full-time classroom experience. Candidates will be placed in an appropriate school setting where they will have the opportunity to apply and practice concepts addressed in previous courses. Candidates must pass this course in order to graduate. This course requires approximately 35 hours per week in the field, verification of liability insurance, and bi-weekly seminars to reflect upon teaching, action research, and present their professional portfolio.

Note This course may be repeated, if competencies are not met. Proof of professional liability insurance is required prior to beginning this course.

INED 7981: TESOL Internship

3 Credit Hours

Prerequisite: Admission to M.Ed. or MAT TESOL programs. Completion of all other program requirements or with approval of department chair.

This course constitutes a full-time supervised teaching experience for candidates seeking an M.Ed. or MAT in TESOL. If the candidate is employed, the internship may be conducted on-the-job. If not, the internship site must be organized through the Office of Field Experiences in the BCOE. This course may be repeated one time, if competencies are not met. Candidates must pass this course in order to graduate. Note Proof of professional liability insurance is required. This course uses the S/U grade scheme.

INED 8305: Critical Issues in Administering Special Education Programs

3 Credit Hours

This course prepares special education administrators for organizational leadership by building their capacity to develop relationship with families and community agencies, improve student performance on the GPS, improve special education processes and procedures, build a professional learning community, make data-based decisions and effectively manage the operations. Candidates will be required to access Galileo, multiple websites and selected readings from the research. (For those who are otherwise qualified, successful completion of this course may lead to an endorsement as special education administrator.)

INED 8306: Critical Issues in Special Education

3 Credit Hours

Prerequisite: Admission to the Ed.S./Ed.D. program or approval of the instructor and program coordinator.

This course engages education leaders in an in-depth analysis of controversial issues in special and general education. It encourages active debate in three broad areas: 1) special education and society, social policy, and practice; 2) inclusion, philosophies, and epistemologies; and 3) issues about exceptionality and critical considerations about specific issues in the field.

INED 8310: Education Policies: Impact on Special Education

3 Credit Hours

Prerequisite: Admission to a Bagwell College of Education graduate program.

The focus of this course is inquiry of educational policies at the local, state, national and international level from multiple analytic perspectives. Analysis of the process of policy development and implementation will include both the benefits and unintended consequences of these policies. Impact of these policies on the education of students with disabilities will include attention to how educators can serve as advocates to correct and/or support policies.

INED 8315: Critical Analysis of Collaboration in Schools

3 Credit Hours

Prerequisite: Admission to a Bagwell College of Education graduate program.

In this course candidates will apply a critical lens to collaboration among key stakeholders to promote equitable practices within culturally responsive and sustaining educational contexts, leading to improved outcomes for learners with disabilities. This course extends historical discourse on collaboration by requiring candidates to critically examine the dilemmas, tensions, challenges and questions relative to collaboration within their own work settings and to apply rational and logical thought to actualizing change when critically analyzing their own practice.

INED 8320: Special Education Administrative Internship

3 Credit Hours

Prerequisite: Admission into the Inclusive Education/ESOL Ed.D. Program.

This class provides practical experience in the application of distributive school leadership (DSL) in an on-the-job setting. Depending upon the type of internship, candidates will be expected to successfully demonstrate all types of DSL in varying degrees. Candidates will effectively conduct administrative processes and procedures; develop their staff; demonstrate an understanding of reform in curriculum, assessment and instruction; act as a data-based change agent on critical issues and develop positive relationships among members of the staff, colleagues and families and other community members. Implementation of a school improvement project related to the education of students with disabilities is required. (For those who are otherwise qualified, successful completion of this course may lead to an endorsement as special education administrator.)

INED 8325: Creating Culturally Responsive Schools

3 Credit Hours

Prerequisite: Admission into the Inclusive Education/ESOL Ed.D. Program.

School practices that have significantly impacted the academic achievement of all students and issues such as equitable access to academic opportunities will also be explored. The course focuses on theories and research-based, culturally responsive education practices essential for creating school environments that promote success for all students in an increasingly diverse school environment. Ultimately, candidates will be engaged in a distributive leadership focus, allowing their leadership potential to be developed and recognized as they effect change in curriculum, assessment and instruction as well as the relationship dynamics within the school.

INED 8330: Creating Culturally Responsive Classrooms

3 Credit Hours

Prerequisite: Admission into the Inclusive Education/ESOL Ed.D. program.

Candidates will gain a clear understanding of how to plan and deliver culturally responsive instruction that closes the achievement gap for students with disabilities, as well as those who are culturally and linguistically diverse. The course focuses on the culture of the classroom and addresses discourse structure, applied behavior analysis, classroom ecologies, research-based applications, and action research. Candidates will participate in distributed school leadership that will allow leadership potential to be developed and recognized. In that regard, candidates will demonstrate the ability to reform classroom organization and structures to improve the performance of their students.

INED 8335: Special Education From A Historical Perspective

3 Credit Hours

Prerequisite: Admission to a Bagwell College of Education graduate program.

This course addresses the historical evolution of educational services for individuals with disabilities within an ethic of justice framework. Critical analysis of the impact of events related to human rights and views of education and disability are emphasized. Candidates will examine ethical dilemmas from legal, theoretical, contextual and practical perspectives to expand their view of education as it applies to all students in P-12 classrooms.

INED 8340: Planning, Implementing and Assessing Instruction

3 Credit Hours

Prerequisite: Admission to the Inclusive Education/ESOL Ed.D. Program.

This course focuses on providing opportunities for candidates to plan, implement, and assess instructional activities in varied 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: Practical Applications for Increasing Achievement

3 Credit Hours

Prerequisite: Admission to the Inclusive Education/ESOL Ed.D. program and INED 8340

The goal of the course is threefold: (1) to examine the professional research and theory on instructional design for inclusive classrooms; (2) to demonstrate the ability to design curriculum; and instruction for such settings; and (3) and to apply this body of knowledge and skills in a P-12 setting. Distributed School Leadership (DSL) roles will be embedded in the course to give candidates an opportunity to recognize their potential for leadership by engaging in reform of curriculum, assessment and instruction.

INED 8360: Addressing the Academic Needs of All Learners

3 Credit Hours

Prerequisite: Admission to a Bagwell College of Education graduate program.

Although a strong body of research exists on at-risks students and low academic achievement, few studies have attempted to understand the variables within formal & informal schools that counteract these risks. This course takes a critical lens into positive deviance taking place in our current education system to counteract low academic achievement outcomes of diverse student populations. Through the development of theoretical and practical knowledge, empirical research, and the use of effective social justice education practices, candidates will understand and analyze the components to become effective agents of change in student achievement.

INED 8760: Curriculum Development for English Learners and Students with Exceptionalities

3 Credit Hours

Prerequisite: Admission to graduate study in Education.

This course prepares professional educators to examine the relationship between the research base and applied practice especially as they relate to diverse learners (academically and/or culturally and linguistically). Candidates will examine the characteristics and needs of English language learners and students with exceptionalities, explore evidence-based practices for specific populations, employ a curriculum decision-making process that aligns with the Georgia Performance Standards and the Common Core, and translates to improved pedagogy and student achievement, and critically analyze existing curriculum guidelines as they relate to traditionally marginalized learners.

INED 8800: Data in Educational Research and Practice

3 Credit Hours

Prerequisite: Admission to the Inclusive Education Ed.S./Ed.D. program or approval of the instructor.

This course will further candidates' understandings of national, state, and local data systems. As a result of this course students will: 1) access, analyze, and critique data patterns at multiple levels including student outcome data; 2) design appropriate program evaluation; 3) analyze and critique varying issues within inclusive education data sets; and 4) develop a personal sense of individual research interests and commitment to pursuing relevant and meaningful research in inclusive education.

INED 8900: Epistemological Stance and Theoretical Frameworks in Education

3 Credit Hours

Prerequisite: Admission to the Inclusive Education Ed.S./Ed.D. program or approval of the instructor and program coordinator.

This course will introduce candidates to theoretical and conceptual frameworks in education research and practice. Candidates will engage with concepts such as history in person, figured worlds, and apply theoretical frameworks in critical theory, critical curriculum studies and disability studies to their analysis of topics in special education. They will also apply these theories to practice, and develop alternative critical pedagogies to meet the challenge of providing socially just and equitable schooling for all students.

INED 9300: Critical Issues for Student Learning: (Topic)

3 (Repeatable) Credit Hours

Prerequisite: Admission to Ed.S./Ed.D. program and permission of the advisor.

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning as they apply to students with disabilities and/or those who are culturally and/or linguistically diverse.

INED 9350: Doctoral Directed Study

1-9 (Repeatable) Credit Hours

Prerequisite: Admission to Ed.D. program and permission of the advisor.

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning, particularly as they apply to students with disabilities and/or those who are culturally and/or linguistically diverse. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

INED 9900: Dissertation

1-9 (Repeatable) Credit Hours

Prerequisite: 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

Note Course may be repeated as necessary.

IDC 6001: Professional Practices of Communication

3 Credit Hours

Overview of technical writing and editing. Emphasis on drafting and editing many documents that reflect the variety of writing done in the field of professional communication. Both experienced and inexperienced writers will benefit from this course, which must be taken the first semester of enrollment in the master's program.

FIS 6815: Blockchain for Business

3 Credit Hours

Prerequisite: Full admission to the Digital Financial Technologies, M.S.

In this course, students will discover token economics, experiment decentralized trust, modify an application and create tamper-proof transactions without intermediary, use secured and transparent triple entry accounting, and present a point of view to stakeholders. Students conduct and publish research in the emerging technology space of token economics and distributed ledger technologies. Students learn the underlying technology for trustless transaction platform – Blockchain. The course engages the learner in applying triple entry accounting with secured and transparent ledger. Students earn IBM certified Blockchain badge as part of this course and will be mentored on conducting academic research. Students will also engage in hands-on blockchain use-cases including token economics, financial services (FinTech), supply chain, healthcare, education, governance, Internet of Things (IoT), and transportation-airline.

FIS 6870: Compliance and Policies in FinTech Payments

3 Credit Hours

Prerequisite: Full admission to the Digital Financial Technologies, M.S.

This course examines the roles and relationships of laws, regulations, and policies of the global payments industry, US Government, and International Governments. Topics include government role in oversight and regulation of payments, industry defined standards and regulation in the international markets.

FIS 6880: FinTech Payments for the Unbanked

3 Credit Hours

Prerequisite: Full admission to the Digital Financial Technologies, M.S.

This course explores fundamental challenges associated with diversity, equity and inclusion (DEI) in financial technologies for the underserved, underrepresented, and geographically and economically disadvantaged populations in the U.S. and the world. The underserved populations have less access to digital payments and are unable to fully engage in the digital economy. Current systems exacerbate the problem and often have unintentional bias. Challenges in DEI in FinTech differ in the developing and developed world, particularly in cashless business models. Mobile phone banking offers an opportunity to engage with unbanked and underbanked people in the developing world, where infrastructure is lacking, but where mobile technology and cell phones are plentiful. Emergent models offer promise for the future and may help to overcome challenges of DEI in FinTech.

IS 7005: Informatics

3 Credit Hours

Prerequisite: Full admission to the MSIS program or permission of the program director.

This course will provide students with a study of the application of computer and statistical techniques to the management of information, and the science and art of turning data into information. This course requires the student to further refine technical research and authoring skills, report writing and presentations, computer-based statistical analyses and information organization and presentation.

IS 7060: Information Systems Development Methods and Technologies

3 Credit Hours

Prerequisite: IS 7005 or full admission to the Digital Financial Technologies, M.S.

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 7080: Database Application Design and Implementation

3 Credit Hours

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

This course examines contemporary strategies for the design and implementation of applications supported by back-end database systems. Topics include data administration, data mining, user-interface design, reporting, data integrity issues, and distributed databases. Relational and object-oriented technologies are covered.

IS 7090: Leveraging Information Systems in Business

3 Credit Hours

Prerequisite: Full admission to the MBA program or permission of the program director.

In this introduction course, students learn the principles, applications and management of computer information systems. Criteria to assess the value, risks, and costs associated with computer information systems and how these technologies bring measurable strategic and tactical advantages are analyzed. Issues relating to successful organizational adoption as well as ethical, moral, social, and legal aspects of computer information systems in business processes are discussed. Business cases bolster the theories from text and provide real-world contexts for exploration, understanding and analysis of strategic objectives including those relating to successful implementation of computer information systems in ERP, Supply Chain, CRM, and E-business.

IS 7100: Advanced IT Project Management

3 Credit Hours

Prerequisite: Admission to the MSIS program or permission of the program director.

Implementation and reflection of project management principles for Information Systems projects. Students will analyze case studies and readings that address project risk management, project portfolio management, project management for global teams, integrated project teams, and virtual project teams. Project management software will be used to facilitate team projects and project reporting.

IS 7200: Legal and Ethical Issues in Information Systems

3 Credit Hours

Prerequisite: Admission to the MSIS/MBA program or permission of the MSIS program director.

This course is a case based survey of contemporary legal and ethical issues faced by IS professionals. Topics include a review of applicable statutes and regulations that impact the IS organization. Students will conduct on-line research and explore ethical issues at the leading edge of the organization's technology frontiers.

IS 7305: Foundations of Information Security

3 Credit Hours

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

Examination of current Standards of Due Care and Best Business Practices in Information Security. Includes examination of security technologies, methodologies, and practices. Focus is on evaluation and selection of optimal security posture. Topics include evaluation of security models, risk assessment, threat analysis, organizational technology evaluation, security implementation, disaster recovery planning and security policy formulation and implementation.

IS 7310: Governance, Risk Management, and Compliance

3 Credit Hours

Prerequisite: Admission to the MSIS/MBA program or permission of the MSIS program director.

This course includes detailed examinations of critical information security and information systems requirements for governance, risk management, and compliance planning. It includes an examination of policies, procedures, and staffing functions necessary to organize and administrate ongoing security functions in the organization to support secure business and information system operations. Subjects to be covered include IT/InfoSec Governance, security planning and practices, legal and regulatory compliance, continuity planning, and disaster recovery planning.

IS 7320: Information Security Technologies

3 Credit Hours

Prerequisite: Admission to the MSIS/MBA program or permission of the MSIS program director.

Detailed examinations of the application of technical controls to protect the confidentiality, integrity and availability of information and information assets. Includes tools, techniques and technologies in the protection of information from internal and external threats. Topics covered include: firewall configurations, hardening operating systems, intrusion detection systems and virtual private networks.

IS 7330: Disaster Recovery/Business Continuity Planning

3 Credit Hours

Prerequisite: Admission to the MSIS program or permission of the program director.

A detailed study of strategic and tactical planning for non-standard operations resulting from events beyond the organization's control. Disaster Recovery and Business Continuity Planning prepares the student to develop and execute plans to enable the organization to recover operations and continue critical business functions in the event of a disaster. This course includes an overview of incident response planning as a possible precursor to Disaster Recovery and Business Continuity and also examines Crisis Management planning.

IS 7340: Ethical Hacking and Proactive Management of IT Security

3 Credit Hours

Prerequisite: Full admission in MSIS program or permission from the Academic Director of the MSIS program.

This course covers theoretical, managerial, and practical aspects of proactive IT security posture in business through various phases of ethical hacking. Students will learn reconnaissance through open source intelligence, network scanning, enumeration, vulnerability analysis and management, system hacking, social engineering, evading firewalls, session hijacking, IoT hacking, and ethical hacking investment strategies.

IS 7400: Enterprise Process Models

3 Credit Hours

Prerequisite: Admission to the MSIS program or permission of the program director.

Modern information systems contain many vendor-supplied components that must be selected, integrated, tested, and installed. This course analyzed current practices in systems integration, including enterprise resource planning (ERP), supply chain management (SCM), customer relationship management (CRM), and data integration. Further, this course explores the impact of enterprise models on work practices and the role of systems in transforming global organizations and markets.

IS 7500: Emerging Technologies

3 Credit Hours

Prerequisite: IS 7005 or permission of the program director.

This course addresses emerging technologies, how they evolve, how to identify them, and the effect of international, political, social, economic, and cultural factors on them. This course describes the business impacts of disruptive technologies, international perspectives on emerging technologies, and forecasting methodologies, such as monitoring, expert opinion, trend analysis, and scenario construction.

IS 7600: Global IS Management

3 Credit Hours

Prerequisite: IS 7005 or permission of the program director.

This course examines the concepts and issues inherent in global/international IT. The global IS economy is characterized by an environment where customer and supplier organizations can buy or sell IS products and services from/to anywhere on the globe. This new environment is largely fostered by the spread of the Internet, global software development standards, global software packages, and fewer trade restrictions, U.S. organizations now regularly source software development, software maintenance, systems upgrades, platform transitions, help desks, and other IS-related work globally. In this course, students will use case studies and readings to analyze, interpret, and discuss companies that compete in the global IT environment.

IS 7700: Information Systems Policy and Strategy

3 Credit Hours

Prerequisite: IS 7005

A capstone course, which integrates the program's coursework into comprehensive, IS policies and procedures, which support the organization's mission. Students will review and evaluate actual corporate IS strategies in a case-study format.

IS 7722: e-Business Systems Strategy

3 Credit Hours

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

This course focuses on business process redesign and change management in the context of e-business. Topics include impact of e-business on business models, channel relationships and the value chain, integration of emerging technologies with legacy systems, functional and inter-organizational integration, and transaction cost issues. Applications include supply and selling chain management, customer relation management, enterprise resource planning, e-procurement, and knowledge tone applications.

IS 7724: e-Business Technologies

3 Credit Hours

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

This course focuses on core e-business technologies. Topics include risk management, Internet protocols and security standards, cryptography and authentication, firewalls, electronic payment systems and intelligent agents. Students will conduct an analysis of infrastructure components from functional and management perspectives.

IS 7726: e-Business Systems Solution

3 Credit Hours

Prerequisite: Full admission to the MSIS program or permission of the graduate program director.

This course focuses on analysis, design, development and deployment of e-business solutions by investigating business problems and examining emerging technologies and evolving e-business system solutions including composite applications, knowledge management systems, portals, decision support systems and business intelligence. Case study analysis will be heavily employed.

IS 7800: IT Leadership

3 Credit Hours

Prerequisite: IS 7005 or permission of the program director.

This course focuses on the IT leadership of an overall organizational system consisting of the enterprise itself, the IS function and its role in using IT and information assets to support the organization, and the information technology architecture. Basic concepts of the leader, follower, and situation that influence IT decision-making are discussed. The role of the CIO within the organization is also discussed.

IS 7910: Special Projects in Information Systems

1-3 Credit Hours

Prerequisite: Must be approved by graduate program director.

Special projects and/or thesis option for students who wish to pursue advanced work on a particular subject in a specialized area.

IS 7916: Cooperative Education

1-3 Credit Hours

Prerequisite: Must be approved by graduate program director.

IS 7918: Internship

1-3 Credit Hours

Prerequisite: Must be approved by graduate program director.

IS 7920: IT Customer Relationship Management

3 Credit Hours

Prerequisite: Admission to the MSIS program or permission of the program director.

In this course, applications such as customer relationship management, enterprise resource planning, and supply chain management in the context of e-business are explored. Business cases are an integral part of this coursework, and provide real-world contexts for the exploration and understandings of the strategic objectives, sources of revenue, core competencies, market competitiveness, critical success factors, and IT infrastructures required for successful implementation of e-business initiatives.

IS 7935: Business Intelligence – Traditional and Big Data Analysis

3 Credit Hours

Courses that may be taken concurrently:

IS 7005 or full admission in Post-baccalaureate Certificate in Business Intelligence, or full admission to the Digital Financial Technologies, M.S.

Business Intelligence centers on collecting, analyzing and understanding attributes and descriptors of events, and actions of stakeholders of an organization and use the insights to strategize actions such as responding to customer complaints etc. Students learn BI analytics including big data analytics in the way they provide value to an organization. Contemporary BI and Big Data technologies are discussed and explained.

IS 7990: Thesis

3 Credit Hours

Prerequisite: IS 7005, IS 7060, IS 7080, IS 7100, IS 7200, and IS 7935

This course provides a student an independent academic and/or applied research opportunity in the information systems area under the guidance of a faculty supervisor. The topic of research and method/s of scholastic inquiry are jointly agreed by the faculty supervisor and the graduate student.

IS 9001: Introduction to Research

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

The purpose of this course is to introduce students to the fundamentals of business research, including but not limited to: the fundamental philosophical orientations in research, the role of theory in business research, integrity and ethics in research, and an overview of major research designs. Students will learn the major components of a research article and what is required for effective academic writing. Each subject is introduced through a textbook chapter and/or research articles covering relevant aspects. Wherever possible, faculty will attempt to tie the course content back to the students' individual research interests.

IS 9002: Seminar in Information Systems Research

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program

This course introduces students to the major research areas in their respective fields. For each research area considered, students will review both seminal and contemporary research articles drawn from major research journals. These articles will be chosen by the professor and augmented by the student. Each seminar will provide a major review of the research questions, theories, research designs and methods relevant to the area of inquiry. Seminars will be guided by a Kennesaw or global scholar with expertise in the research area and will require extensive preparation and engagement by students. Course evaluation will include student preparation of a written research proposal pursuing an area of inquiry relevant to the content presented in the course.

IS 9005: Individual Level Theory Seminar on Information Systems I

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

This course examines topics and research in business information systems (IS) focusing particularly on the major theories associated with relevant individual-level themes. It provides an overview of the field of IS and appreciation for its foundations. The goal is to delve into a collection of individual-level theories in enough depth that students, as researchers, will be sufficiently familiar with the theories to adopt them into their own work.

IS 9006: Individual Level Theory Seminar on Information Systems II

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

This course examines topics and research in business information systems (IS) focusing particularly on the major theories associated with relevant individual and organizational constructs and themes. Topics will vary but are based on areas of current interest in IS. Possible course topics include human-computer interaction, IS leadership, design science, dynamic capabilities, critical and qualitative approaches to IS, and addressing the research needs of practice.

IS 9007: Organizational Level Theories and Contemporary Topics in Information Systems

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

This course examines macro-level topics and research in information systems focusing particularly on the major theories associated with relevant group and organizational constructs and themes. Secondly, the seminar also includes additional contemporary topics of discussions in Information Systems research. These topics may change to keep currency with the research discipline.

IS 9008: Seminar in IS Research II

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

This course examines research in IS topics that have not been covered in previous IS seminar courses. The topics focus on a mixture of macro and micro topics. These topics may change to keep current with the research discipline.

IS 9011: Seminar in Graph Theory

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

The course equips the students with Business Analytics (BA) skills and exposes them to theoretical perspectives in the field of Graph Theory.

Note: This course is cross-listed with MATH 8020

IS 9012: Seminar in Data Mining

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

The course equips the students with Business Analytics (BA) skills and exposes them to theoretical perspectives in the field of Data Mining.

Note: This course is cross-listed with STAT 8240

IS 9013: Seminar in Data Mining II

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

The course equips the students with Business Analytics (BA) skills and exposes them to theoretical perspectives in the field of Data Mining II.

Note: This course is cross-listed with STAT 8250

IS 9014: Seminar in Binary Classification

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

The course equips the students with Business Analytics (BA) skills and exposes them to theoretical perspectives in field of Binary Classification.

Note: This course is cross-listed with STAT 8330

IS 9015: Seminar in Risk Management and Decision Analysis

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

For cross leveled classes – The class experience will lead to skills enhancement in BA. Exposure to theoretical underpinnings of BA will be offered through a research experience. The students will finish a research paper in addition to completing the requirements of the graduate class. The research paper will be completed under the supervision of a discipline lead for information systems or an approved faculty by the discipline lead.

Note: The course is cross-leveled with ECON 7730

IS 9016: Seminar in Business Intelligence using Simulation

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

The course equips the students with Business Analytics (BA) skills and exposes them theoretical perspectives in the field of Simulation. For cross leveled classes – The class experience will lead to skills enhancement in BA. Exposure to theoretical underpinnings of BA will be offered through a research experience. The students will finish a research paper in addition to completing the requirements of the graduate class. The research paper will be completed under the supervision of a discipline lead for information systems or an approved faculty by the discipline lead.

Note: This course is cross-leveled with ECON 7750

IS 9017: Seminar in Operations Research in Business Intelligence

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

The course equips the students with Business Analytics (BA) skills and exposes them to skills and theoretical perspectives in the field of Operational Research. For cross leveled classes – The class experience will lead to skills enhancement in BA. Exposure to theoretical underpinnings of BA will be offered through a research experience. The students will finish a research paper in addition to completing the requirements of the graduate class. The research paper will be completed under the supervision of a discipline lead for information systems or an approved faculty by the discipline lead. Note: This course is cross-leveled with ECON 7770.

IS 9018: Seminar in Traditional and Big Data Analytics

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

The course equips the students with Business Analytics (BA) skills and exposes them to theoretical perspectives in the field of Big Data Analytics. For cross leveled classes – The class experience will lead to skills enhancement in BA. Exposure to theoretical underpinnings of BA will be offered through a research experience. The students will finish a research paper in addition to completing the requirements of the graduate class. The research paper will be completed under the supervision of a discipline lead for information systems or an approved faculty by the discipline lead. Note: This course is cross-leveled with IS 7935.

IS 9021: Seminar in Healthcare Management and Informatics

3 Credit Hours

Prerequisite: Admission to the Ph.D. in Business Administration Program, permission of the discipline lead

The course equips the students with Healthcare Management Informatics (HMI) skills and exposes them to theoretical perspectives in HMI. For cross leveled classes – The class experience will lead to skills enhancement in BA. Exposure to theoretical underpinnings of BA will be offered through a research experience. The students will finish a research paper in addition to completing the requirements of the graduate class. The research paper will be completed under the supervision of a discipline lead for information systems or an approved faculty by the discipline lead. Note: This course is cross-leveled with HMI 7510

IS 9022: Seminar in Healthcare Processes and Workflow

3 Credit Hours

Prerequisite: Admission to the Ph.D. in Business Administration Program, permission of the discipline lead

The course equips the students with Healthcare Management Informatics (HMI) skills and exposes them to theoretical perspectives in HMI. For cross leveled classes – The class experience will lead to skills enhancement in BA. Exposure to theoretical underpinnings of BA will be offered through a research experience. The students will finish a research paper in addition to completing the requirements of the graduate class. The research paper will be completed under the supervision of a discipline lead for information systems or an approved faculty by the discipline lead.

Note: This course is cross-leveled with HMI 7570.

IS 9023: Seminar in Electronic Health Records

3 Credit Hours

Prerequisite: Admission to the Ph.D. in Business Administration Program, permission of the discipline lead

The course equips the students with Healthcare Management Informatics (HMI) skills and exposes them to theoretical perspectives in HMI. For cross leveled classes – The class experience will lead to skills enhancement in BA. Exposure to theoretical underpinnings of BA will be offered through a research experience. The students will finish a research paper in addition to completing the requirements of the graduate class. The research paper will be completed under the supervision of a discipline lead for information systems or an approved faculty by the discipline lead.

Note: This course is cross-leveled with HMI 7560

IS 9024: Seminar on Healthcare Industry

3 Credit Hours

Prerequisite: Admission to the Ph.D. in Business Administration Program, permission of the Discipline Lead

The course equips the students with Healthcare Management Informatics (HMI) skills and exposes them to theoretical perspectives in HMI. For cross leveled classes – The class experience will lead to skills enhancement in BA. Exposure to theoretical underpinnings of BA will be offered through a research experience. The students will finish a research paper in addition to completing the requirements of the graduate class. The research paper will be completed under the supervision of a discipline lead for information systems or an approved faculty by the discipline lead.

Note: This course is cross-leveled with HMI 7590

IS 9025: Seminar in Management and Ethics of Leadership in Healthcare

3 Credit Hours

Prerequisite: Admission to the Ph.D. in Business Administration Program, permission of the discipline lead

The course equips the students with Healthcare Management Informatics (HMI) skills and exposes them to theoretical perspectives in HMI. For cross leveled classes – The class experience will lead to skills enhancement in BA. Exposure to theoretical underpinnings of BA will be offered through a research experience. The students will finish a research paper in addition to completing the requirements of the graduate class. The research paper will be completed under the supervision of a discipline lead for information systems or an approved faculty by the discipline lead.

Note: This course is cross-leveled with HMI 7610

IS 9026: Seminar in Governance, Risk Management and Compliance in Healthcare

3 Credit Hours

Prerequisite: Admission to the Ph.D. in Business Administration Program, permission of the discipline lead

The course equips the students with Healthcare Management Informatics (HMI) skills and exposes them to theoretical perspectives in HMI. This course is cross-leveled with HMI 7580. For cross leveled classes – The class experience will lead to skills enhancement in BA. Exposure to theoretical underpinnings of BA will be offered through a research experience. The students will finish a research paper in addition to completing the requirements of the graduate class. The research paper will be completed under the supervision of a discipline lead for information systems or an approved faculty by the discipline lead.

Note: This course is cross-leveled with HMI 7580.

IS 9031: Seminar in Information Systems Development Methods and Technologies

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

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. An added research paper in this area under the supervision of a graduate faculty is required.

Note: This course is cross-leveled with IS 7060

IS 9032: Seminar in Database Application Design and Implementation

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

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. An added research paper in this area under the supervision of a graduate faculty is required.

Note: This course is cross-leveled with IS 7080

IS 9033: Seminar in Advanced IT Project Management

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

Implementation and reflection of project management principles for Information Systems projects. Students will analyze case studies and readings that address project risk management, project portfolio management, project management for global teams, integrated project teams, and virtual project teams. Project management software will be used to facilitate team projects and project reporting. An added research paper in this area under the supervision of a graduate faculty is required.

Note: This course is cross-leveled with IS 7100.

IS 9034: Seminar on Legal and Ethical Issues in Information Systems

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

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. An additional research paper with a graduate faculty in this area will be required.

Note: This course is cross-leveled with IS 7200

IS 9041: Seminar in Governance, Risk Management, and Compliance

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

This course includes detailed examinations of critical information security and information systems requirements for governance, risk management, and compliance planning. It includes an examination of policies, procedures, and staffing functions necessary to organize and administrate ongoing security functions in the organization to support secure business and information system operations. Subjects to be covered include IT/InfoSec Governance, security planning and practices, legal and regulatory compliance, continuity planning, and disaster recovery planning. An added research paper under the supervision of a graduate faculty is required.

Note: This course is cross-leveled with IS 7310

IS 9042: Seminar on Information Security Technologies

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

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. An added research paper under the supervision of a graduate faculty is required.

Note: This course is cross-leveled with IS 7320

IS 9043: Seminar in Disaster Recovery/Business Continuity Planning

3 Credit Hours

Prerequisite: Admission in the Ph.D. in Business Administration Program, Permission of Instructor

A detailed study of strategic and tactical planning for non-standard operations resulting from events beyond the organization's control. Disaster Recovery and Business Continuity Planning prepares the student to develop and execute plans to enable the organization to recover operations and continue critical business functions in the event of a disaster. This course includes an overview of incident response planning as a possible precursor to Disaster Recovery and Business Continuity and also examines Crisis Management planning. A research paper under the supervision of a graduate faculty is required.

Note: This course is cross-leveled with IS 7330

IS 9900: Dissertation Development in Business Administration

3 Credit Hours

Prerequisite: IS 9001, BRM 9201, BRM 9202, and BRM 9203.

Dissertation Development is intended to provide a flexible learning experience to prepare students for the dissertation process. In this course, we focus on a variety of issues, including an introduction to the dissertation process, dissertation committee selection and approval, dissertation structure and design, and identification and evaluation of potential topics. We will discuss the preparation and writing of the dissertation proposal document, with focus on the introduction, literature review, and hypotheses sections. We will discuss issues of research design (including data collection and appropriate methodological choices for analysis). Each topic is introduced through selected papers, and students must come prepared to discuss their own dissertation ideas.

IS 9901: Research Methods and Dissertation Design I

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program and IS 9006 and IS 9005

Dissertation Design I is designed to provide a flexible learning experience to prepare students for the dissertation process. In this course, we focus on a variety of issues including an introduction to the dissertation process, dissertation committee selection and approval, dissertation structure and design, and identification and evaluation of potential topics. We will also discuss the preparation and writing of the proposal introduction, literature review, and hypotheses. At the end of the semester, we will also introduce issues of research design (including how data can be collected and what methods should be employed in analyzing the data). Research design and data analysis will be further explored in Dissertation Design II. Each topic is introduced

IS 9902: Research Methods and Dissertation Design II

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program and IS 9901

The purpose of this course is to provide content to support students during the dissertation design and proposal stage. The focus is on preparing an effective research design and methods section to support student dissertations. Topics are introduced through scholarly discussions and course readings.

IS 9903: Doctoral Directed Study

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program and IS 9006 and IS 9005 and permission of advisor.

This course is an individualized and independent scholarly investigation and research of an important topic in business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

IS 9904: Dissertation Research

1-9 (repeatable) Credit Hours

Prerequisite: Admission into Coles College doctoral program; Completion of 12 hours Graduate level research courses, and permission of the advisor.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. This course may be repeated as necessary.

IT 5413: Software Design and Development

3 Credit Hours

In this course, students analyze and formulate software solutions appropriate for an IT organization. Foundational program constructs, software design and development are covered.

IT 5423: Computer Networks and System Administration

3 Credit Hours

This foundation course will provide an overview of computer networks and system administration. Topics include network protocols, network traffic analysis, operating systems fundamentals and system management.

IT 5433: Databases: Design and Applications

3 Credit Hours

This course will provide a practical foundation of database systems with emphasis on relational database design, implementation, and management. Topics include normalization, ERD, logical and physical design, SQL query, database applications, usage of XML in database, and data warehouse.

IT 5443: Web Technologies and Application Development

3 Credit Hours

Prerequisite: IT 5413

This course introduces World Wide Web as a fundamental application platform for today's information systems. Students will examine core aspects of web technologies and web applications, and will develop secure web applications.

IT 6203: IT Design Studio

3 Credit Hours

Prerequisite: IT 5433 and IT 5443

This core course covers technologies and methods of designing and implementing an IT application built from multiple subsystems. Students will explore modern system architectures and integration techniques used in enterprise environment. Students will develop a complete IT application through a major project to demonstrate their proficiency in all major technical areas of IT. These may include data management, networking and communication, servers and platforms, application development, user interface, web interface or security.

IT 6413: IT Service Delivery

3 Credit Hours

Courses that may be taken concurrently: IT 5423

This course covers the concepts and industry best practices in enterprise IT service management. Topics include system development life cycle, IT project management, IT service management framework – the collective processes and practices, such as service strategy, design, transition, operation, continuous improvement, and service assessment.

IT 6423: IT System Acquisition & Integration

3 Credit Hours

Prerequisite: IT 5413 or IT 5433

This core course covers methods and best practices of assessing business needs, functional requirements and value for IT system acquisition (including decisions about appropriate sourcing strategies) and integrating the acquired IT components or services into the existing IT infrastructure. Major project included.

IT 6823: Information Security Concepts and Administration

3 Credit Hours

Prerequisite: IT 5423

This course provides an overview of the principles, methodologies, and best practices in securing an enterprise IT infrastructure. Topics include security frameworks and models, risk assessment and management, access control, cryptography, intrusion detection/prevention systems, penetration testing, incident response and recovery, and other existing and emerging security domains.

IT 6923: Blockchain Technology in Payments

3 Credit Hours

Prerequisite: FIS 6810

This course covers in detail blockchain and distributed ledger technology and how it can be used to solve some major problems of current payment systems. Topics of this course include but are not limited to issues with the current payment systems, cryptocurrency and distributed ledger technology, Bitcoin and Ethereum, central bank digital currencies, and wallets & key management.

IT 6933: Machine Learning Technology in FinTech

3 Credit Hours

This course covers applications of different machine learning techniques to a variety of Fintech problems. Topics include supervised learning for predictive analysis, unsupervised learning for financial data clustering and visualization, and deep learning/reinforcement learning for financial decision making.

IT 7103: Practical Data Analytics

3 Credit Hours

In this course students will learn concepts and practical skills that are necessary to perform an end-to-end data analytics project. Topics include: understanding business problems, collecting business data, exploring the data, preparing the data for data analytics, selecting and training a model, fine-tuning a model, presenting the solution, launching, monitoring and maintaining the system.

IT 7113: Data Visualization

3 Credit Hours

Prerequisite: IT 5433

This course introduces data visualization theories, techniques, and tools particularly for analyzing business data and improving business decision making. Students will design, develop, and evaluate effective visualizations and dashboards at strategic, tactic, and operational levels.

IT 7123: Business Intelligence Systems

3 Credit Hours

Prerequisite: IT 5433

This course discusses the concepts, technologies, processes, and applications of business intelligence. Student will go through the complete business intelligence process of data gathering, data model design, data integration, data analysis, and data presentation, in a specific application domain.

IT 7133: Enterprise AI Applications

3 Credit Hours

Enterprise IT processes massive data acquired from servers, operating systems, applications and users. Artificial Intelligence (AI) can be used to analyze these data with the aim of significantly improving IT operations. This course covers a variety of AI techniques that can be applied to IT. Students will learn practical skills on developing intelligent IT applications.

IT 7143: Cloud Analytics Technology

3 Credit Hours

This course introduces the data analytics practices and technologies that are executed in a cloud environment for IT enterprise operations. The course explores key areas of the cloud analytical process, including data preparation, storage, access, analysis, presentation, and practical configurations and settings. Under the umbrella of cloud analytics, emerging analytics topics will be discussed, such as internet of things and edge/fog computing in information technology. The course also covers hands-on training on modern cloud systems that directly support the complete analytics process.

IT 7303: Data Privacy Technologies

3 Credit Hours

Prerequisite: IT 6823

This course will cover the applied techniques and technologies to preserve and protect data privacy. Topics include but are not limited to privacy definition, privacy regulation and laws, anonymous communication, database and file privacy, privacy in IoT systems, privacy preserving technologies, location privacy, privacy evaluation, digital identity protection and privacy, digital surveillance, and current and advanced privacy techniques.

IT 7313: Physical IT Systems Security

3 Credit Hours

Prerequisite: IT 6823

The course introduces fundamental security issues in physical IT systems. Topics include but are not limited to physical IT systems, secure architecture, container security, physical system security, emulating physical systems, SCADA security, defense mechanism for physical system, secure cloud integration with physical system, and emerging topics in physical IT system security.

IT 7323: Computer Forensics

3 Credit Hours

Prerequisite: IT 6823

This course studies techniques and tools in computing investigation, digital evidence collection, recovery, and analysis. Topics include but are not limited to describing the computer forensics profession; analyzing different OS file systems, images and register; recovering images; performing network, email, web and mobile device forensic; investigating logs and network traffic and recovering passwords. The course will provide hands-on experience labs conducting a variety of forensics practices and students will prepare professional forensics reports.

IT 7333: Enterprise Cloud and Wireless Security

3 Credit Hours

Prerequisite: IT 6823

This course is an advanced study and analysis of the concepts, methodologies and technologies in securing enterprise cloud and wireless networks. Topics include but are not limited to wireless network protocols, wireless LAN security tools, cloud computing infrastructure, evolution of cloud, confidentiality and integrity of cloud, and current trends in cloud and wireless security. Students are required to research and implement solutions to secure enterprise cloud and wireless systems.

IT 7343: Ethical Hacking: Network Security and Penetration Testing

3 Credit Hours

Prerequisite: IT 6823

This course covers the major issues surrounding the use of penetration testing to secure network security and important skills of a professional hacker and common security challenges that an information security officer will face in his/her work. Topics include the ethics of ethical hacking, laws and regulations, vulnerability discovery and risk analysis, internal and external attacks, how malicious hackers attack and exploit system vulnerabilities, penetration testing methods and tools, latest security countermeasures, and various types of penetration testing and programming skills required to complete successful penetration tests and to secure real systems against real attacks.

IT 7503: Foundations of Health Information Technology

3 Credit Hours

This course provides an overview of the importance of information technology and information systems in the health care industry. It provides an overview of the healthcare IT industry in the U.S. and clinical terminologies, a review of fundamental characteristics of clinical information, health information exchange standards (HL7); healthcare payment and reimbursement systems, the challenges of IT implementation, and a detailed discussion of the primary clinical and managerial applications of information (including electronic health records – EHR). Group and individual research will be required.

IT 7513: Electronic Health Record Systems and Applications

3 Credit Hours

Prerequisite: IT 7503

This course provides an overview of the importance of key technical aspects of electronic health records, the overall architecture, features and functions of major EHR systems. Hands-on exercises with EHR systems allow students to learn by doing. The design consideration of EHR system and strategies of EHR adoption will also be covered. Group and individual research will be required.

IT 7523: Clinical Processes & Workflows: Analysis and Redesign

3 Credit Hours

Prerequisite: IT 7503

This course introduces the healthcare workflow and process analysis and redesign and addresses the impact of processes and workflows on organizational efficiency and productivity. Students will become familiar with the concepts of processes, process analysis and redesign in the healthcare settings. Workflow and process mapping in healthcare improvement including detailed guidance, helpful tools, and case studies are introduced. Quality improvement methods, process validation and change management are also covered.

IT 7533: Health Information Security and Privacy

3 Credit Hours

Prerequisite: IT 7503

This course is an in-depth study and analysis of the concepts, practices and concerns of information security unique to the healthcare settings. The course provides the student with the necessary background to evaluate the HIPAA security and privacy rules and meaningful use security requirements. It covers security risk assessment in the healthcare setting and how to integrate privacy and security into healthcare settings.

IT 7703: IT Policy and Law

3 Credit Hours

Courses that may be taken concurrently:

IT 6413 or IT 6423

This elective course will examine aspects of how the law affects an IT operation. Topics such as contract law, internet law, privacy and security will be discussed. Graduates of the MSIT need to know how the law affects IT and understand the basic laws particularly geared toward an IT operation.

IT 7713: Management of Information Technology

3 Credit Hours

This course provides a study of the information needs in a formal organization and the information systems required to meet those needs within the planning, control, operating and decision-making processes.

IT 7723: IT Strategy, Policy, and Governance

3 Credit Hours

An elective, integrative course with a major project to apply elements and best practices of the field focusing on IT strategy, policy, and governance. It is best taken after a student has started the MSIT core courses.

IT 7733: Fundamentals of Enterprise Cloud

3 Credit Hours

Prerequisite: IT 6413

This course will cover the fundamental ideas behind enterprise cloud, the evolution of the paradigm, its applicability; benefits, as well as current and future challenges; the basic ideas and principles in enterprise cloud; cloud management techniques and enterprise cloud deployment considerations; cloud storage technologies and relevant distributed file systems, NoSQL databases and object storage. The course also covers the hands-on labs to practice on the cloud platform.

IT 7743: Database Administration

3 Credit Hours

Prerequisite: IT 5433

This course covers data administration and management, backup/recovery, security, access control, performance monitoring and tuning, data warehousing, data mining, online analytical processing, centralized versus distributed environments, client server and world-wide-web database integration.

IT 7900: Special Topics in Information Technology

1-3 variable Credit Hours

Special topics selected by the Department Chair. Offered on a demand basis.

IT 7913: Research Seminar in IT

3 Credit Hours

This course covers materials and methods of scholarly research in information technology. It includes the study of standard research paradigms with illustrative cases of each and the use of research methods and data presentations in industrial and business settings.

IT 7923: Advanced Web Technologies

3 Credit Hours

Prerequisite: IT 6203

This course covers advanced web concepts and technologies such as web business models and strategies, web architectures, cloud-based services, scalability, load balancing, web security, application development lifecycles, and DevOps. Students will complete a major web development project following the proper lifecycle processes by selecting and using the appropriate architecture and technology stack. Students will also complete a research concept paper on future trends and development of web technologies.

IT 7993: IT Capstone

3 Credit Hours

Prerequisite: IT 6203 and at least two of following courses: IT 6413, IT 6423, and IT 6823

This course is designed for students to work in teams researching and developing IT solutions addressing business or organizational needs or opportunities. It's highly recommended for students to take this course in the last semester of your program.

IT 7999: Thesis

3 Credit Hours

Prerequisite: Permission of the IT Program Director.

The thesis is designed for students wanting a research focus to their degree. The student works independently under the supervision of a designated faculty member on a thesis of substance in information technology. The student will generate a formal written thesis and give a final defense of the thesis. The course may be repeated, but only 6 hours may be applied toward the degree.

IT 8013: Research Seminar in Blockchain

3 Credit Hours

Prerequisite: Admission to the PhD Program in Analytics and Data Science

This course covers the foundation of blockchain application and innovation. Topics include but are not limited to blockchain and cryptocurrencies, Bitcoin, Ethereum, smart contracts, decentralized applications, machine learning and its applications in blockchain transactions, security and privacy properties, and operational risks.

IT 8023: Research Seminar in Advanced Text Analytics

3 Credit Hours

Prerequisite: Admission to the PhD Program in Analytics and Data Science

This course covers upfront advanced techniques for text analytics and motivates graduate students to perform cutting-edge research & application development in text analytics. Upon successfully completing this course, students will be able to solve challenging analytics problems involving text data.

ITEC 6200: Teaching and Learning in the Digital Age

3 Credit Hours

Teacher candidates learn to use technologies to promote student achievement of required content and technology standards through higher-level thinking, collaboration, problem-solving, and relevant, meaningful learning in their classrooms. Students will also explore digital equity, acceptable use, Internet safety, online learning, and other issues/trends relevant to technology in schools.

ITEC 7305: Data Analysis & School Improvement

3 Credit Hours

Prerequisite: Candidates must be admitted to a KSU BCOE program, certificate or endorsement program, or approved by the ITEC department to take this course.

In this course, educators will learn to utilize data to identify school improvement needs and make informed decisions in effectuating change. The ultimate goal of this course is to produce educational leaders who effectively collect, analyze, and use data to improve schools through successfully demonstrated change models. In this course, educators will learn to systemically collect and analyze multiple sources of data to identify improvement needs, determine an effective response, monitor and correct progress, and demonstrate and communicate success to stakeholders. Additionally, students will learn to drive and sustain change in a collegial environment, culminating in student's understanding of, and ability to use, a wide range of applicable leadership practices. Finally, students will learn a variety of technology tools to use for data analysis. They will also learn a variety of Web 2.0 tools to facilitate school communication.

ITEC 7400: Teaching, Technology & Student Engagement

3 Credit Hours

Prerequisite: Candidates must be admitted to a KSU BCOE program, certificate or endorsement program, or approved by the ITEC department to take this course.

This course introduces candidates to technologies available in schools and explores technology integration frameworks grounded in research-based pedagogical strategies to maximize student engagement. Candidates will design exemplary technology-supported learning experiences that foster higher-order thinking, collaboration, authentic/meaningful learning tasks, and achievement of student content and technology standards. Candidates will also learn how to coach other educators toward higher levels of technology implementation. Appropriate for classroom teachers and other educational leaders interested in increasing effective technology-supported instructional practices in their schools.

ITEC 7410: Instructional Technology Leadership

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Instructional Technology.

This course is designed to develop instructional technology leaders who are knowledgeable and skilled in technology leadership practices that improve student learning and school operations in PreK-12 schools. It addresses skills and competencies necessary for the support and assessment of national technology standards for teachers and administrators; technology planning (national technology plan, state technology plan, district/school technology plan); assessment and evaluation of technology initiatives; the change process as it applies to technology leadership; securing grants and establishing business partnerships and meeting the requirements of NCLB. This course will thoroughly examine issues and trends relevant to the field of educational technology.

ITEC 7420: Productivity and Assessment Tools

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Instructional Technology.

This course prepares instructional technology leaders to utilize and apply advanced features of productivity and assessment tools to improve instructional practice and maximize student learning. Candidates will use methods and strategies for teaching concepts and skills that support integration of technology productivity tools.

ITEC 7430: Digital Tools for Learning

3 Credit Hours

Prerequisite: Candidates must be admitted to a KSU BCOE program, certificate or endorsement program, or approved by the ITEC department to take this course.

This course introduces candidates to methods and strategies for using the Internet effectively in the classroom. Students will experience a variety of Internet technologies and develop strategies for classroom implementation. The course includes guided tours of some of the best educational sites on the World Wide Web and explores ways to integrate use of the Internet into an educational setting. This course introduces students to systematic instructional methods and models for using the Internet effectively in the classroom. Candidates will create lessons that are current, highly motivating, and mentally engaging.

ITEC 7440: Multimedia in Education

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Instructional Technology.

This course explores introductory topics in multimedia and emerging technologies and their role in education. Course coverage will include both theoretical understanding of multimedia technologies and hands-on experience with software and hardware. Topics may include research related to multimedia and emerging technologies; classroom applications; design and development techniques; hardware and software requirements; digitizing and manipulating images, voice, and video materials; and copyright and ethics. Students will apply instructional design processes and principles to designing and developing multimedia content. There will be a special focus on Internet technologies, such as podcasting. This course will also examine emerging technologies having potential to positively impact student achievement.

ITEC 7445: Multimedia and Web Design and Development in Education

3 Credit Hours

Prerequisite: Admission to any graduate program in the Professional Teacher Education Unit or consent of the instructor.

This course is designed to provide candidates with technological pedagogical content knowledge (TPACK) and skills to design and develop multimedia and web-based projects to facilitate P-12 student learning. Topics include the design, development, and evaluation of multimedia and web-based learning environments; research related to multimedia and emerging technologies; classroom applications; design and development techniques; hardware and software requirements; digitizing and manipulating images, voice and video materials; universal design; and copyright and ethics. Candidates will apply instructional design processes and principles to design and develop multimedia and web-based projects in the candidate's certification field.

ITEC 7450: Web Design and Development

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Instructional Technology.

This course is designed to provide candidates with knowledge and skills to design and develop multimedia and web-based projects to facilitate student learning. Topics include media-based tools, distance learning systems, web-based authoring tools, telecommunications tools, and online curricular projects.

ITEC 7455: Digital Citizenship in Schools

3 Credit Hours

Prerequisite: Candidates must be admitted to a KSU BCOE program, certificate or endorsement program, or approved by the ITEC department to take this course.

To foster digital citizenship in P-12 schools and among their students, this course provides candidates with knowledge of digital citizenship and the skills and procedures to design and implement technology-enhanced learning that inspires students to positively contribute and responsibly participate while online and beyond. Through this course, candidates will explore multiple elements of digital citizenship to design and implement lessons that build relationships in online contexts and foster both digital literacy and media fluency, as well as mentor and model for students to facilitate appropriate online practices and protections.

ITEC 7460: Professional Learning & Instructional Technology Coaching

3 Credit Hours

Prerequisite: Candidates must be admitted to a KSU BCOE program, certificate or endorsement program, or approved by the ITEC department to take this course.

This course prepares educators to join local and global learning networks for professional learning and serve as instructional technology coaches, providing quality instructional coaching to their peers. Learners are prepared to join local and global learning networks, build partnerships with school leadership, conduct individual need assessments of teacher technology use, establish coaching relationships, and design high-quality professional learning experiences that help other educators apply technology to enhance professional practice. Candidates learn to apply change models and diffusion theory in order to implement technology innovations in classrooms.

ITEC 7465: Professional Learning in Schools

3 Credit Hours

In this course, candidates will examine research on adult learning theories and effective professional learning. Candidates will evaluate the professional learning system and processes in their schools based on the National Staff Development Council (NSDC) standards adopted by the state of Georgia. Candidates will examine many forms of professional learning such as mentoring, coaching, feedback, study groups, peer observation and learning teams. Candidates will promote professional learning communities and demonstrate the ability to effectively design, deliver, and evaluate professional learning in their schools.

Note Cross-listed with TLED 7465.

ITEC 7470: Educational Research

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Instructional Technology.

This course is designed to help candidates develop an understanding of qualitative and quantitative research methods and designs, focusing on interpretation and application relating to classroom practice.

ITEC 7480: Introduction to Online & Blended Learning

3 Credit Hours

Prerequisite: Admittance to a graduate program, certificate program, or endorsement program within the Bagwell College of Education.

This course explores principles for effective online and blended learning and introduces key terms, issues, policies, challenges, and emerging trends in the field. Topics include published standards for quality online teaching and course design, addressing student academic needs, accessibility of online learning, online assessment principles, accommodations for students with disabilities, and digital citizenship concepts related to online and blended learning. Candidates learn pedagogical strategies for use in an online learning environment and apply them to their discipline. Course projects include creating an online/blended course syllabus and an online learning module.

ITEC 7481: Designing and Developing Online Learning

3 Credit Hours

Prerequisite: ITEC 7480

In this course, candidates develop a high-quality online or blended learning experience for students using research-based elements and instructional design principles in online education. Candidates learn how to assess student learning needs, organize content into learning modules, create authentic and meaningful assessments aligned to instructional objectives, and engage learners in varied technologically-based activities to achieve learning outcomes. Candidates develop this online or blended learning experience in a widely-used learning management system.

ITEC 7482: Facilitating Online Learning

3 Credit Hours

Prerequisite: ITEC 7481

This course addresses expectations, challenges, and issues specific to facilitating online and blended learning environments. Topics include motivating students, creating a sense of community, monitoring progress, providing feedback, differentiating instruction, encouraging interactivity, collaboration and dialogue, and preventing plagiarism and other forms of cheating. Under the supervision of their professor, candidates complete and reflect upon an extended field experience as they implement an online or blended unit of instruction.

ITEC 7485: Creating with Emerging Technologies

3 Credit Hours

Prerequisite: Candidates must be admitted to a KSU BCOE program, certificate or endorsement program, or approved by the ITEC department to take this course.

In this course, we use the design process to create learning experiences that are relevant, engaging, and support learner agency. We will explore how emerging technologies can be used to nurture creative expression. Topics in this course may include the following: active learning spaces, adaptive learning technologies, artificial intelligence (AI), augmented and virtual reality (AR/VR), coding, computational thinking, game-based learning, learning analytics, machine learning, open educational resources (OER), and other emerging trends. In addition, throughout the course, we will engage in digital tinkering in order to develop an innovative digital project with students.

ITEC 7490: Educational Technology Support, Management, and Operations

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Instructional Technology.

This course examines the role of instructional technology leaders to support and manage technology in order to maximize student learning and increase the efficiency of school operations. It is designed to examine the technical aspects of building-related technologies including, but not limited to, desktop/laptop computers, wired and wireless networks, various instructional, administrative and technical software, and Internet technologies. This course will explore various models of technology support and present ideas on how to support technology effectively through teams of teachers, students, parents, and school system personnel. In addition, the course will address emerging technologies and their potential uses in education.

ITEC 7495: Legal, Social, and Ethical Issues in Instructional Technology

3 Credit Hours

Prerequisite: Admission to the M.Ed. program in Instructional Technology.

This course emphasizes preventive strategies and knowledge technology leaders need to avoid costly, disruptive litigation as they attempt to successfully blend various technologies into the instructional and administrative work of schools. Course reflects recent legislation and court decisions. Topics include: Legal Systems and Structures; Instructional Technology and the Law: An Overview; Students, Technology, and the Law; Employees, Technology, and the Law; Data and Electronic Records (FERPA); The Off-Campus Electronic Presence; Technology in Instruction: Copyright and Fair Use; Unique Social and Ethical Issues in Technology; The Digital Divide: Ensuing Equitable Access in 21st Century Schools; Using Assistive and Adaptive Technologies in Schools (ADA, IDEA).

ITEC 7500: Capstone Experience & Portfolio

3 Credit Hours

Prerequisite: Candidates must be admitted to a KSU BCOE program, certificate or endorsement program, or approved by the ITEC department to take this course

This three-credit hour course represents the culminating experience for the initial-certification programs in Instructional Technology. Through the creation of a portfolio, students document mastery of the Georgia PSC Instructional Technology standards. The portfolio documents the candidate's ability to provide technology facilitation at the building level as well as their expertise as an Instructional Technology educator. The portfolio serves as a systematic, reflection-in-action approach to problem solving and decision-making, providing a detailed authentic picture of the candidate's professional practice and reflective analysis of the integration of courses taken supported by theory. Changes in classroom practices and vision will be included.

ITEC 7555: Special Topics in Instructional Technology

3 Credit Hours

Prerequisite: Admission to a Bagwell College of Education graduate program

This course covers special topics in instructional technology emphasizing in-depth examination of the area of specialty. Special topics are selected by the Director of the School of Instructional Technology and Innovation and offered on a demand basis. This course is repeatable as long as the course topic is different from the previously enrolled offering.

ITEC 7560: Directed Study in Instructional Technology

3 Credit Hours

Prerequisite: Admission to a graduate program in education and the permission of the candidate's advisor, a supervising instructor, and the director of the School of Instructional Technology & Innovation.

This course is an individualized and independent scholarly investigation and research of an important topic involving teaching, leading or student learning in P-12 classrooms and schools. The focus, content, and expectations for this study will be formally established by the student and the supervising instructor.

ITEC 7600: Personalized Learning & Technology Rich Environments

3 Credit Hours

Prerequisite: Candidates must be admitted to a KSU EPP program, certificate or endorsement program, or approved by the ITEC department to take this course.

This course introduces classroom teachers to personalized learning in technology-rich environments. Candidates will learn various theories and rationale for personalized learning as well as definitions, state standards, and key components of personalized learning. Candidates will devise a plan for implementing personalized learning. The plan will include personalized learning principles and learning standards to address instructional strategies and components of personalized learning and technologies that support personalized learning environments. This course provides the candidate with a broader initial understanding of how personalized learning came about and foundational knowledge of how to create a personalized learning environment enabled by technologies.

ITEC 7602: Creating a Culture of Personalized Learning

3 Credit Hours

Prerequisite: ITEC 7600

This course prepares teachers to foster a culture of personalized learning in their classrooms through course readings and instructional media. Through course assignments candidates will demonstrate mastery of the teacher personalized learning standards and competencies defined by the Georgia Professional Standards Commission, including Executive Function, Learner Agency, Asset-Based Dispositions, Growth and Mastery Mindset, and Expanded Collaboration. This course provides the learner with an opportunity for deeper exploration and understanding of how to create the culture required for personalized learning to be enacted effectively.

ITEC 7603: Employing the Processes of Personalized Learning

3 Credit Hours

Prerequisite: ITEC 7600

This course prepares classroom teachers to employ the processes and pedagogies of personalized learning through course readings and instructional media. Through course assignments candidates will demonstrate mastery of the teacher personalized learning standards and competencies defined by the Georgia Professional Standards Commission including Authentic and Adaptive Assessment, Flexible Educational Resources, Individualized Path, Dynamic Communication, and Life-Long Professional Learning. This course provides the learner with an opportunity for deeper exploration and understanding of how to employ the processes and pedagogies required for personalized learning to be enacted effectively.

ITEC 8400: Instructional Design and Technology

3 Credit Hours

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

This course is designed to prepare candidates to apply theories, research and best practices to the facilitation of instructional programs that integrate 21st century skills and promote relevant, authentic, and meaningful learning for all students. This course prepares candidates to design, evaluate and promote appropriate learning opportunities that apply technology-enhanced instructional strategies to maximize student learning.

ITEC 8410: Technology, Professional Learning, and Change

3 Credit Hours

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

This course is designed to prepare instructional leaders who are knowledgeable in the design and implementation of professional learning programs within a school/district. This course is grounded in research and focused on effective practices that promote continuous learning and development to increase student achievement. Topics include assessing professional learning needs, designing effective reflection and learning experiences, facilitating and presenting skills, mentoring, and evaluation. This course will also examine the design and development of effective online professional learning programs.

ITEC 8420: Evaluating K-12 Instructional Technologies

3 Credit Hours

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

This course addresses processes for evaluating the potential of existing and emerging K-12 technology products for recommended purchase. The course also addresses evaluating the implementation of technologies in K-12 classrooms and the impact of those implementations on learning.

ITEC 8430: Technology and Student Assessment

3 Credit Hours

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

This course emphasizes the use of technology in assessing student learning using a variety of assessment techniques in the classroom. Technology will be used to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. In addition, candidates will evaluate the appropriate use of technology for teaching and learning.

ITEC 8440: Planning and Implementing Instructional Technology Programs

3 Credit Hours

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

This course is designed to prepare candidates to facilitate the development of a shared vision for the comprehensive integration of technology and focus on policies, procedures, and budgeting that will foster an environment and culture conducive to the realization of the vision. This course is also designed to assist candidates with the planning and facilitation of the technology infrastructure within a school.

ITEC 8500: Issues, Trends, and Research in Instructional Technology

3 Credit Hours

Prerequisite: Admission to the Ed.S. program.

This course will provide candidates an overview of the field of instructional technology including history, research, and current trends and issues. Candidates will develop strategies for keeping abreast of instructional technology issues and trends, engage in the professional literature of the field and research a current trend or issue in the field. Additionally, candidates will develop a proposal for their Capstone Project for the program.

ITEC 8510: Teaching, Learning, & Technology

3 Credit Hours

Prerequisite: Admission to the Instructional Technology Ed.S./Ed.D. program or approval of the instructor.

This course introduces candidates to technology supported instructional models and strategies to maximize student learning. Candidates develop digital-age learning experiences for students that incorporate research-based best practices, assessment, differentiation, cultural understanding, and global awareness while advancing student technology literacy.

ITEC 8520: Supporting Technology Infrastructure in Schools & Districts

3 Credit Hours

Prerequisite: Admission to the Instructional Technology Ed.S./Ed.D. program or approval of the instructor.

This course focuses on excellence in professional practice, systemic improvement, knowledge of certain technologies, and professional growth. Further, students will read, write, and collaborate about technology planning, implementation, operation, security, and disaster recovery specific to a school or district context. We'll make special effort to examine communications technologies that are part of a modern school and school district.

ITEC 8530: Technology Leadership & Strategic Planning

3 Credit Hours

Prerequisite: Admission to the Instructional Technology Ed.S./Ed.D. program or approval of the instructor.

This course prepares candidates to lead the development and implementation of a shared vision and a strategic plan for comprehensive integration of technology into instruction and business practices in their school district, state, region, or nation.

ITEC 8540: Business Management & Staffing for Technology Programs

3 Credit Hours

Prerequisite: Admission to the Instructional Technology Ed.S./Ed.D. program or approval of the instructor.

This course prepares aspiring technology leaders to manage large-scale budgets and address issues of recurring costs, ongoing maintenance, human resource management, and accountability pressures that are uniquely associated with managing district technology programs. Topics include (1) hiring, training, retaining, and evaluating technical staff; and (2) calculating total cost of ownership, value of investment, and return on investment models for technology purchases/programs.

ITEC 8550: Designing & Evaluating Professional Learning

3 Credit Hours

Prerequisite: Admission to the Instructional Technology Ed.S./Ed.D. program or approval of the instructor.

This course prepares candidates to implement best practices that support planning and implementation of effective professional learning for key stakeholders in the K12 environment. Candidates will apply knowledge of professional standards and current research in professional learning, assessment, and evaluation to support continuous improvement in the effective use of technology in K12 schools and districts.

ITEC 8560: Digital Citizenship in Education

3 Credit Hours

Prerequisite: Admission to the Instructional Technology Ed.S./Ed.D. program or approval of instructor.

This course prepares technology leaders to create a culture of technology use marked by positive, ethical, and responsible digital citizenship in their school districts. Topics include (1) using technology to support culturally-responsive pedagogy and global awareness; (2) ensuring digital equity; and (3) promoting the safe, legal, healthy, and ethical uses of technology among all system members. The course also addresses the high standards of integrity and professional conduct expected of technology leaders.

ITEC 8570: Managing Data Systems in Schools & Districts

3 Credit Hours

Prerequisite: Admission to the Instructional Technology Ed.S./Ed.D. program or approval of the instructor.

This course is designed to explore and elaborate on the various aspects of a modern K12 environment and the role data management plays. We will examine administrative and academic uses of data and how that data is gathered, filtered, stored, protected, interpreted, and made available to appropriate individuals. Particular emphasis will be given to data driven decision making at all levels of the school district.

ITEC 9100: Introduction to Doctoral Studies in Instructional Technology

3 Credit Hours

Prerequisite: Admission to the Instructional Technology Ed.D. Program

This course is an introduction to the field of instructional technology. Candidates will explore the history and foundations of the field, begin to explore and articulate a research agenda for themselves, and read and synthesize research in the field.

ITEC 9300: Critical Issues for Student Learning: (Topic)

3 (Repeatable) Credit Hours

Prerequisite: Admission to Ed.S or Ed.D. program and permission of the advisor.

This doctoral seminar focuses on analysis and problem solving of a current topic of vital concern relevant to teaching, leading, and student learning in K-12 classrooms and schools with special emphasis on technological issues and contexts.

ITEC 9350: Doctoral Directed Study

1-9 (Repeatable) Credit Hours

Prerequisite: Admission to Ed.D. program and permission of the advisor.

This course is an individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in K-12 classrooms and schools. The focus, content and expectations for this study will be formally established by the doctoral student and the supervising professor.

ITEC 9400: Research and Theory in Instructional/Educational Technology

3 Credit Hours

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

Candidates will explore landmark research findings and theoretical perspectives that have shaped the instructional uses of technology for the last two decades. Candidates will also review current research and explore the questions that are influencing current inquiry in the instructional applications of technology.

ITEC 9410: Instructional Leadership and Technology Facilitation

3 Credit Hours

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

This course will assist candidates in connecting their technology facilitation efforts to broader instructional issues such as academic achievement; best practices; national/state content/technology literacy standards; socio/economic issues; and private sector interests. The course will provide case studies of effective integration of technology into other high-profile instructional initiatives. The need for teachers and other instructional leaders to become informed advocates of instructional technology initiatives will also be addressed.

ITEC 9420: Evaluating Professional Learning and Instructional Initiatives

3 Credit Hours

Prerequisite: Admission to an Ed.D. program or permission of the instructor.

In this course, candidates will review the theoretical principles and practices that are best suited to high-quality evaluations of professional learning programs promoting the effective use of technology. As a culminating project, students will develop and implement an evaluation plan related to a specific K-12 professional learning or instructional program.

ITEC 9430: Designing and Facilitating Online Learning

3 Credit Hours

Prerequisite: Admission to the Ed.D. program or permission of the instructor.

This course provides an overview of theories and research currently guiding most online learning programs and assists students in applying these principles to design and develop high-quality online learning experiences for educators and/or students. Unique challenges facing virtual learning, including assessment and facilitator support for distance learners, are also addressed.

ITEC 9900: Dissertation

1-9 (Repeatable) Credit Hours

Prerequisite: Admission to Ed.D. program and 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

Note Course may be repeated as necessary.

INCM 8000: Comparative Approaches to Knowledge

3 Credit Hours

Prerequisite: Admission to the International Conflict Management PhD program

This course explores a range of historical topics, conceptual frameworks, and terminologies that students need in order to understand and evaluate knowledge and approaches to scholarship produced in the social sciences and the humanities and to engage in interdisciplinary and crossdisciplinary research. The course covers relevant themes in philosophy and history of science and sociology of knowledge as well as associated fields such as epistemology, science and technology studies, and rhetoric of science.

INCM 8001: Theories of International Conflict: International Relations Approaches

3 Credit Hours

Prerequisite: Admission to the International Conflict Management Ph.D. program.

This course examines conflict theory through the lens of international relations. It focuses specifically on the various assumptions and theories of war and peace found in the major IR paradigms including: realism, liberalism, Marxism, feminism, constructivism, and post-structuralism. In addition to covering the major approaches to war and peace in these IR subfields, the course will also cover the role of international and regional organizations like the United Nations, EU, African Union and NATO in addressing civil and international conflicts and working to promote peace.

INCM 8002: Theories of International Conflict: Economic Approaches

3 Credit Hours

Prerequisite: Admission to International Conflict Management PhD program

This course examines the economic causes and consequences of conflict. The course includes topics such as livelihoods and conflicts, greed and grievance, natural resources and conflict, international political economy, and dependency theory. The course also explores various economic transactions that involve the use or threat of force such as gang related crime, political violence, trade wars, and arms races, as well as the theories and practical applications that examine ways in which economic development and trade promote peace.

INCM 8003: Theories of International Conflict: Socio-Cultural Approaches

3 Credit Hours

Prerequisite: Admission to International Conflict Management PhD program

This course examines conflict theory through the lens of culture. Scholars studying international conflict and peace processes increasingly recognize the importance of examining how people's contextual value systems influence how they participate in, evaluate and influence the course of local and global conflicts. This course provides an overview of culture's influence on understanding and addressing international conflict from relevant disciplinary vantage points in the social sciences and humanities. It introduces students to competing epistemologies and ontologies of examining the human side of conflict with an emphasis on cultural awareness, intercultural competence and cultural politics among many others.

INCM 8004: Theories of International Conflict: Peace and Conflict Studies

Approaches

3 Credit Hours

Prerequisite: Admission to the International Conflict Management Ph.D. program.

This course examines conflict theory and analysis through the lens of peace and conflict management perspectives. Students examine the emergence and evolution of theories and practice of peace and conflict studies including peace movement approaches, conflict management, conflict resolution, and conflict transformation approaches. Students receive an overview of terminology and foundational theories, including attribution theory, the dual concern model, protracted social conflict theory, approaches to third party intervention, and theories of nonviolence. Students also learn to use and apply a range of conflict analysis tools for understanding and addressing complex global conflicts.

INCM 8005: Professional Knowledge for the PhD

1 Credit Hours

Prerequisite: Admission to the International Conflict Management PhD program

This class familiarizes program students with the faculty available to them as major professors and faculty mentors through a series of workshops that are also designed to acculturate students to the PhD process and academia more broadly. Illustrative topics include but are not limited to: how to write an abstract, how to publish in peer reviewed journals, how to put together a dissertation committee, how to give a conference presentation, and how to search and apply for grants.

INCM 8340: Transnational Civil Society and Conflict

3 Credit Hours

Prerequisite: INCM 8004 or INCM 8001

This course familiarizes students with the theory and operation of transnational civil society (TCS). It introduces key theories of civil society campaign formation and influence, as well as questions about TCS legitimacy, representativeness, and agency. Students then apply these theories and address these questions by examining the impact of international civil society on national politics in fragile, conflict, and post-conflict states.

INCM 8355: Transitional Justice and Reconciliation

3 Credit Hours

Prerequisite: INCM 8001 or INCM 8004

This course looks at the theory and practice of transitional justice, a field of study that examines the moral, legal and political dilemmas of societies dealing with legacies of war crimes, crimes against humanity, genocide, and other large-scale human right violations. Better known tools include truth commissions, reparations, and tribunals, but this course explores a range of approaches to transitional justice ranging from local, indigenous techniques to inter-governmental institutions such as the International Criminal Court (ICC). Additionally, the course explores other forms of accountability, including reconciliation-based approaches that may not fall within traditional conceptions of "justice" and may be rooted in cultural and religious practices more than secular state-based legal norms. The course provides space for both analysis and critique of the norms and assumptions of differing transitional justice mechanisms as well as challenges and opportunities for varying approaches to reconciliation.

INCM 9101: Fundamentals of Research Design

3 Credit Hours

Prerequisite: Admission to the Ph.D. program.

This course will focus on the fundamentals of scientific inquiry in areas of conflict including ethics of research, integrating cultural sensitivity in all stages of the research process, conceptualization and operationalization of research questions, data collection techniques, an introduction to qualitative and quantitative methods and measurement, a discussion of program evaluation research, and research proposal development.

INCM 9102: Quantitative Methods

3 Credit Hours

Prerequisite: INCM 9101

This course will focus on quantitative techniques including descriptive and inferential statistical analyses such as regression, correlation, hypothesis testing, analysis of variance, and sampling techniques. Students will apply these techniques using statistical software packages.

INCM 9103: Qualitative Methods

3 Credit Hours

Prerequisite: INCM 9101

This course will focus on qualitative techniques including case study, participant observation, discourse analysis, in-depth interview, and sampling techniques. Students will apply these techniques using statistical software packages.

INCM 9210: Advanced Quantitative Methods

3 Credit Hours

Prerequisite: INCM 9102

This course focuses on the development of applied quantitative research skills using statistical analysis software packages. Topics covered include: structural equation modeling, path analysis, dummy-dependent variable estimation, non-linear regression, time-series analysis, and panel data.

INCM 9230: Advanced Qualitative Methods

3 Credit Hours

Prerequisite: INCM 9103

This course will cover advanced topics beyond those covered in INCM 9103, such as phenomenology, grounded theory, and content analysis. The lab component will involve projects interpreting and applying these techniques using software for qualitative analysis (e.g., NVIVO) and/or practical field experience.

INCM 9250: International Project Management and Program Evaluation

3 Credit Hours

Prerequisite: INCM 9102 or INCM 9103

This course provides an opportunity for the student to obtain the fundamental skills related to international project management and program evaluation. These skills include working in cross-cultural contexts, working with diverse groups, and managing conflicts within and among international stakeholders. A substantial amount of time in this class is spent on developing the skills of grant writing, fundraising, project identification, design, monitoring, implementation techniques and evaluation research. This practicum-like team experience allows the students to envision an international project and write a grant that could support and provide for an evaluation of the project. The course also builds skills in program analysis, including causal effects of interventions and outcomes, instrument evaluation in international conflict management areas, quality control, risk assessment, and impact analysis, all of which are integral components of grant submissions.

INCM 9290: Special Topics in Research Methods

3 Credit Hours

Prerequisite: INCM 9102 and INCM 9103

This course covers topics in research methods that are of special interest to students, including survey design, geographic information system and spatial analysis, model building simulations, and interview design and implementation.

INCM 9320: Essentials of International Negotiation: Theory and Practice

3 Credit Hours

Prerequisite: INCM 8004 or INCM 8001

This course covers the theory and practice of international negotiation. It examines the practice of negotiation in actual international settings. Students will study historical negotiation processes through the use of archival material. The cross-cultural aspects of negotiation, the differences in worldview, and the ethical dimensions of the work are of particular importance to this body of knowledge. Active simulations where dialogue and deliberation can be practiced will be the hands-on part of the class work. The course contains a practicum in which a student can work on a practical project of her/his own choosing.

INCM 9330: Foundations and Issues in International Political Economy

3 Credit Hours

Prerequisite: INCM 8004 or INCM 8001

This seminar introduces students to the structure, institutions, and issues in international political economy. Particular attention is paid to global forces influencing trade and finance relations, distributive justice, and international agreements.

INCM 9350: Peacebuilding and Peacekeeping

3 Credit Hours

Prerequisite: INCM 8001 and INCM 8004

This course studies the policies and logistics related to various models of peacekeeping, and peacebuilding in comparative form. In the first section it explores peacekeeping, both civil and military, through the examination of case studies of conflicts around the globe. The second section explores various approaches to peacebuilding, including the role of internal and external actors (donors, NGOs, aid agencies, etc) and approaches to social, political, and economic rebuilding after armed conflict, including disarmament and reintegration programming. Students will be expected to analyze in comparative fashion the goals, strategies, assumptions, and possible outcomes among the various approaches. Through classroom discussion, exercises and role play, students will also develop policy recommendations and design and plan strategies for conflict prevention and/or intervention at various points along the conflict/peace continuum.

INCM 9360: Gender, Conflict, Peace

3 Credit Hours

Prerequisite: INCM 8004 or INCM 8001 or permission of Instructor

The course covers gender relations as an important factor in conflict situations. Gender and conflict both entail power relationships of everyday existence. They influence each other in culturally specific ways in association with race, ethnicity, nationality, citizenship, sexuality, and class. Decoding such intersections of identity and power is crucial for understanding, comprehending and managing conflicts. Gender constructions guide how conflicts unfold and how peace is managed. Conflicts construct, confirm, and change notions of gender.

INCM 9370: International Project Management

3 Credit Hours

Prerequisite: INCM 8004 or INCM 8001

This course provides an opportunity for the student to obtain the fundamental skills related to international project management. Included in this skill set are examinations of working in cross-cultural contexts, working with diverse groups, and conflicts within and among international organizations. A substantial amount of time in this class is spent on developing the skills of grant writing, fundraising, project identification, design, monitoring, implementation techniques and evaluation research. This practicum-like team experience allows the students to envision an international project, and write a grant that could support and provide for an evaluation of the project.

INCM 9380: Sustainable Development

3 Credit Hours

Prerequisite: INCM 8004 or INCM 8001

This interdisciplinary course introduces students to major philosophical debates and policy interventions in the field of development and sustainability. It raises the questions about the political and cultural assumptions undergirding conventional ways of thinking about development, production, distribution, consumption and conflict. Through case studies and policy critiques students also learn the pros and cons of particular methodologies of studying and practicing sustainable development in peace time and during conflict.

INCM 9410: Comparative Conflict Management Policies of International Organizations

3 Credit Hours

Prerequisite: Permission of Instructor

Conflict Resolution strategies and processes for analysis within international organizations are examined along with the coherence of and within those policies. Students examine organizations that include: United Nations Development Program, United States Agency for International Development, United States Institute of Peace, North American Free Trade Agreement, the African Union, World Trade Organization, Canadian International Development Agency, World Bank, the European Union and others. Particular emphasis is placed on the impact of the North/South divide.

INCM 9430: Post-Agreement Reconstruction

3 Credit Hours

Prerequisite: INCM 8004 or INCM 8001

This course provides an opportunity to examine emerging research on the impact of peace agreements on the conflict process. Of particular interest will be the role for development economics, including programs to alleviate poverty like micro-credit, as well as the corruption of prospects for sustaining the ceasefire and building peace. External and internal influences are studied, such as donor fatigue, media attention, civic education, and the reintegration of participants of the conflict into civil society. Students will compare conflict mitigation processes and assess their effectiveness for the context in which they were utilized.

INCM 9450: Current Conflicts

3 Credit Hours

Prerequisite: INCM 8004 or INCM 8001 or Permission of Instructor

The course investigates the origins, causes, resolution, and consequences of conflicts around the world. It examines ethnic, religious, political, and environmental conflict factors, demographic pressures on land and natural resources, discusses strategies for conflict resolution and post-conflict reconciliation and reconstruction, and evaluates the role of sub-national, national, regional, and international involvement.

INCM 9451: Conflicts in Africa

3 Credit Hours

Prerequisite: INCM 8004 or INCM 8001

This course investigates the origins, causes, resolution, and consequences of conflicts in contemporary Africa in light of their postcolonial contexts. Among others, it examines ethnic/clan, religious, political, and environmental conflict factors, demographic pressures on land and natural resources, discusses strategies for conflict resolution and post-conflict reconciliation and reconstruction, and evaluates the role of pan-continental and regional organizations, the United Nations and its agencies, Western powers and emerging Asian powers (especially China) in African conflicts.

INCM 9510: Related Study of a Selected Regional Area

3 Credit Hours

Prerequisite: INCM 8004 or INCM 8001

Each student is expected to have an overseas internship experience and will be writing on a dissertation topic on events in a certain part(s) of the world. We therefore require a Regional Course. The knowledge gained will help in the internship and dissertation writing experiences and will provide the student with a sense of identity within the program. The courses may be at the master's level and would thus be cross-listed for the Ph.D. program. The regional course may be taught from any number of disciplines (anthropology, communication, economics, geography, history, literature, political science, etc.). The type and number of regional courses would vary, but the following are examples: North America, Middle America (including Caribbean), South America, Europe, Russian Realm, North Africa/Southwest Asia (Middle East), Sub-Saharan Africa, East Asia, South Asia, Southeast Asia, or Pacific Realm.

INCM 9530: Related Study of a Selected Topical Area

3 Credit Hours

Prerequisite: INCM 8004 or INCM 8001

The philosophy of this course is to assist the student in acquiring foundational ideas for their dissertation. Suggested topical courses may include the following (or a combination thereof), depending on the affiliated faculty interests: Economics, Environmental Studies, Gender, Global Communication, International Development, Peace Studies, Public Health, or Religion. This course may also be team-taught.

INCM 9550: Related Course Directed Study

3 Credit Hours

Prerequisite: INCM 8004 or INCM 8001

Students are expected to take an additional three credit hours in related study coursework, choosing from a pool of courses (available electives, cross-listed courses, directed study, transfer courses) selected in agreement with the faculty advisor.

INCM 9600: Dissertation Proposal Colloquium

1 Credit Hours

Prerequisite: Approval of the advisor.

This course will culminate in the formulation of theoretically significant, methodologically sound and policy relevant research questions, development of the dissertation prospectus, peer review of research proposals, and preparation of articles for presentation at conferences and publication.

INCM 9601: Case Writing and Case Teaching

1 Credit Hours

Prerequisite: Admission to the Ph.D. program.

In this course, students are introduced to the case study methodology and learn how to design and use case studies effectively in their professional environments. Students develop their own idea for a case study on a topic of particular interest to them. The study includes a target audience, a compelling story, one or more identifiable case/policy decision dilemmas, teaching notes, and some ideas about the policy implications of the dilemmas presented in their case.

INCM 9602: Peacebuilding Assessment

1 Credit Hours

Prerequisite: Admission to the Ph.D. program.

In this course students apply conflict management skills to the analysis of complex emergencies and international conflict using examples from the field of peacebuilding and post-conflict reconstruction. Through classroom discussion, exercises and role play, students develop policy recommendations and design and plan strategies for conflict prevention and/or intervention.

INCM 9603: Essentials of Mediation

1 Credit Hours

Prerequisite: Admission to the Ph.D. program.

This course emphasizes listening, facilitation, and collaborative problem-solving skills within a third-party process of conflict intervention. As a future-oriented process of dialogue and negotiation, mediation is appropriate for many, but not all, disputes; this course concludes with a focus on the ethical dimensions of mediation practice. The fundamental skills and processes of mediation are valuable to any professional who regularly works with organizational colleagues or international counterparts.

INCM 9604: Nonviolent Resistance

1 Credit Hours

Prerequisite: Admission to the Ph.D. program.

This course provides an overview of the different approaches to nonviolent resistance found in the literature (pragmatic vs. principled) and the theoretical concepts underlying the strategies and tactics used by scholars and nonviolent activists. In addition to the theoretical component, the course provides some practical nonviolent skills, including sessions on nonviolent communication and other active learning exercises exploring the challenges of practicing nonviolence in conflict situations.

INCM 9605: College and University Teaching

1 Credit Hours

Prerequisite: Admission to the Ph.D. program.

This course introduces students to effective pedagogical skills and is designed to prepare future faculty for teaching careers. Topics include understanding how students learn, creating active learning environments, using formative and summative assessments, grading, handling problematic student behavior, responding to student diversity, designing courses and syllabi, and creating teaching philosophies.

INCM 9606: Security System Reform (SSR)

1 Credit Hours

Prerequisite: INCM 8001 or INCM 8002

The success of post-conflict peace-building depends heavily upon reform of the security system (SSR), which includes security and civilian actors. This course addresses the fundamental issues in SSR, its effects, and its problems and covers a variety of topics ranging from the security system, the security-development nexus and effects of deficiencies of the security sector on underdevelopment and violence, principles and conceptual reference points in SSR, aspects of political implementation in SSR, and international donors.

INCM 9607: Strategy Development

1 Credit Hours

Prerequisite: Admission to the Ph.D. program.

This course examines the central concepts of strategy, strategy development and formulation, and their potential applications in the field of International Conflict Management. The course explores the process of strategy development and especially the construction of a strategic plan, and then applies that process to cases of particular interest to students.

INCM 9608: Elections & Electoral Systems Design

1 Credit Hours

Prerequisite: Admission to the Ph.D. Program.

In this course students will be exposed to the variety of electoral systems, the process of electoral system design and the main statistical tools for evaluating the impact of electoral system design on society. The coursework will involve readings, seminar discussion, and lab assignments. Discussions will take place both in-class and online to maximize participation. Students will be prepared to participate in design, monitoring and evaluation of electoral processes.

INCM 9609: Disarmament, Demobilization and Reintegration

1 Credit Hours

Prerequisite: Admission to the Ph.D. program.

Most violent conflicts in the late 20th and early 21st century have been characterized by the participation of large numbers of regular, irregular and semi-regular troops. The termination of these conflicts – often in the form of a Comprehensive Peace

Agreement – usually includes some provision for downsizing the armed forces of the participating sides, as it is recognized that the large numbers and low quality of these troops are often at the root of instability and potential future violence. To counter this, official or semi-official Disarmament, Demobilization, and Reintegration (DD&R) programs have been run by national and international bodies.

INCM 9610: Culture, Ethics, & Leadership in International Conflict Management

1 Credit Hours

Prerequisite: Admission to the Ph.D. program.

This course will focus on the interrelated aspects of culture, ethics, and leadership in international conflict management. Culture generally refers to the learned beliefs, values, rules, symbols, and traditions common to a group of people, the shared qualities that make them distinct. Ethics, on the other hand, is universal, based on a usually inborn empathy and sense of fairness, and is concerned with enabling individuals to flourish, to fully realize their capabilities. Leadership in this context refers to practices of managing conflict in some mutually advantageous ("win-win") way and doing this in an exemplary way, modeling a way that two different groups can each flourish as a result of trusted leadership.

INCM 9611: ICM Grant Writing and Evaluation

1 Credit Hours

Prerequisite: Admission to the Ph.D. program.

This course will focus on the research and writing skills needed to discover funding opportunities and prepare competitive proposals for them. Students will apply these techniques by developing a proposal that responds to an actual call for applications. Students will write a narrative portion that is ready for submission with a detailed outline of all other pieces that will be required, plus an implementation timetable to meet the sponsor's deadline. Depending on the deadline and the level of approval required from the University, the proposal may be submitted upon completion of the class with permission of the instructor.

INCM 9613: Gaming, Conflict, and Decision-making

1 Credit Hours

Prerequisite: Admission to the Ph.D. program or permission of the program director.

In this course students learn about decision-making games and how they can be used as tools for understanding, and managing, conflict. Reviewing the history of games used for conflict management and national security, this course examines how games shaped policy decisions about conflict and explores the theory of games and game design. Students participate in an international conflict management game and work on ideas for developing their own games.

INCM 9650: Special Topics in International Conflict Management

1-3 (repeatable) Credit Hours

Prerequisite: Admission to the Ph.D. program or approval by program director and instructor.

Special topics cover emerging issues or specialized skills related to international conflict management not represented in the main curriculum.

INCM 9700: International Experience

3-9 Credit Hours

Prerequisite: INCM 8004 and INCM 8001 and Permission of the Instructor

The course serves as a way to apply the theories and skills learned throughout the program and to gain valuable field experience in a "real world" laboratory. The requirement can be completed through an internship, directed study, study abroad, or a relevant previous experience in an international setting and may range from 3 to 9 credit hours, depending on the nature of the experience.

INCM 9900: Ph.D. Dissertation Research

1-9 Credit Hours

Prerequisite: Permission of Instructor

The course includes dissertation writing under the direction of the major professor (dissertation advisor). The course is taught using a non-traditional format of independent research and preparation of the doctoral dissertation.

IPM 7710: Policy Analysis

3 Credit Hours

Prerequisite: Admission to the MSIPM program, or permission of the MSIPM Director.

Competence in policy analysis is required of anyone who intends to pursue a career in international policy management. The course addresses itself to two questions – "What is policy analysis?" and "How do professionals do policy analysis?" The first part of the course introduces students to the process of policy analysis. It explores the purpose of policy analysis and the work performed by analysts. The second part of the course addresses the various ways in which policy analytic work is structured and presented. Students examine the various "forms" policy analyses take (e.g., policy history, decision memorandum). Students also explore some best practices for communicating analyses effectively.

IPM 7720: World Politics and Governance

3 Credit Hours

Prerequisite: Admission to the MSIPM program.

This course provides an advanced survey of the study of international relations. This course explores the influence that states, international organizations, non-governmental organizations, and other non-state actors have in shaping contemporary international political issues. The topics examined in this course include war and peace, global trade, economic development, international terrorism, human rights, poverty, disease, and the environment. Particular attention will be devoted to the emerging field of governance: the study of government performance in the areas of democracy, integrity, and sound economic policies.

IPM 7725: Comparative Policy and Politics

3 Credit Hours

Prerequisite: Admission to the MSIPM program.

This course examines the theory and method of comparative politics through the study of Western and non-Western political institutions and societies. The course provides students with an appreciation of the ways comparative political analysis enhances understanding of many contemporary policy-related issues throughout the world. It provides students with a familiarity of the comparative method of inquiry and basic skills in conducting comparative research, analysis.

IPM 7730: International Conflict Management

3 Credit Hours

Prerequisite: Admission to the MSIPM program.

This course examines the theory and practice of international conflict management which form an essential part of the methodology needed for international policy managers. The course will explore the causes of conflict, conflict management, conflict resolutions, and conflict transformation. Students will reflect upon various real-world examples facing policymakers and practitioners, and apply the tools and methods of conflict management to case studies and simulations.

IPM 7735: International Development: Policy and Practice

3 Credit Hours

Prerequisite: Admission to the MSIPM program.

With its focuses on policy applications related to developing countries, this course examines alternative theories and definitions of development as expressed in the major international institutions (governmental and non-governmental) concerned with the transfer of resources, with emphasis on the interaction of political and economic factors. It examines how institutions, politics and governance promote economic development from a comparative perspective. Students will also explore concepts of gender and their practical application to international development programs and policies; culture's impact on human interaction; strategies that address basic human needs, promote human rights, and strengthen civil society; and the trade-offs among social, political and environmental aspects of sustainable development.

IPM 7740: Strategic Negotiation and Decision-Making

3 Credit Hours

Prerequisite: Admission to the MSIPM program.

This course will encompass both theoretical and practical aspects of negotiations. Students will explore some of the major approaches scholars and practitioners apply to the subject. Central to this will be an exploration of contending frameworks for analyzing bargaining and negotiation. Students will consider the unique aspects of negotiations as found across a variety of environments, both public (e.g., diplomacy) and private (e.g., business negotiation). Particular attention will be placed on cross-cultural communication and the negotiation challenges to which this gives rise. A major objective of this course is to develop the skills necessary to make individuals efficient and effective negotiators.

IPM 7745: International Political Economy

3 Credit Hours

Prerequisite: Admission to the MSIPM program.

This course examines the political influences which shape the global economic system. Particular attention will be devoted to the international organizations and global trade accords which shape the behavior of states and multinational corporations. In addition to exploring the mechanics and politics of the global economy, this course also examines the social impacts of the global exchange of goods and financial assets. The concept of globalization will represent an organizing theme for this course, and contentious debates surrounding this phenomenon will be explored.

IPM 7750: Global Trade: Policy and Practice

3 Credit Hours

Prerequisite: Admission to the MSIPM program.

This course introduces students to the politics of global trade. Students will develop the analytical skills necessary to think broadly and critically about the conduct of cross-border trade. After examining some of the major analytical frameworks that inform our understanding of global trade relations, students will focus on several substantive trade-related topics. Topics to be examined include: the role of the World Trade Organization, the rise of regional trade, and the reciprocal and interactive relationship between international trade, exchange rates and global finance. A major objective of this course is to develop application-oriented policy-relevant skills which students can employ across a range of professional environments.

IPM 7755: Political Risk Management

3 Credit Hours

Prerequisite: Admission to the MSIPM program.

Political risk analysis has been used to identify key political trends and developments in emerging and transitional economies, and to assess their impacts on flow of trade or capital. This course will investigate sources of political risk to foreign direct and other investments in a world characterized by increasing economic and financial interdependence, consider ways political risk can be analyzed, evaluated, and managed, and provide students hands-on experiences in assessing political stability and managing risk. Students will gain a basic understanding of different concepts associated with political risk analysis and the various approaches used by multinationals to the determination of political risk.

IPM 7756: Global Regulatory Policy

3 Credit Hours

Prerequisite: Admission to the MSIPM program (sequenced course requirement within cohort degree program).

This course examines the development of domestic and international regulatory climates and ensuing regulations made by governments and international institutions such as the European Union. Regulation covers a broad range of topics including labor, trade, production, health and safety, and environmental issues and has a significant impact on private sector interface with foreign governments and institutions. This course will also examine the impact of bilateral and multilateral treaties, such as the North American Free Trade Agreement (NAFTA), on the regulatory arena.

IPM 7757: Transnational Civil Society

3 Credit Hours

Prerequisite: IPM 7720

Transnational civil society describes the arena of non-profit, non-governmental interaction across state boundaries. Transnational civil society organizations (CSOs) provide essential services, such as health care and disaster relief, and facilitate advocacy by lobbying governments and international institutions. This course examines CSOs' contributions and raises critical questions about their representivity, transparency, accountability, and independence.

IPM 7760: Global Experience

3 Credit Hours

Prerequisite: Completion of first-year fall and spring semesters.

This course incorporates material acquired in first-year courses and applies it to a real world context through fieldwork, a study trip, or other equivalent means. Students are expected to link theory with practice through a series of public and private sector site visits. Students will explore how scholars and practitioners address the dilemmas of managing policy within an ever-changing global environment.

IPM 7765: Capstone: Practicum or Thesis

6 Credit Hours

Prerequisite: Second-year status in the MSIPM program.

All students will select a capstone path that includes either (1) a practical work experience and final written report; or (2) a traditional Master's thesis. The work experience can take the form of an internship or experience in an appropriate work setting. During this final semester students should be able to demonstrate the ability to understand and articulate the policy management context of a problem. The Capstone course provides the opportunity for students to clarify and refine the global policy issues presented during their professional experience or thesis hypothesis generation stage. Students will develop a project work plan; identify appropriate methodologies for collecting and organizing relevant information, and make policy recommendations for successful management of the issues.

IPM 7770: International Law & Organization

3 Credit Hours

Prerequisite: Admission to the MSIPM program, or permission of the MSIPM Director.

This course examines the system of law governing relations between nation-states, and the roles and functions of international organizations. It explores conventional international law in the areas of diplomacy, territorial questions, and armed conflicts, and may address developing regimes in trade, terrorism, environmental issues, and human rights. In addition, the course examines the structures and functions of some contemporary international organizations and evaluates their performance and contribution.

IPM 7900: Special Topics in International Policy Management

1-3 Credit Hours

Prerequisite: Admission to the MSIPM program.

This course provides students an opportunity to explore topics not specifically addressed in a regular course offering, and that are of interest to practitioners and students.

MGT 7040: Managing the Value Chain

3 Credit Hours

Prerequisite: Admission to the Coles MBA or MAcc program.

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

MGT 7050: Managing and Leading Work Behavior

3 Credit Hours

Prerequisite: Admission to the Coles MBA or MAcc program.

This course explores some of the many ways in which human behavior affects how one manages and leads and ultimately how it affects individual, group, and organizational performance. The course will examine behavioral issues from both the macro and micro level with three principal areas of focus: Individual and organizational effectiveness. Organizational behavior what people think, feel, and do in organizations. Leading organizational change. A conceptual understanding and knowledge of the applied consequences of these issues are requisite to understanding business matters as diverse as employee discipline policies, career development, marketing and promotion strategies, and the economics of the firm. The principal areas will be examined with a thorough grounding in theory yet with a focus on how the associated knowledge and skills may be applied to develop better managers, leaders, and global citizens.

MGT 7200: International Supply Chain Management

3 Credit Hours

Prerequisite: MGT 7040 or equivalent.

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

MGT 7490: Management Process Improvement

3 Credit Hours

Prerequisite: MGT 7040 or equivalent.

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

MGT 7520: Entrepreneurship, Innovation, and Creativity

3 Credit Hours

Prerequisite: Admission to the Coles MBA program.

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

MGT 7525: Organizational Innovation and Entrepreneurship

3 Credit Hours

This course provides an overview of organizational innovation and entrepreneurship, along with practical implications that the student can bring back to their organization to be more innovative and entrepreneurial. To maintain a competitive edge, organizations must access opportunities from internal and external sources, create an environment for those opportunities to be successful, and direct resources towards that capability to be sustainable and repeatable. A key theme will involve not only how organizations can avoid market disruption, but also how they can become their own disruptors.

MGT 7530: New Venture Creation and Growth

3 Credit Hours

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

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 7535: Developing Effective Business Plans

3 Credit Hours

Prerequisite: MGT 7520 or MGT 7530

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

MGT 7540: Entrepreneurial & VC Financing

3 Credit Hours

Prerequisite: MGT 7530 and FIN 7020, 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 7545: Launching New Ventures

3 Credit Hours

Prerequisite: MGT 7530 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 7550: Consulting Services

3 Credit Hours

Prerequisite: Admission to the Coles MBA program.

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

MGT 7560: Family Business

3 Credit Hours

Prerequisite: Admission to the Coles MBA program.

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

MGT 7800: Human Resource Management and Development

3 Credit Hours

Prerequisite: MGT 7050 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 7810: Managing Innovation and Technology Development

3 Credit Hours

Prerequisite: Admission to the Coles MBA program.

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

MGT 7840: Reinventing Business Leadership

3 Credit Hours

Prerequisite: Admission to the Coles MBA program.

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

MGT 7860: Managing Project Activities, Teams, and Resources

3 Credit Hours

Prerequisite: Admission to the Coles MBA program.

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

MGT 7900: Special Topics in Management and Entrepreneurship

3 (Repeatable) Credit Hours

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

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

MGT 7910: International Management

3 Credit Hours

Prerequisite: Admission to the Coles MBA program.

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

MGT 7970: Ethics in Managerial Decision Making

3 Credit Hours

Prerequisite: Admission to the Coles MBA program.

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

MGT 7999: Strategic Management: An Integrative, Capstone Experience

3 Credit Hours

Prerequisite: Completion of seven MBA core courses and at least six hours of MBA electives, and permission from the Graduate Business Offices.

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. This course is designed to be the final experience in the MBA programs.

MGT 9001: Introduction to Research

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

The purpose of this course is to introduce students to the fundamentals of business research, including but not limited to: the fundamental philosophical orientations in research, the role of theory in business research, integrity and ethics in research, and an overview of major research designs. Students will learn the major components of a research article and what is required for effective academic writing. Each subject is introduced through a textbook chapter and/or research articles covering relevant aspects. Wherever possible, faculty will attempt to tie the course content back to the students' individual research interests.

MGT 9002: Seminar in Management Research

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program

This course introduces students to the major research areas in their respective fields. For each research area considered, students will review both seminal and contemporary research articles drawn from major research journals. These articles will be chosen by the professor and augmented by the student. Each seminar will provide a major review of the research questions, theories, research designs and methods relevant to the area of inquiry. Seminars will be guided by a Kennesaw or global scholar with expertise in the research area and will require extensive preparation and engagement by students. Course evaluation will include student preparation of a written research proposal pursuing an area of inquiry relevant to the content presented in the course.

MGT 9005: Seminar in Human Resource Management Research

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

This course is designed to help doctoral students gain an understanding of research in the field of Human Resource Management. In this seminar, we will concentrate on critical reviews and evaluations of existing work, and the identification of potential directions for theory development and future research. Although an exhaustive review of the entire field's work is not possible in the context of a single semester, the objective of the course is to develop foundational knowledge in the field by reviewing classic and contemporary theories, current debates, and impactful empirical work. The nature of the course necessitates drawing from seminal and contemporary research articles.

MGT 9006: Seminar in Entrepreneurship and International Business

Research

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

This course is designed to help doctoral students gain an understanding of research in the fields of Entrepreneurship and International Business. In this seminar, we will concentrate on critical reviews and evaluations of existing work, and the identification of potential directions for theory development and future research. Although an exhaustive review of the entire field's work is not possible in the context of a single semester, the objective of the course is to develop foundational knowledge in the field by reviewing classic and contemporary theories, current debates, and impactful empirical work. The nature of the course necessitates drawing from seminal and contemporary research articles.

MGT 9007: Seminar in Organizational Behavior Research

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

This course is designed to help doctoral students gain an understanding of research in the field of Organizational Behavior. In this seminar, we will review and evaluate existing work, with the aim of identifying potential directions for theory development and future empirical studies. Potential research areas covered with Organizational Behavior include, but are not limited to: attitudes, personality, cognition, motivation, and power within organizations. Although an exhaustive review of the entire field's work is not possible in the context of a single semester, the objective of the course is to develop foundational knowledge in the field by reviewing classic and contemporary theories, current debates, and impactful empirical work. The nature of the course necessitates drawing from seminal and contemporary research articles.

MGT 9008: Seminar in Strategic Management Research

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

This course is designed to help doctoral students gain an understanding of research in the field of Strategic Management. In this seminar, we will concentrate on critical reviews and evaluations of existing work, and the identification of potential directions for theory development and future research. Although an exhaustive review of the entire field's work is not possible in the context of a single semester, the objective of the course is to develop foundational knowledge in the field by reviewing classic and contemporary theories, current debates, and impactful empirical work. The nature of the course necessitates drawing from seminal and contemporary research articles.

MGT 9900: Dissertation Development in Business Administration

3 Credit Hours

Prerequisite: MGT 9001, BRM 9201, BRM 9202, and BRM 9203.

Dissertation Development is intended to provide a flexible learning experience to prepare students for the dissertation process. In this course, we focus on a variety of issues, including an introduction to the dissertation process, dissertation committee selection and approval, dissertation structure and design, and identification and evaluation of potential topics. We will discuss the preparation and writing of the dissertation proposal document, with focus on the introduction, literature review, and hypotheses sections. We will discuss issues of research design (including data collection and appropriate methodological choices for analysis). Each topic is introduced through selected papers, and students must come prepared to discuss their own dissertation ideas.

MGT 9901: Research Methods & Dissertation Design I

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program; MGT 9007, and MGT 9008

Dissertation Design I is designed to provide a flexible learning experience to prepare students for the dissertation process. In this course, we focus on a variety of issues including an introduction to the dissertation process, dissertation committee selection and approval, dissertation structure and design, and identification and evaluation of potential topics. We will also discuss the preparation and writing of the proposal introduction, literature review, and hypotheses. At the end of the semester, we will also introduce issues of research design (including how data can be collected and what methods should be employed in analyzing the data). Research design and data analysis will be further explored in Dissertation Design II. Each topic is introduced through selected papers and students must come prepared to present and discuss their own dissertation ideas.

MGT 9902: Research Methods & Dissertation Design II

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program; MGT 9901

The purpose of this course is to provide content to support students during the dissertation design and proposal stage. The focus is on preparing an effective research design and methods section to support student dissertations. Topics are introduced through scholarly discussions and course readings.

MGT 9903: Doctoral Directed Study

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program; MGT 9007, MGT 9008, and permission of advisor.

This course is an individualized and independent scholarly investigation and research of an important topic in business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

MGT 9904: Dissertation Research

1-9 repeatable Credit Hours

Prerequisite: Admission into Coles College doctoral program; Completion of 12 hours Graduate level research courses, and permission of the advisor.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. This course may be repeated as necessary.

MKTG 7030: Strategic Marketing

3 Credit Hours

Prerequisite: Admission to the Coles MBA or MAcc program.

Development of marketing strategies and programs and their application in firm's decision-making. Examination of the impact of marketing strategies on firm's financial performance. Cases, competitive marketing simulations, and marketing plan developments will be used to provide for application experience.

MKTG 7670: Digital Marketing and Integrated Marketing Communications

3 Credit Hours

Prerequisite: MKTG 7030

This course examines all aspects of digital marketing promotions, from social media, mobile and VR marketing to objectives, metrics, and analytics. Covering all aspects of digital marketing planning and the latest models, and tools to help implement digital marketing plans and strategies. This includes digital privacy, types of influencers, social listening, and the gig economy using an integrated marketing communications (IMC) approach.

MKTG 7710: Digital Consumer Behavior

3 Credit Hours

Prerequisite: MKTG 7030

The goal of this course is for students to gain a deeper understanding of the psychologies behind behaviors, judgments, and decision-making, and to gain insight into how to apply them to influence behavior in the digital marketplace. By the end of this course, students should not only be familiar with a large body of consumer behavior literature but should also be able to identify theories as they play out in the real world, and be able to apply behavioral principles to a variety of marketing problems.

MKTG 7730: International Marketing Management

3 Credit Hours

Prerequisite: MKTG 7030 or equivalent.

The course focuses on the application of marketing management strategies and tactics in a global economy. Using case studies, the course analyzes how varying environmental forces influence adaptation of the marketing mix and how homogenizing forces influence global standardization of marketing strategy.

MKTG 7760: Marketing Analytics

3 Credit Hours

In this course students learn how data analysis technologies are used to improve marketing decision-making and analysis. The fundamental principles and techniques of data analytics are emphasized, and real-world cases are explored to place data analytics techniques in context, develop data-analytic thinking, and illustrate that proper application is as much an art as it is a science. Students work "hands-on" with data analytics software such as SQL, Tableau, RapidMiner, DataRobot, Python, and Google Analytics.

MKTG 7770: Professional Sales and Sales Leadership

3 Credit Hours

Prerequisite: MKTG 7030

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

MKTG 7780: Business to Business Marketing

3 Credit Hours

Prerequisite: MKTG 7030 or equivalent.

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

MKTG 7900: Special Topics in Marketing

3 (Repeatable) Credit Hours

Prerequisite: MKTG 7030 or equivalent, and permission of the instructor and the program director.

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

MKTG 9001: Introduction to Research

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

The purpose of this course is to introduce students to the fundamentals of business research, including but not limited to: the fundamental philosophical orientations in research, the role of theory in business research, integrity and ethics in research, and an overview of major research designs. Students will learn the major components of a research article and what is required for effective academic writing. Each subject is introduced through a textbook chapter and/or research articles covering relevant aspects. Wherever possible, faculty will attempt to tie the course content back to the students' individual research interests.

MKTG 9002: Seminar in Marketing Research

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program

This course introduces students to the major research areas in their respective fields. For each research area considered, students will review both seminal and contemporary research articles drawn from major research journals. These articles will be chosen by the professor and augmented by the student. Each seminar will provide a major review of the research questions, theories, research designs and methods relevant to the area of inquiry. Seminars will be guided by a Kennesaw or global scholar with expertise in the research area and will require extensive preparation and engagement by students. Course evaluation will include student preparation of a written research proposal pursuing an area of inquiry relevant to the content presented in the course.

MKTG 9004: Seminar in Business-to-Business Research

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program; MKTG 9001 and BRM 9201

This course examines theories and research as they apply to business-to-business marketing. In particular, the course will cover the following subjects: Business-to-Business Marketing, Personal Selling, Sales Management, Supply Chain Management, Channels of Distribution and Logistics, Marketing's Interface with Management. The course will involve a combination of lectures, student presentations, in-class discussions and assignments, as well as guest lectures by global scholars on selected topics.

MKTG 9005: Consumer Behavior

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

An essential component of marketing is consumer insight. Marketing focuses on the satisfaction of the needs and wants of consumers. Hence, an understanding of consumers and the processes that underlie their choices in the marketplace is essential to understand marketing. To understand consumers, it is important to understand both conscious thought and the deeper more profound unconscious motives that drive human behavior. This course will explore classic literature in consumer behavior as well as recent research exploring the most recent findings in the field, including recent research in neuroscience.

MKTG 9006: Theory and Current Issues in Marketing

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

This course examines the present state of theory and practice in marketing. The goal of the course is to provide students with an understanding of theory and begin the process of being able to assess theory. A historical overview leads to an examination of a variety of current issues in marketing, in order to equip students with an understanding of current areas of research in the discipline.

MKTG 9007: Seminar in Sales Leadership

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

This course examines theories and research as they apply to sales leadership. In particular, the course will cover business-to-business sales research, personal selling, sales management, sales technology and analytics, and current sales topics in leading academic journals. Each subject is introduced through research articles covering relevant theories, methods, and topics of current scholarly interest. The course will involve a combination of lectures, student presentations, in-class discussions, and assignments.

MKTG 9008: Marketing Strategy and Analytics

3 Credit Hours

Prerequisite: Admission into the PhD in Business Administration Program.

Marketing strategy is concerned with planning and deployment of resources to achieve marketing objectives in a target market. It involves analysis and decision-making regarding marketing goal setting, target market selection, desired positioning as well as resource allocation. The fundamental goal is to achieve and maintain a fit between the organization and its changing environment. Marketing strategy research involves a variety of analytic techniques including cluster analysis for market segmentation, individual choice modeling and conjoint analysis for pricing and brand development and multidimensional scaling and correspondence analysis for brand positioning.

MKTG 9900: Dissertation Development in Business Administration

3 Credit Hours

Prerequisite: MKTG 9001, BRM 9201, BRM 9202, and BRM 9203

Dissertation Development is intended to provide a flexible learning experience to prepare students for the dissertation process. In this course, we focus on a variety of issues, including an introduction to the dissertation process, dissertation committee selection and approval, dissertation structure and design, and identification and evaluation of potential topics. We will discuss the preparation and writing of the dissertation proposal document, with focus on the introduction, literature review, and hypotheses sections. We will discuss issues of research design (including data collection and appropriate methodological choices for analysis). Each topic is introduced through selected papers, and students must come prepared to discuss their own dissertation ideas.

MKTG 9901: Research Methods & Dissertation Design I

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program; MKTG 9005, and MKTG 9004

Dissertation Design I is designed to provide a flexible learning experience to prepare students for the dissertation process. In this course, we focus on a variety of issues including an introduction to the dissertation process, dissertation committee selection and approval, dissertation structure and design, and identification and evaluation of potential topics. We will also discuss the preparation and writing of the proposal introduction, literature review, and hypotheses. At the end of the semester, we will also introduce issues of research design (including how data can be collected and what methods should be employed in analyzing the data). Research design and data analysis will be further explored in Dissertation Design II. Each topic is introduced through selected papers and students must come prepared to present and discuss their own dissertation ideas.

MKTG 9902: Research Methods & Dissertation Design II

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program; MKTG 9901

The purpose of this course is to provide content to support students during the dissertation design and proposal stage. The focus is on preparing an effective research design and methods section to support student dissertations. Topics are introduced through scholarly discussions and course readings.

MKTG 9903: Doctoral Directed Study

3 Credit Hours

Prerequisite: Admission into Coles College doctoral program; MKTG 9005, MKTG 9004, and permission of advisor.

This course is an individualized and independent scholarly investigation and research of an important topic in business. The focus, content, and expectations for this study will be formally established by the doctoral student and supervising professor to provide the student in-depth knowledge of a research area within the student's discipline. The culmination of the study will be a research project or literature review resulting in a publishable quality paper.

MKTG 9904: Dissertation Research

1-9 repeatable

Prerequisite: Admission into Coles College doctoral program; Completion of 12 hours Graduate level research courses, and permission of the advisor.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers. This course may be repeated as necessary.

MATH 7700: Elementary Set Theory for Secondary Teachers

3 Credit Hours

Prerequisite: Admission to graduate program in education. Declared concentration in mathematics.

This course focuses on the theory of sets designed for secondary mathematics teachers. It includes connections to the real number system, infinity, functions, proofs, and history.

MATH 7712: Discrete Mathematics for Secondary Teachers

3 Credit Hours

Prerequisite: Admission to graduate program in education. Declared concentration in mathematics

This course focuses on a variety of discrete mathematical topics such as the basics of graph theory, finite difference equations, iteration and recursion, and using the binomial theorem in algebra and probability. The course is designed for secondary mathematics teachers with unifying themes of technology, algorithmic thinking, recursive thinking, decision-making, and mathematical induction.

MATH 7713: Statistics and Data Analysis

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course focuses on applications of statistics and data analysis to various fields such as education, science, and business. Through the use of various technologies as data analysis tools, the students will solve problems using descriptive and inferential statistics, as well as apply algebraic techniques for analyzing data.

MATH 7714: Geometry from Multiple Perspectives for Secondary Teachers

3 Credit Hours

Prerequisite: Admission to a graduate program in education. Declared concentration in mathematics

This course covers Euclidean, non-Euclidean, and transformational geometry for secondary mathematics teachers. 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 for Secondary Teachers

3 Credit Hours

Prerequisite: Admission to a graduate program in education. Declared concentration in mathematics

This course introduces the basic principles of number theory designed for secondary mathematics teachers. Topics include properties of integers, congruences, divisibility, the Euclidean algorithm, prime number theorems, Diophantine equations, Fermat's Last Theorem, Goldbach's conjecture, Euler's theorem, polynomial algebra, and applications in cryptology.

MATH 7718: Foundation and Application of Analysis for Secondary Teachers

3 Credit Hours

Prerequisite: Admission to graduate program in education. Declared concentration in mathematics

This course focuses on developing conceptual understanding of fundamental underpinnings of selected topics in analysis, including the structure of real numbers, convergence, continuity, differentiation, and integration. Exploring these topics intuitively and rigorously, students will extend and apply knowledge of these concepts to give secondary teachers a robust understanding of the subject.

MATH 7900: Special Topics

1-9 (Repeatable, Regular Grades) Credit Hours

Prerequisite: Admission to the graduate college and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic.

MATH 7950: Directed Study

1-9 (Repeatable, Regular Grades) Credit Hours

Prerequisite: Admission to the graduate college and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature.

Note The content will be determined jointly by the instructor and student.

MATH 8010: The Theory of Linear Models

3 Credit Hours

Prerequisite: STAT 7210 or equivalent.

This course provides a solid foundation of the theory behind linear statistical models for continuous responses. Students will learn to conceptualize linear statistical models using matrix algebra. The course begins with a review of linear algebra, probability theory, the multivariate normal distribution, and quadratic forms. Topics will include but not be limited to: simple and multiple regression, parameter estimation and interpretation, hypothesis testing, prediction, model diagnostics, model comparison, and variable selection.

MATH 8020: Graph Theory

3 Credit Hours

Prerequisite: Admission to the Analytics and Data Science, PHD program or permission by the department.

This course introduces standard graph theoretic terminology, theorems and algorithms necessary to the study of large data networks. Topics include graphs, trees, paths, cycles, isomorphisms, routing problems, independence, domination, centrality, and coloring problems. Data structures for representing large graphs and corresponding algorithms for searching and optimization purposes accompany these topics.

MATH 8030: Applied Discrete & Combinatorial Mathematics for Data Analysts

3 Credit Hours

Prerequisite: Admission to the Analytics and Data Science, PhD program or permission by the department.

This course covers applied discrete mathematics and combinatorial tools for data analyst. Topics covered include principles of counting, set theory, mathematical induction, functions. Examples using applied data analysis and associated computing are used throughout.

MAED 6414: Pedagogical Content Knowledge for Mathematics I

3 Credit Hours

Courses that may be taken concurrently: MAED 6650

This is the first of three courses in a professional sequence toward becoming a well-prepared beginning secondary mathematics teacher. Topics include introductory ideas about mathematics education, including current mathematics standards and policy documents, cognitive learning theories, and teaching frameworks. Students will explore how secondary students think about and learn mathematics, examine how to select and modify tasks, use appropriate manipulatives and technology, differentiate instruction, and apply their learning in an accompanying field experience.

MAED 6416: Pedagogical Content Knowledge for Mathematics II

3 Credit Hours

Prerequisite: MAED 6414

Corequisite: MAED 6660

This is the second of three courses in a professional sequence toward becoming a well-prepared beginning secondary mathematics teacher. Topics include social learning theories, equity issues, and specific teaching strategies. Students will explore how to support discourse in the secondary mathematics classroom, develop questioning techniques, examine how to plan for learning sequences, and apply their learning in an accompanying field experience.

MAED 6418: Social Foundations of Mathematics Education

3 Credit Hours

Prerequisite: MAED 6660

An examination of the social, historical, and institutional contexts of mathematics and mathematics education, specifically how these contexts affect mathematics teaching and learning and produce inequitable learning experiences and outcomes for students. Examine strategies to ensure access and advancement; develop positive mathematical identities; draw on students' mathematical, cultural, and linguistic resources; and advocate for each and every student.

MAED 6650: Yearlong Clinical Experience I

3 Credit Hours

Prerequisite: Admission to Yearlong Clinical Experience

Corequisite: MAED 6414 and EDUC 6610

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a teaching experience at a designated school. The experience requires working in a co-teaching environment with learners, including students with special needs and with students who are English learners. This experience includes regularly scheduled professional seminars.

MAED 6660: Yearlong Clinical Experience II

5 Credit Hours

Prerequisite: MAED 6650

Corequisite: MAED 6414

Under the guidance of a collaborating teacher and university supervisor, the intern completes a full-time teaching experience at a designated school. The experience requires working in a co-teaching environment with variety of learners reflective of the school and community population, including students with special needs and with students who are English learners. This experience includes regularly scheduled professional seminars and the completion of a content pedagogy assessment.

Note Proof of professional liability insurance is required prior to school placement.

MAED 6661: Yearlong Clinical Experience II Seminar

1 Credit Hours

Corequisite: MAED 6660

This seminar supports and assesses candidate development in secondary mathematics education during the clinical experience. Candidate reflect on the development of their competencies, skills, and dispositions, and support for teacher performance assessments is provided. Seminar discussions will challenge candidates to examine and integrate current issues, values, and practices in the secondary mathematics (6-12) classroom.

MAED 7495: Advanced Perspectives on School Mathematics I

3 Credit Hours

Prerequisite: Admission to the MAT, M.Ed., or Ed.S. program

This course is for prospective and in-service 6-12 mathematics teachers with a strong undergraduate training in mathematics. It will connect advanced mathematics to the topics they will teach, while deepening understanding of fundamental ideas involving number theory, algebra, functions, and trigonometry, including historical perspectives on each. Students will engage in mathematical practices such as problem solving to develop conceptual understanding, reasoning abstractly and quantitatively, modeling with mathematics, and demonstrating the interconnectedness of mathematical ideas.

MAED 7595: Advanced Perspectives on School Mathematics II

3 Credit Hours

Prerequisite: Admission to the MAT, M.Ed., or Ed.S. program

This course is for prospective and in-service 6-12 mathematics teachers with a strong undergraduate training in mathematics. It will connect advanced mathematics to the topics they will teach, while deepening understanding of fundamental ideas involving discrete mathematics, abstract algebra, matrices, vectors, and calculus, including historical perspectives. Students will engage in mathematical practices such as problem solving to develop conceptual understanding, reasoning abstractly and quantitatively, modeling with mathematics, and demonstrating the interconnectedness of mathematical ideas.

MAED 7701: History of Mathematics

3 Credit Hours

Prerequisite: Admission to the graduate college.

A historical and cultural development of mathematics from ancient times to the present as a natural development of human endeavors. Selected topics include numeration, mathematical notation, arithmetic, algebra, geometry, analysis, and prominent mathematicians. Individual projects allow students to research topics which would be appropriate to their areas of mathematical interests and to applications in their school classrooms.

MAED 7715: Mathematical Problem Solving

3 Credit Hours

Prerequisite: Admission to the graduate college.

Investigations in this course center around formulating, solving, and extending problems from various areas of mathematics and other disciplines. The course includes issues related to problem solving such as historical perspectives, Polya's contributions, and research-based ideas for teaching and assessing problem solving.

MAED 7716: Math Studies

3 Credit Hours

Prerequisite: Admission to the graduate college.

Students' understanding of the mathematics they teach will be deepened and broadened through the study of problems in Algebra, Calculus, Discrete Mathematics, and Mathematical Modeling. This course is designed so that students can explore key ideas in mathematics, bringing with them the skills and understandings of advanced course work, enhancing their understanding, and connecting more advanced ideas to the topics they teach.

MAED 7719: Technology and Mathematics

3 Credit Hours

Prerequisite: Admission to the graduate college.

Focus is on the current effects and potential of technology for doing, teaching, and learning mathematics. Students explore mathematics as they develop skill in innovative mathematics technologies. Technologies include graphing calculators, data collection technologies (such as CBL, CBR), dynamic geometry software, statistics software, web simulations, web courseware, and other technology tools for mathematics.

MAED 7723: Patterns & Relations

3 Credit Hours

Prerequisite: Admission to graduate study.

Using patterns will provide the P-5 teacher an opportunity to explore a variety of mathematical topics such as exponents, number theory, rational numbers, measurement, geometry, etc. These explorations will allow the student to construct understandings, to provide reasons for their actions, to communicate their understanding and to make connections to other mathematical topics.

MAED 7724: Shapes and Measures

3 Credit Hours

Prerequisite: Admission to graduate study.

Students will model, map, and engage in activities to discover, visualize and represent concepts and properties of geometric figures in the physical world. These geometrical explorations and investigations will provide P-5 teachers opportunities to strengthen their spatial intuitions and gain greater understanding of geometric concepts necessary to function effectively in a three-dimensional world.

MAED 7725: Mathematical Exploration, Discovery and Problem Solving for Teachers (P-5)

3 Credit Hours

Prerequisite: Admission to graduate study.

This course will provide opportunities for teachers to investigate, discuss, question, conjecture and verify their conclusions from situations generated within the context of everyday experiences. Critical thinking skills and assessment techniques will be included.

MAED 7751: Mathematics Teaching and Learning

3 Credit Hours

Prerequisite: Admission to the graduate college.

Emphasizes general mathematical concepts and reasoning methods and how they undergird the development of analytic thinking. Emphasizes the link between mathematics and mathematics pedagogy. Topics include multiple representations, thinking and reasoning mathematically, communication, modeling, connections, and applications. The impact of these mathematical processes on school mathematics instruction is addressed in such topics as standards-based education, alternative curricula, testing and assessment, differentiation of instruction, and the use of innovative teaching tools.

MAED 7900: Special Topics

1-9 (Repeatable, Regular Grades) Credit Hours

Prerequisite: Admission to the graduate college and permission of advisor, instructor, department chair, and director, graduate study.

Exploration of a specifically designed topic or theme in mathematics education for experienced classroom teachers.

MAED 7950: Directed Study

1-9 (Repeatable, Regular Grades) Credit Hours

Prerequisite: Admission to the graduate college and permission of advisor, instructor, department chair, and director, graduate study.

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

MAED 8900: Research Methods and Critique in Mathematics Education

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. Program.

This course is designed to survey, from an advanced point of view, research methods used in mathematics education by examination of important research in mathematics education. Students will analyze, summarize, and critique published research. Students will also have an opportunity to read extensively the literature relevant to their proposed dissertation research and focus the research questions for their dissertation.

MAED 9300: Critical Issues for Student Learning: (Topic)***3 (Repeatable) Credit Hours***

A doctoral seminar focused on analysis and problem solving of a current topic of vital concern relevant to teaching, leading and student learning in secondary and middle grade classrooms and schools.

MAED 9350: Doctoral Directed Study***1-9 (Repeatable) Credit Hours***

Individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in secondary and middle grade classrooms and schools. The focus, content and expectations for this study will be formally established by the doctoral student and supervising professor.

MAED 9900: Dissertation***1-9 (Repeatable) Credit Hours***

Prerequisite: 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

Note Course may be repeated as necessary.

ME 6200: Introduction to Continuum Mechanics***3 Credit Hours***

Analysis of stress and deformation at a point. Development of the basic equations of a continuous medium by applying the basic laws of conservation of mass, linear momentum, moment of momentum and those of thermodynamics. Study of constitutive axioms and constitutive relations for fluids and solids. Specialization of the field equations to simple boundary-value problems of solid mechanics and fluid mechanics with simple solutions.

ME 6210: Advanced Manufacturing

3 Credit Hours

This class provides advanced topics on a variety of manufacturing processes, new materials, and modern methods and innovative technologies of production. Quality systems and tools in manufacturing are introduced. Topics include lean manufacturing and simultaneous engineering, lean support processes, simultaneous manufacturing, design for manufacturing, assembly, environment, and standards.

ME 6220: Advanced Solid Mechanics

3 Credit Hours

This course focuses on Cartesian tensors, state of stress, kinematics of deformation, and the general principles of solid mechanics. Topics include constitutive equations of elasticity, viscoelasticity, and plasticity (continuum mechanics), with an emphasis on the design criteria based on variable and fluctuating loads (fatigue) and the failure of components based on crack propagation (fracture mechanics). Applications of linear elastic fracture, propagation fatigue life prediction, toughness, and strain energy release rate will be studied.

ME 6230: Advanced Engineering Thermodynamics

3 Credit Hours

This course begins with a review of first law, second law, and equations of state. Analysis of thermodynamic power and refrigeration cycles relevant to the energy and transportation industry are then considered. Fundamental analysis techniques for mixtures/psychometrics, state equations, as well as combustion systems will be also be covered. Applications in thermal systems design are presented.

ME 6240: Applied Engineering Design

3 Credit Hours

Design of complete systems such as those found in manufacturing, automotive, processing and aircraft industries is the overall focus. Topics include component design, stress analysis, loads and dynamics, material selection as well as how to implement the design process. Applied Engineering Design is concerned with developing attitudes and approaches for a more prescriptive guidance on how to carry out design. Cost, safety, legal, ethical, life cycle or durability, and design performance is emphasized.

ME 6250: Advanced Dynamics and Vibrations

3 Credit Hours

This course focuses on dynamics of a particle and of rigid bodies, Newtonian equations in moving coordinate systems, Lagrange's and Hamilton's equations of motion, and vibration of discrete and continuous systems. Special problems in vibrations and dynamics are presented.

ME 6260: Advanced Engineering Heat Transfer

3 Credit Hours

This course focuses on applied coverage of conduction and convection and radiation modes of heat transfer. Analytical and numerical methods to solve 2D and 3D conduction heat transfer problems are also covered. Topics include analysis of laminar/turbulent, external/internal, free/forced convection, condensation/boiling and mass transfer from external surfaces. Applications in thermal systems design are presented.

ME 6270: Advanced Fluid Mechanics and Computational Fluid Dynamics

3 Credit Hours

This course provides principal concepts and methods of fluid dynamics. Mass conservation, momentum and energy equations for continua, Navier-Stokes equation for viscous flows, dimensional analysis, the Reynolds averaged equations, and turbulence models are introduced. The course includes basics of finite difference and finite volume methods, boundary conditions, and grid generation. Practical algorithms and computer exercises are provided for incompressible flows. Compressible flows are introduced.

ME 6280: Mechanics of Composite Materials and Structures

3 Credit Hours

Introduction to reinforced plastic composite structural materials and their use in modern structures. Discussion of basic material properties, testing procedures, design and analysis using classical laminate theory, failure analysis and introduction to the mechanical analysis of simple composite structures like beams and plates. Note Students enrolling in this course should be knowledgeable of strength of materials, linear algebra, MATLAB programming.

ME 6290: Advanced System Modeling and Control

3 Credit Hours

This course covers the modeling, and simulation of single and multi-degree-of-freedom mechanical/electrical/electromechanical systems, system identification through experimental data, open and closed loop compensation, and designing feedback controllers using root locus, pole placement method, and frequency methods. Students will be also introduced to state space methods including controllability, observability, and design of linear state feedback controller, and state estimation using Kalman filter.

ME 6302: Finite Element Theory and Applications

3 Credit Hours

An introductory course that illustrates the finite element method (FEM) as a numerical method of solving the class of problems in solid mechanics described by second and fourth-order ordinary and partial differential equations, covering the main mathematical and computational steps. The discussion involves both theoretical and practical aspects, such as strong and weak formulations of boundary-value problems, finite element spaces, approximation theory for finite element spaces, error estimates, mixed methods, effects of numerical integration and curved boundaries, nonconforming methods, time-dependent problems, data structuring, mesh generation, numerical quadrature, assembling, storage, and linear algebra.

ME 6304: Applied Fracture Mechanics

3 Credit Hours

Prerequisite: Admission to the Master's of Science in Mechanical Engineering program

The fundamentals of Fracture Mechanics (FM) with applications are covered in this course. Concepts include linear elastic and elastic plastic FM, stress intensity, fracture toughness, fatigue crack growth, J integral, and experimental and software-based methods. Applications such as damage tolerance and leak before burst are examined and relevant software used for evaluation.

Note This course may be cross-leveled with ME 4304

ME 6710: Nanoscale Modeling

3 Credit Hours

Prerequisite: Admission to the Master of Science in Mechanical Engineering program

This course aims at introducing methods used in predicting mechanical and thermos-physical properties of nanostructured solids to beginning graduate students. Various atomistic simulation methods including molecular dynamics and pseudopotential method are covered. Several hands-on simulation sessions are provided to give students experience on simulating nanostructured solids using these atomistic simulation techniques.

ME 6800: Master's Project

3 Credit Hours

Prerequisite: Approval of graduate program coordinator

In this course, the student works independently under the supervision of a designated Mechanical Engineering faculty member. The student will generate a formal written report. This course may be repeated, but only three semester hours may be applied toward the degree.

ME 6900: Master's Thesis

3 Credit Hours

Independent study using a recognized research method. The Thesis Option involves working with a faculty member on a project in a wide range of research topics being investigated by faculty members in the Department of Mechanical Engineering.

MTRE 6000: Fundamentals of Control Systems

3 Credit Hours

This course covers topics of classical control theory and modern control theory. Important concepts and approaches related to control system analysis and design will be introduced and MATLAB/Simulink simulations will be utilized to validate and facilitate control system design. It provides students with a solid foundation to learn more advanced control theories.

MTRE 6100: Advanced Robot Programming

3 Credit Hours

Prerequisite: Admission to the MS program in Intelligent Robotic Systems

The key aim of the course is to provide students with a multidisciplinary, creative approach to program the control and development of new robotic components and technologies. This covers activities from both the hard (mechanical/ electrical design and fabrication, sensor systems, actuation development, etc.) and soft (control, computer software, human factors, etc.) systems areas of robotics. The explicit emphasis will be the use of sensors, such as touch, ultrasonic, or light sensors that allow a robot to interact with the real world around it and how to design and develop complex software for intelligent robotic systems. The course will further provide a rationale for considering emerging innovative approaches and software development systems (e.g., Robot Operating System (ROS) will be considered). This course may be cross-leveled with MTRE 8100.

MTRE 6200: Modeling and Control of Robotic Manipulators

3 Credit Hours

Prerequisite: Admission to the Intelligent Robotic Systems MS program

This course covers topics of modeling and control system design of robotic manipulators. The kinematics and dynamics models, independent joint control, and path and trajectory planning of a robotic manipulator will be studied and analyzed. MATLAB/Simulink will be utilized to simulate and validate the design of robotic manipulators.

MTRE 6300: Robot Simulation, Communications, and ROS

3 Credit Hours

Courses that may be taken concurrently: MTRE 6100

The objective of this course is to learn and understand the Robot Operating System (ROS) architecture. The course explores its most relevant functionalities by analyzing ROS framework in solving problems, such as model simulation, localization, mapping, and motion planning. In addition, Gazebo and VREP simulators are used with the integrated algorithms for planning and perception within the ROS framework. During this course, students use the navigation stack in ROS to enable autonomous robot navigation and simulate robot models in a real physics environment. The second part focuses on a robot's (A) explicit communication (models, technologies, and algorithms), and (B) implicit communication (extraction of task-significant information from mutual interaction).

MTRE 6400: Perception, Navigation, and Path Planning of Mobile Robots

3 Credit Hours

Prerequisite: MTRE 6300

Autonomous mobile robot research is one of the most important branches in robotics. In this course, the basic principles and technologies of autonomous mobile robots are covered. The topics include kinematics and dynamics, sensors and actuators, control system design, localization, mapping, and path planning of mobile robots. Experiments and/or simulations are utilized to validate the learned knowledge.

This course may be cross-leveled with MTRE 8400

MTRE 6710: Manipulation of 3D Point Cloud Data

3 Credit Hours

Processing of point cloud data is of increasing importance for perception in autonomous systems. This course examines the primary algorithms for extracting features from raw point cloud data for use with object detection and localization tasks, with data acquired from both LiDAR and stereo imaging. The efficiency of such algorithms is explored by developing them from the ground up, as well as assessing performance using popular point cloud libraries.

MTRE 6720: Digital Manufacturing and Robotic Automation

3 Credit Hours

Prerequisite: Admission to the MS program in Intelligent Robotic Systems

This course covers important Digital Manufacturing Concepts and Tools to support Next Generation Automation Systems (NGAS). The course includes manufacturing integration at the station and cell level. This course considers Product Life-cycle Management (PLM) approaches to enhance current industrial manufacturing processes, as well as to design and develop the NGAS. Particular emphasis is on manufacturing systems using robots at station integration for implementing important industrial applications. Students entering this course are assumed to be familiar with CAD software such as SolidWorks, Solid Edge, NX, CATIA, PRO/Engineering, or Autodesk Inventor.

MTRE 6730: Advanced Controls of Robotic Manipulators

3 Credit Hours

Prerequisite: (MTRE 6200 and MTRE 6000) or KSU Mechatronics BS degree

This course covers advanced topics of robotic manipulators, such as dynamics modeling, multivariable control, force control, nonlinear control, and visual servoing. Computer vision and machine learning techniques are also introduced to increase autonomy and improve the control performance of robotic manipulators.

MTRE 6740: Soft Robotics

3 Credit Hours

Prerequisite: Admission to the MS program in Intelligent Robotic Systems

Soft Robotics is an emerging subfield of robotics with great potential for interfacing with delicate objects and living systems. Soft actuators are made of soft and compliant materials such as polymer/metal composites, elastomers, and hydrogels. These soft machines operate based on pneumatic, electrical, chemical, and optical actuation mechanisms. This course will focus on modeling, control, and manufacturing of electroactive polymer actuators and soft pneumatics actuators and their application in soft robotic systems.

MTRE 6750: Ethics in Robotics: The Ethical and Social Implications of Robotics

3 Credit Hours

Prerequisite: Admission to the MS program in Intelligent Robotic Systems

This course offers an overview of the ethical implications of increasing automation and robotics in both everyday life and industry. Ethical theories such as virtue ethics, deontology, and utilitarianism are first studied. These are linked to various algorithmic approaches in artificial agents, e.g. rule-based, behavior-based, etc. This framework for analyzing the social implications of artificial intelligence and robot technology is applied to situations such as autonomous systems causing unintentional harm, injuries caused by autonomous vehicles, and digital surveillance from data mining online interactions. The economics of automation are also studied and linked to ethical considerations.

MTRE 6800: Master's Project

3 Credit Hours

Prerequisite: Admission to the MS program in Intelligent Robotic Systems

In this course, the student works independently under the supervision of a designated Robotics and Mechatronics Engineering faculty member. The student will generate a formal written report. This course may be repeated, but only three semester hours may be applied toward the degree.

MTRE 8100: Advanced Robot Programming

3 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering, Ph.D. program

The key aim of the course is to provide students with a multidisciplinary, creative approach to program the control and development of new robotic components and technologies. This covers activities from both the hard (mechanical/ electrical design and fabrication, sensor systems, actuation development etc.) and soft (control, computer software, human factors etc.) systems areas of robotics. The explicit emphasis will be the use of sensors, such as touch, ultrasonic, or light sensors that allow a robot to interact with the real world around it to how to design and develop complex software for intelligent robotic systems. The course will further provide a rationale for considering emerging cutting-edge approaches and software development systems (i.e: ROS, will be considered). Note: Students who receive credit for MTRE 8100 cannot then enroll in MTRE 6100 for credit.

This course may be cross-leveled with MTRE 6100

MTRE 8400: Advanced Topics in Mobile Robots

3 Credit Hours

Prerequisite: MTRE 8100

Autonomous mobile robot research is one of the most important branches in robotics. In this course, the basic principles and technologies of autonomous mobile robots are covered. The topics include kinematics and dynamics, sensors and actuators, control system design, localization, mapping, and path planning of mobile robots. Experiments and/or simulations are utilized to validate the learned knowledge. Significant programming skills are expected. Note: Students who receive credit for MTRE 8400 cannot then enroll in MTRE 6400 for credit.

This course may be cross-leveled with MTRE 6400

MUSE 6100: World of Museums

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course surveys the different types of museums, their functions in society, and the issues and challenges they face. Visits to local museums and presentations by guest speakers will help to define the roles of curators, registrars, museum educators, and other museum staff, as well as their connections with artists, collectors, and the public. The practices and varieties of museum organizational structures, collection management, and exhibition preparation are introduced through the study of selected examples of museum-based research.

MUSE 6105: Internship/Practical Museum Experience

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

Students engage in a supervised work experience in a museum or related institution, learning the day-to-day operations through active participation in current projects. These might include: exhibition planning and design; educational activities; collections and database management; website administration; collection acquisitions; and/or strategic planning. The exact nature of the experience will depend upon the specific institution's current needs and initiatives. Placements are available at a range of institutions at the university and nearby locations. Other relevant activities may also be approved, such as work in a commercial art gallery or private collection, an auction house, a conservation laboratory, a research expedition, or an archaeological excavation.

MUSE 6110: Technologies and Museum Management

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course introduces students to the role of technologies in museums, with emphasis on collection management, and the emerging worlds of online collections and virtual museums. Attention and practical experience are given in the fields of collections management software, database creation and a component of this course will take the form of hands-on collection care to be completed during class time. Other issues to be explored include emerging technologies and their relevance to museums, such as 3D scanning, photogrammetry, 3D printing, and the development of interactive exhibitions that employ virtual reality technologies.

MUSE 6115: Topics in Art History

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course enables students in the MA program to explore in-depth the history of the art, architecture, or archaeology of a period or culture relevant to the career in museum studies or cultural heritage that they wish to pursue. The exact period, culture, and the topic will be determined in consultation with the instructor and where appropriate in consideration of current course offerings. The class will include an in-depth research paper on the art, architecture, and artifacts of the period, culture or theme being studied, which should be connected to research in the fields of museums or cultural heritage.

MUSE 6120: Art Museum and Curation in Contemporary Context

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course is a critical examination of the art museum from early collecting practices to the development of the modern museum in the 19th and 20th centuries and its changing roles in the present. How art museums categorize, create, and propagate art histories through the collection, preservation and exhibition of artworks is a central focus. The changing role of curators in art museum contexts is also of concern.

MUSE 6125: Artifact Studies

3 Credit Hours

Prerequisite: Admission to the MA in Art & Design.

This course surveys various categories of artifacts and in so doing illustrates the methodology that lies behind working with this kind of material culture. This methodology is applicable to any period or civilization. Categories to be explored in detail may include: ceramic vessels; tools and weapons; bronze and terra cotta statuettes; oil lamps; glass; and coins and medals. This study of material objects will go beyond mere identification and typology to demonstrate how they can be used to understand the past. The course involves hands-on work with artifacts, as well as visits to the store-room of a public collection. Students will develop research projects on an artifact type or designated body of material of their own choice.

MUSE 6130: Internship II/Practical Museum

3 Credit Hours

Prerequisite: MUSE 6105

This course offers additional work experience in an institutional environment beyond that obtained in MUSE 6105. This experience may consist of further work in a museum or related institution, an art gallery, auction house, non-profit organization, or any other approved organization or professional research project. This could include opportunities within the university, in the local community, or abroad.

MUSI 7900: Special Topics in Music

1-3 (Regular Grades) Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Selected special topics of interest to students and faculty.

MUSI 7950: Directed Study

1-9 (Regular Grades) Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Covers special topics and seminars external to regular course offerings.

Note May include original research projects.

MUAP 6631: Performance**3 Credit Hours**

Prerequisite: Admission to graduate study in education.

MUAP 6632: Performance**3 Credit Hours**

Prerequisite: Admission to graduate study in education.

MUAP 6633: Performance**3 Credit Hours**

Prerequisite: Admission to graduate study in education.

MUAP 6634: Performance**3 Credit Hours**

Prerequisite: Admission to graduate study in education.

MUAP 7731: Performance**3 Credit Hours**

Prerequisite: Admission to graduate study in education.

MUAP 7732: Performance**3 Credit Hours**

Prerequisite: Admission to graduate study in education.

MUAP 7733: Performance**3 Credit Hours**

Prerequisite: Admission to graduate study in education.

MUAP 7734: Performance**3 Credit Hours**

Prerequisite: Admission to graduate study in education.

NURS 6150: Analytical Business Applications & Leadership Skills for Advanced Practice Nursing

3 Credit Hours

Prerequisite: Admission to MSN program

This course provides the advanced practice nurse with foundational business knowledge, and the analytical and leadership skills needed in the economic environments of health care delivery systems. The focus is on the skills needed to provide leadership in the successful creation, distribution, and management of health care services.

NURS 6151: Nurse Executive Financial Management Skills

4 Credit Hours

This course provides the advanced practice nurse with foundational business knowledge, and the analytical and leadership skills needed in the economic environments of health care systems. The focus is on the skills needed to provide leadership in the successful creation, distribution, and management of health care services.

NURS 7711: Executive Presence

3 Credit Hours

Prerequisite: Admission into MSN program or permission from program director

This course provides students with the opportunity to explore essential knowledge, skills, and attitudes to promote influential leadership in a nursing executive role. Strategies to assess and improve nursing executive impact are explored: healthcare business communication, relationship management in the healthcare setting, influencing behaviors, and business etiquette. Students explore personal attributes necessary to develop and use executive presence as a nursing leader in healthcare settings through review of current nursing literature, case studies, self-assessment, and experiences from nursing leadership experience and leadership practicums. Information and discussion on key nursing executive presence components including building trust and credibility as a nursing executive leader are reviewed.

NURS 7712: Nurse Educator Role

3 Credit Hours

Prerequisite: Admission to MSN program or approval of program director

This course introduces the student to the roles of the nurse educator and teaching-learning theories in a variety of diverse academic nursing programs, health care agencies, or corporate settings with a health care focus.

NURS 7715: Professional Advanced Role Development and Health Care Issues

2 Credit Hours

Prerequisite: Admission to MSN Program.

Within this course, role theory, change theory, and leadership theory as they apply to advanced practice nursing are examined. The issues related to the role of the advanced practice nurse in today's health care environment are explored. Ethical and legal decision-making processes are investigated. The standards and regulations governing advanced practice nursing are examined.

NURS 7723: Instructional Methods and Outcome Measurement in Nursing Education

3 Credit Hours

Prerequisite: Admission to the MSN program or permission of program director

This course is designed to assist the advanced practice nursing student to understand innovative teaching methods and outcome measurement. The focus will be on principles of teaching and learning and culture that can be applied in the development, implementation, and evaluation of educational courses, seminars, workshops, or community programs for nurses, students, patients, or community members.

NURS 7724: Curriculum Design and Evaluation in Nursing Education

3 Credit Hours

Prerequisite: Admission to MSN program or permission of program director

This course is designed to provide the advanced practice nurse the theoretical underpinnings of curriculum development, design, and evaluation. The knowledge gained can be applied to the educator role in a variety of diverse academic nursing programs, in health care agencies, or in corporate settings with a health care focus.

NURS 7735: Advanced Health Assessment, Health Maintenance and Health Promotion

3 Credit Hours

Prerequisite: Admission to MSN Program.

This course is designed to develop the student's skill and critical appraisal of the history and physical examination of clients. Health promotion, risk screening, and disease prevention are emphasized while clinical strategies and interventions are critiqued utilizing research and theoretical data. A clinical practicum provides experiences in health promotion and maintenance allowing students to develop their assessment, interpretive, and diagnostic competencies.

NURS 7736: Advanced Health Assessment

2 Credit Hours

Prerequisite: Admission to the MSN program or permission of the program director.

This course is designed to develop the student's skill and critical appraisal of the history and physical examination of clients of appropriate age groups. Health promotion, risk screening and disease prevention are emphasized while clinical strategies and interventions are critiqued utilizing research and theoretical data. A clinical practicum provides experiences in health promotion and health maintenance allowing students to develop their assessment, interpretive and diagnostic competencies.

NURS 7753: Technology in Nursing Education and Practice I

3 Credit Hours

Prerequisite: NURS 7723

This course is the first of a two course series designed to assist students in preparing to teach in a technology-rich environment. This course includes the use of emerging technology in education and nursing practice. Content includes the use of technology and information systems (electronic health records, telecommunications, informatics) for decision making in the provision of safe, effective care; use of multiple methods of simulation and virtual reality learning, distance learning. Online course development, tele-health/tele-medicine, and other technology based instructional methods will be included.

NURS 7754: Technology in Nursing Education and Practice II

3 Credit Hours

Prerequisite: NURS 7753

This course is the second in the two-part series to assist students to teach in a technology-rich nursing environment through application. The focus of the course is an integration of practice standards to create, implement, and evaluate technology in teaching and learning.

NURS 7755: Pharmacology for Advanced Practice Nursing

3 Credit Hours

Prerequisite: Admission to MSN Program or permission of the program coordinator.

This course expands the experienced professional nurse's understanding of pharmacological principles, including pharmacokinetics and pharmacodynamics. Emphasis is placed on enhancing the knowledge necessary to improve client care outcomes.

NURS 7762: Advanced Pathophysiology/Pharmacology

3 Credit Hours

Prerequisite: Admission to MSN program or permission of program director

This course focuses on the application of advanced knowledge of the complex pathophysiological functions and processes of the human body, and the drug therapy used to treat or affect these disease processes. Through clinical application of pharmacological management, students will explore the principles of pathophysiology and pharmacologic interaction. The course examines alterations in function, and pharmacologic interaction, as well as adaptive, integrative and regulatory mechanisms at the molecular, cellular, organ and system levels. A variety of interactive and experiential activities will be utilized for the application of pathophysiologic principles and pharmacological theory to clinical situations.

NURS 7765: Advanced Physiology and Pathophysiology

3 Credit Hours

Prerequisite: Admission to MSN Program

This course is a study of human physiological changes which are the result of pathologic processes. The course expands core knowledge of human anatomy and physiology. 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 so that the student may successfully intervene in a variety of advanced practice settings.

NURS 7776: Theory and Research for Advanced Nursing Scholarship

2 Credit Hours

Prerequisite: Admission to the MSN program or permission of the program director

This course focuses on examining concepts and theories as they apply to advanced nursing practice, education, and leadership. The generation and utilization of theories in nursing and health-related research is addressed. The critical appraisal of research methods and designs, clinical practice guidelines, and standards of practice are integral components of this course. Students will appraise and critique evidence in an area of interest, generate research questions, and communicate synthesized evidence in a variety of scholarly ways. This course involves the systematic examination and application of the research process. This course is foundational for nurses to conduct scholarly inquiry and practice.

NURS 7777: Evidence-Based Practice I

2 Credit Hours

Prerequisite: NURS 7776

This course is designed to prepare advanced practice nurses, educators, and leaders to apply theory and evidence in practice. The course focuses on developing relevant research questions, searching for and identifying best evidence, critically appraising evidence, and integrating patient preferences in evidence-based decisions. Students will gain a greater appreciation of how theory, research, and practice articulate and how best to apply theory and evidence in a variety of settings.

NURS 7778: Evidence-Based Practice II

1 Credit Hours

Prerequisite: NURS 7777

This course is the second course in the series of EBP courses. It continues to prepare advanced practice nurses, educators, and leaders to apply theory and evidence in practice through conducting integrative reviews and EBP. The course focuses on continuing to search for and identifying best evidence, critically appraising evidence, and integrating patient preferences in evidence-based decisions. Students will continue to develop a greater appreciation of how theory, research, and practice articulate, how best to apply theory and evidence in a variety of settings, and will finalize the search for and appraisal of evidence for their integrative reviews.

NURS 7779: Evidence-Based Practice III

1 Credit Hours

Prerequisite: NURS 7778

This is the final course for evidence-based practice. Students complete their integrative reviews and disseminate their findings.

NURS 7780: Seminar in Conflict Management & Ethics of Leadership for Advanced Practice Nursing

3 Credit Hours

Prerequisite: Admission to the MSN program or permission of the program coordinator.

This course introduces the principles, theories, & skills of conflict management required for advanced practice nurses. In addition, the course engages the student in exploration of the ethical & legal frameworks, theories & applications that relate to leadership, management, & decision-making in health care delivery systems. Case analysis & presentation will emphasize the student's ability to identify problems & offer collaborative resolution in areas related to patient care, patient safety, & appropriate workplace environments that support quality care.

NURS 7793: Health Policy Leadership Seminar

4 Credit Hours

Prerequisite: Admission to MSN program.

This seminar provides students with an advanced understanding of the issues in health policy as it relates to nursing leadership. The course addresses theories and models of the health policy process with a focus on integrating healthcare research theory and methods. Students engage in intensive study of trends in health policy, leadership issues related to policy, and the active engagement of the advanced practice nurse in forming health policy. Perspectives on agenda setting, media roles, advocacy, policy innovation, diffusion, and implementation are also integrated with examples of specific nursing policy problems.

NURS 7794: Advanced Leadership and Policy in a Multicultural World

3 Credit Hours

Prerequisite: Admission to MSN program.

This course develops proactive leadership skills in leading and shaping organizations in a multicultural society. The course examines the impact of family and welfare policy on health status, health care access, and health outcomes. Diversity and cultural competence are studied in relation to the changing global populations.

NURS 7795: Global Initiatives in Healthcare, Changing World

3 Credit Hours

Prerequisite: Admission to MSN program

This course focuses on global perspectives, intercultural engagement, and global citizenship. The student will recognize and incorporate a worldview of healthcare in advanced practice nursing.

NURS 7796: Advanced Nursing Leadership Role

4 Credit Hours

Prerequisite: Admission to the MSN program or permission of the program director.

This course introduces the advanced practice leadership role in nursing administration, exploring the standards and regulations governing advanced practice. Topics include role theory, change theory, leadership theory, and complexity science as they apply to advanced practice nursing. Emphasis is on transition to a leadership role and integration of the various advanced practice roles by the nursing administrator with oversight of care delivery in complex healthcare systems.

NURS 7797: Health Policy

2 Credit Hours

Prerequisite: Admission to MSN program

This course provides students with a comprehensive understanding of the issues in health policy as it relates to the nurse in advanced practice. The course addresses theories and models of the health policy process with a focus on integrating healthcare research theory and methods.

NURS 7800: Clinical Management of Selected Common Health Conditions in Adults

3 Credit Hours

Prerequisite: NURS 7735

Corequisite: NURS 7850

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 7805: Clinical Management of Selected Common Health Conditions in Children

3 Credit Hours

Prerequisite: NURS 7735 and NURS 7800

Corequisite: NURS 7851

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 7830: Clinical Management of Reproductive Health

2 Credit Hours

Prerequisite: NURS 7805

Corequisite: NURS 7852

This course focuses on the reproductive and sexual health care needs of essentially healthy individuals. While emphasis is placed on holistic care of diverse healthy families from preconception through the childbearing process, high-risk conditions, and the interventions necessary for successful adaptation are discussed.

Appropriate referral and follow up for more complex health care problems are explored.

NURS 7835: Clinical Management of Key Populations

2 Credit Hours

Prerequisite: NURS 7830

This course is designed to facilitate acquisition of comprehensive knowledge to manage complex conditions in key populations that experience marginalization related to social determinants of health. This course focuses on the nurse practitioner's role in assessing population health, utilizing prevention strategies, and managing complex, chronic conditions and emerging health problems. Emphasis is placed upon the competencies that position the NP as a high functioning member of interprofessional healthcare teams and an advocate for minimizing health disparities.

NURS 7850: Primary Care Practicum I

5 Credit Hours

Prerequisite: NURS 7735

Corequisite: NURS 7800

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 7851: Primary Care Practicum II

4 Credit Hours

Prerequisite: NURS 7800 and NURS 7850

Courses that may be taken concurrently: NURS 7805

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 7852: Primary Care Practicum III

4 Credit Hours

Prerequisite: NURS 7851

Courses that may be taken concurrently: NURS 7830

This course is 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 7853: Primary Care Practicum IV

4 Credit Hours

Prerequisite: NURS 7852

Corequisite: NURS 7835

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 7873: Nurse Educator Practicum I

3–4 Credit Hours

Prerequisite: NURS 7736, NURS 7755, and NURS 7765

Courses that may be taken concurrently: NURS 7712

This course is designed to expand the knowledge gained in the science-driven courses to advance direct patient care in a selected clinical specialty.

This practicum promotes student proficiency in the clinical aspects of the nurse educator role.

NURS 7874: Nurse Educator Practicum II

3 Credit Hours

Prerequisite: NURS 7873 and NURS 7723

This course is designed as a continuation of the clinical practicum experience that expands the proficiency of the nurse educator role. This practicum provides the opportunity to serve as a facilitator of learning in a didactic setting in the role of the nurse educator.

NURS 7875: Nurse Educator Practicum III

3–4 Credit Hours

Prerequisite: NURS 7874 and NURS 7724

This capstone practicum is designed to integrate previous knowledge from the MSN courses and allows the student to develop proficiency in the advanced specialty role. This course is designed for application, demonstration, and synthesis of theory and competencies related to the role of the nurse educator.

NURS 7880: Leadership Role in Nursing Administration - Practicum I

3 Credit Hours

Prerequisite: NURS 7796

This course provides an introductory practicum with a preceptor/site identified as being appropriate for the student's area of interest/track and approved by the faculty. Advanced practice leadership competencies are the focus of the course with students analyzing and evaluating policy, structure, process, and outcomes while participating in their implementation in the delivery of client care. The theory component emphasizes case study presentation and critique related to leadership issues in advanced practice nursing.

NURS 7881: Leadership Role in Nursing Administration–Practicum II

3 Credit Hours

Prerequisite: NURS 7880

This course provides a continuation of the practicum experience in which students synthesize all elements of their advanced leadership role with a focus on safety and quality. Leadership competencies continue development at a specific agency with appropriate mentor/preceptor with planning for career trajectory.

NURS 7882: Leadership Role in Nursing Administration–Practicum III

4 Credit Hours

Prerequisite: NURS 7881

This course provides a synthesis of all elements of an advanced nursing leadership role. Analysis of current issues in healthcare in addition to population health, health policy, and disaster management.

NURS 7951: Psychopharmacology for Advanced Practice Nursing

2 Credit Hours

This course expands the knowledge of advanced pharmacology into the pharmacokinetics, pharmacodynamics, and pharmacogenetics of psychiatric medications used to treat acute and chronic mental health conditions across the lifespan. Emphasis is placed on enhancing the knowledge necessary to improve outcomes for individuals from diverse backgrounds with limited access to high quality, affordable care. Special emphasis is placed on risk-mitigation and treatment of individuals with opioid and substance use disorders.

NURS 7952: Therapeutic Modalities for Psychiatric Advanced Practice Nursing

5 Credit Hours

This course is designed to enable advanced practice nurses to apply selected therapeutic modalities in the provision of mental health care. Students integrate foundational and advanced specialty knowledge into clinical reasoning, develop and implement evidence-based interventions to improve outcomes and safety, and modify the plan of care as needed.

NURS 7953: Psychiatric Advanced Practice Nursing for Children, Adolescents, and Young Adults

6 Credit Hours

Prerequisite: NURS 7951 and NURS 7952

This course combines theory and practical skills to prepare advanced practice nurses to use evidence-based practice to provide mental health care to individuals throughout childhood and adolescence, and young adults and their families. Students will focus on developing skills to assess, diagnose, and treat the psychiatric needs of child and adolescent populations with an emphasis on the nurse practitioner's role in promoting wellness and the prevention of development of psychiatric disorders

NURS 7954: Psychiatric Advanced Practice Nursing for Adults and Older Adults

6 Credit Hours

Prerequisite: NURS 7951 and NURS 7952

This course is designed to prepare advanced practice nurses to use evidence-based practice to provide mental health care to individuals throughout adulthood. Students focus on developing skills to assess, diagnose, and treat the psychiatric needs of adult and geriatric populations with an emphasis on the nurse practitioner's role in promoting wellness and the prevention of development of psychiatric disorders.

NURS 7955: Psychiatric Advanced Practice Nursing Capstone Practicum

5 Credit Hours

Prerequisite: NURS 7953 and NURS 7954

This course is the capstone practicum experience in which students synthesize all elements of their didactic and clinical knowledge and skills. Emphasis is on the core values of PMH advanced nursing practice, including safety, quality improvement, professionalism, self-reflection, and complex care for individuals, families, communities, and populations.

NURS 8900: Special Topics in Advanced Practice Nursing

1-4 Credit Hours

Prerequisite: Admission to MSN Program or permission of the program director.

This course is a concentrated exploration of a selected contemporary topic within the discipline of advanced practice nursing and of interest to faculty and students.

NURS 8940: Directed Study in Advanced Practice Nursing

1-4 Credit Hours

Prerequisite: Admission to MSN Program or permission of the program director.

Admission to this course requires permission of the Program Director and faculty member, who will be involved in instruction. A directed study is a special, one-time offering of a topic for a specific student. The directed study is a concentrated investigation with a well-defined proposal that is of an advanced nature, and has detailed learning objectives and deliverables.

Note The specific content will be determined jointly by the instructor and student.

NURS 9000: Structure of Scientific Inquiry

3 Credit Hours

Prerequisite: Admission to the DNS Program or permission of the program director.

This course examines the history and nature of scientific explanation and inquiry, including testability and utility and includes exploration and analysis of major philosophers, philosophy of science, and the origin and development of nursing philosophy and nursing science. Focus is on reflection, critical thinking and making sound judgments related to students extending their knowledge of the conduct and application of theory-based science in healthcare and nursing education settings.

NURS 9005: Theoretical Basis of Nursing

3 Credit Hours

Prerequisite: Admission to the DNS Program or permission of the program director.

This course examines the historical evolution of knowledge development in nursing and critically examines deductive and inductive approaches to theory development and theory testing. Students explore major nursing theories, human behavior theories, healthcare theories, and education theories which support substantive health and nursing education issues.

NURS 9010: Bioethical Issues

3 Credit Hours

Prerequisite: Admission to the DNS Program or permission of the program director.

This course examines traditional and contemporary theories of Eastern and Western philosophy as they apply to ethical issues and problems in nursing and healthcare around the world. Philosophies of justice are critiqued for relevance to healthcare research, business and leadership practices.

NURS 9015: Quantitative Research

3 Credit Hours

Prerequisite: NURS 9000, NURS 9005, NURS 9101, and NURS 9102

This course presents theories and methods of quantitative research. Students examine and apply fundamental quantitative designs in the development and conduct of research to address substantive health and nursing education issues.

NURS 9025: Qualitative Research

3 Credit Hours

Prerequisite: NURS 9000, and NURS 9005, or permission of the instructor.

This course presents philosophies, theories, and methods of qualitative research. Students examine and apply fundamental qualitative designs in the development and conduct of research to address substantive health and nursing education issues.

NURS 9035: Research Practicum

3 Credit Hours

Prerequisite: Admission to the program or permission of the instructor.

This course is designed to give students a guided in-depth hands-on experience with applied nursing research. Students work with a nurse researcher or other healthcare researchers in the conduct of research applied to substantive health or nursing education issues. The focus, content, and expectations for this course will be established by the doctoral student and supervising professor.

NURS 9100: Health Policy

3 Credit Hours

Prerequisite: Admission to the DNS Program or permission of the program director.

This course provides an orientation to various analytical and substantive components fundamental to health policy. Students develop skills in analysis, application, evaluation and development of policies related to public health with a focus on issues related to inequalities in health services such as access, costs, utilization, and rationing. Health care policies, along with methods and delivery systems, are compared within developed and developing countries. Real situations are examined in which specific policy decisions are made by public and private health managers or officials.

NURS 9101: Statistics I

3 Credit Hours

Prerequisite: Admission to the program or permission of the instructor.

This course presents basic concepts and techniques of statistical methods, including: the collection and display of information, data analysis and statistical measures; variation, sampling and sampling distributions; point estimation, confidence intervals and tests of hypotheses for one and two sample problems; principles of one-factor experimental design, one-way analysis of variance and multiple comparisons; correlation and simple linear regression analysis; contingency tables and tests for goodness of fit. SPSS statistical software will be used.

NURS 9102: Statistics II

3 Credit Hours

Prerequisite: Admission to the program or permission of the instructor.

This course presents advanced treatment of the design of experiments and the statistical analysis of experimental data using analysis of variance (ANOVA), multiple regression, multivariate analysis of variance (MANOVA), discriminant analysis, cluster analysis and factor analysis.

NURS 9105: Philosophical Foundations of Responses to Health Disparities

3 Credit Hours

Prerequisite: Admission to the DNS program or permission of the program director.

This course develops more in-depth knowledge related to philosophies, theories, and models of health disparities and vulnerable populations. The meanings of health disparities and vulnerable populations are examined and analyzed within a historical context.

NURS 9110: Sociopolitical Theories/Models in Health Disparities

3 Credit Hours

Prerequisite: Admission to the DNS program or permission of the program director.

This course builds on the foundation of knowledge derived from the theoretical foundations of responses to health disparities course, and develops more in-depth knowledge of socio-political theories/models with a focus on vulnerable populations. Research and oversight monitoring will be addressed surrounding issues of IRB, informed consent, protection of human subjects in vulnerable populations.

NURS 9205: Philosophical Foundations of Nursing Education

3 Credit Hours

Prerequisite: Admission to the DNS program or permission of the program director.

This course examines and analyzes philosophies and theories that are foundational to nursing education. Emphasis is on exploration of the intersection of education and nursing, and the philosophical issues that make the education of persons learning to become nurses or those advancing their nursing education unique.

NURS 9210: Curriculum Theories/Models in Nursing Education

3 Credit Hours

Prerequisite: Admission to the DNS program or permission of the program director.

This course critically examines curriculum theories and models and their relevance to nursing education. It includes examination of a variety of conceptual frameworks and their appropriateness for various settings, students, and curricular elements. Emphasis is on curriculum development, and evaluation at institutional, course, and individual class levels in academic and clinical settings, as well as empirical support for curriculum processes within nursing education.

NURS 9300: Special Topics

3 Credit Hours

Prerequisite: Admission to the DNS program or permission of the program director.

This course is designed to take advantage of opportunities to teach special topics of interest to nursing doctoral students regarding nursing and healthcare, health disparities and vulnerable populations, nursing education, applied research, or other related topics. The focus, content, expectations, and methods of evaluation for the course are formally established when the course is developed.

NURS 9310: Directed Study

3 Credit Hours

Prerequisite: Permission of Supervising Instructor.

This individually designed course allows students to independently examine or research advanced topics related to health disparities and/or nursing education. The focus, content, expectations, and methods of evaluation for the course are formally established by the doctoral student and the supervising professor.

NURS 9400: Dissertation

1-9 (repeatable) Credit Hours

Course work supports and guides doctoral candidates in the implementation of their applied research and the development and defense of the dissertation. This format and structure provides individual time with the Doctoral Committee and collegial and academic support from their peers. Course may be repeated as necessary.

NURS 9405: Dissertation Seminar

3 Credit Hours

Prerequisite: Admission to the DNS program or permission of the program director.

This course is designed to give students supervised and guided direction as they begin the dissertation process. Students will work with both course faculty and their dissertation chair in the development of a dissertation. The seminar format fosters collegial and academic support from doctoral faculty as well as peers.

OP 6001: P&O Processes/Methods

1 Credit Hours

This course introduces basic processes for fabrication of prostheses and orthoses. Clinical methods associated with the provision of prostheses and orthoses will also be introduced.

OP 6002: Clinical Pathology

2 Credit Hours

This lecture course offers a systems level overview of human pathology with emphasis on the effect of disease and disease processes on human movement and neuromuscular function relative to the need for orthotic and/or prosthetic rehabilitation.

OP 6003: Clinical Gait Analysis

3 Credit Hours

This lecture and laboratory class provides analysis of normal and pathological human locomotion. It includes the study of theory and instrumentation for measurement of temporal and spatial kinematics and kinetics, electromyography, and plantar pressure.

OP 6004: CAD/CAM in P&O Laboratory

1 Credit Hours

This lecture and laboratory course provides theoretical and practical applications of computer aided design and manufacturing to prosthetics and orthotics. It includes methods of shape acquisition, model rectification and multiple manufacturing processes.

OP 6005: Assistive Technology

1 Credit Hours

Theories and devices associated with assistive technology and mobility aids, emphasizing topics important to clinical practice in prosthetics and orthotics.

OP 6101: Lower Limb Orthotics I

3 Credit Hours

This course involves the evaluation, measurement, design, fabrication, fitting, alignment and rectification of custom and pre-formed orthoses to the lower limb involving the ankle and foot of human models. These orthoses include a variety of foot orthoses (FO), ankle foot orthoses (AFO) and other designs.

OP 6102: Lower Limb Orthotics II

4 Credit Hours

Prerequisite: OP 6101

This course involves the evaluation, measurement, design, fabrication, fitting, alignment and rectification of custom and pre-formed orthoses to the lower limb involving the pelvis, hip, knee, ankle and foot of human models. These orthoses include ankle foot orthoses (AFO), knee orthoses (KO), knee ankle foot orthoses (KAFO), and/or hip knee ankle foot orthoses (HKAFO) and other designs.

OP 6103: Spinal Orthotics

4 Credit Hours

This course involves the evaluation, measurement, design, fabrication, fitting, alignment and rectification of custom and pre-formed orthoses to the spine involving the cervical, thoracic, lumbar and sacral regions and the cranium of human and simulated human models. These orthoses include a variety of metal frame and thermoplastic spinal and cranial orthoses.

OP 6104: Upper Limb Orthotics

3 Credit Hours

This course involves the evaluation, measurement, design, fabrication, fitting, alignment and rectification of custom and pre-formed orthoses to the upper limb involving the fingers, hand, wrist, elbow and shoulder of human and simulated human models. These orthoses include a variety of metal/composite frame and thermoplastic upper limb orthoses including the finger orthoses (FO), hand orthoses (HO), wrist hand orthoses (WHO), elbow orthoses (EO), elbow wrist hand orthoses (EWHO) shoulder orthoses (SO) and shoulder elbow wrist hand orthoses (SEWHO).

OP 6201: Introduction to Prosthetics

2 Credit Hours

This course introduces the history of prosthetics (artificial limbs) and utilizes an evolutionary approach to expose the students to the different socket designs, materials, interfaces, suspension and components used in creating contemporary prostheses for persons with limb loss.

OP 6202: Transtibial Prosthetics

4 Credit Hours

This course involves the evaluation, measurement, design, fabrication, fitting; alignment and rectification of custom endoskeletal lower limb prostheses to human models who have sustained limb loss at the transtibial, Syme's or partial foot level. These prostheses include a variety of thermoplastic and thermoset designs including varied feet, liners and suspension mechanisms.

OP 6203: Transfemoral Prosthetics

4 Credit Hours

This course involves the evaluation, measurement, design, fabrication, fitting; alignment and rectification of custom endoskeletal lower limb prostheses to human models who possess limb loss at the transfemoral, knee disarticulation and hip disarticulation levels. These prostheses include a variety of thermoplastic and thermoset designs including prosthetic knee units, socket designs and suspension mechanisms.

OP 6204: Upper Limb Prosthetics

4 Credit Hours

This course involves the evaluation, measurement, design, fabrication, fitting, alignment and rectification of custom upper limb prostheses to human models who have sustained limb loss from the fingertip to the entire shoulder girdle. These prostheses include finger, partial hand, wrist disarticulation, transradial, elbow disarticulation, transhumeral & shoulder disarticulation utilizing a variety of control mechanisms and fabricated in a wide array of designs.

OP 7001: Clinical Practicum in P&O I

1 Credit Hours

This is the first in a sequence of four clinical practicum courses that are designed to provide students with "real world" exposure to prosthetic and orthotic clinical practice, as well as general medicine, through off-site clinical rotations. Through complimentary classroom instruction, students perform exercises to practice and improve their patient interaction skills (e.g., history taking and physical examinations, etc.) in simulated and real clinic situations. Students will learn safe clinical practice (i.e., proper use of equipment and tools for clinical patient assessment, universal precautions, PPE, etc.) and how to prepare appropriate documentation for their clinical interactions (e.g., medical charting).

OP 7002: Clinical Practicum in P&O II

2 Credit Hours

Prerequisite: OP 7001

This is the second in a sequence of four clinical practicum courses that are designed to provide students with "real world" exposure to prosthetic and orthotic clinical practice through off-site clinical rotations. The rotations in this course concentrate on general medicine and rehabilitation in a broad area of medical allied health specialties. In class instruction includes activities and sessions: improving patient interaction skills (e.g., history taking, focused physical examinations), evaluation of patients for a lower limb orthosis, prescription formulation for lower limb orthoses and proper determination of billing and procedure codes.

OP 7003: Clinical Practicum in P&O III

2 Credit Hours

Prerequisite: OP 7002

is the third in a sequence of four clinical practicum courses that are designed to provide students with "real world" exposure to prosthetic and orthotic clinical practice through off-site clinical rotations. The rotations in this course concentrate on general medicine and rehabilitation in a broad area of medical allied health specialties. In class instructional activities and discussions concentrate on the following professional practice topics: case study presentations, evaluation of a patient for orthoses and prostheses business practice models in orthotics and prosthetics, resume preparation and interview techniques for residency, and preparing letters of medical necessity.

OP 7004: Clinical Practicum in P&O IV

2 Credit Hours

Prerequisite: OP 7003

This is the last curriculum segment in a sequence of four clinical practicum courses that are designed to provide students with "real world" exposure to prosthetic and orthotic clinical practice through off-site clinical rotations. The in-class instruction for this course focuses on business skills related to running a medical practice. Students engage in leadership and management exercises specific to a P&O practice, discuss and critique billing practices, work on effective communication with other medical professionals (e.g., elevator pitch) and presentation strategies for in-services.

OP 7501: Research Seminar in P&O I

1 Credit Hours

The first research seminar in a series of three. The seminar is a forum for graduate students in prosthetics and orthotics to present and discuss topics related to their research interests. The course is designed to strengthen the student's fundamentals of the scientific method and scientific writing as they conduct their research.

OP 7502: Research Seminar in P&O II

1 Credit Hours

The second in a series of three seminars. This course is designed to help students demonstrate their ability to participate as a critical consumer of research and integrate research findings as evidence in clinical practice. The content specifically emphasizes clinical and rehabilitation research. Students learn how to develop a research project that includes a literature review to synthesize evidence related to their research topics. Students develop their research proposals focusing on the following areas: specific aims, hypotheses, methods to test a hypothesis, data analysis, and development of an abstract. This course includes knowledge of statistics and objectives in evidence-based practice and research methods.

OP 7503: Research Seminar in P&O III

3 Credit Hours

In this final sequence of the three seminar course series, students will analyze, interpret and discuss the data they collected from their research team projects. Research Seminar III emphasizes the dissemination of research findings in the form of a scientific abstract, poster presentation and an oral presentation which represent the final deliverables of the Capstone Research Project of the MSPO program. The culmination of their efforts is the presentation of their work in a public forum (e.g., Annual Orthotic Prosthetic Research Symposium) held in the Spring semester. In addition, students often present their research at regional and national professional conferences.

PHED 6421: Pedagogical Content Knowledge for Physics I

2 Credit Hours

Prerequisite: Admission to MAT Physics program

Candidates will be introduced to various methods and styles for teaching introductory Physics. The goal of this course is to focus on knowing the learner, which will be achieved by practicing the fundamentals of lesson planning, assessment, inquiry-based activities, and analysis of data/research about student learners. Candidates will also learn the importance and the practical application of sound safety practices in the classroom and laboratory settings.

PHED 6422: Pedagogical Content Knowledge for Physics II

2 Credit Hours

Prerequisite: PHED 6421

Corequisite: PHED 6650

Teacher candidates will plan and implement various lessons (examples include cross-cutting discipline based, problem based, technology based, culturally relevant) that are developmentally appropriate for the learner. Candidates will use available student data and research-based literature and theory to help guide their lesson planning. Candidates will critically reflect upon their work using videos, journals, and discussions.

PHED 6423: Pedagogical Content Knowledge for Physics III

2 Credit Hours

Prerequisite: PHED 6422

Corequisite: PHED 6660

Teacher candidates will continue to plan and implement various assessments while also learning how to modify their lessons based upon student performance. Candidates will learn how to help their students develop scientific evidence-based arguments and skills that differentiate science from pseudoscience. Finally, candidates will broaden their learning environment to include those stakeholders that are outside of the immediate classroom setting.

PHED 6650: Yearlong Clinical Experience I (Physics)

4 Credit Hours

Prerequisite: PHED 6421; issued pre-service certificate; admission to yearlong clinical experience; educator ethics assessment eligibility; GACE Physics content exam

Corequisite: PHED 6422, INED 6411, INED 6422, EDUC 6610

This course is the first semester of an intensive and extensive co-teaching yearlong clinical experience in Physics Education. Under the guidance of a collaborating teacher and university supervisor, and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars. NOTES: Proof of liability insurance is required

PHED 6660: Yearlong Clinical Experience II (Physics)

5 Credit Hours

Prerequisite: PHED 6650

Corequisite: PHED 6423, INED 6412, INED 6423

Under the guidance of a collaborating teacher and university supervisor, the intern will complete a full-time teaching experience at a designated school. The experience requires working in a co-teaching environment with diverse learners, including students with special needs and with students who are English learners. It includes regularly scheduled professional seminars. Proof of professional liability insurance is required prior to school placement.

PHYS 7900: Special Topics

1-4 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Selected special or current topics of interest to faculty and students.

PHYS 7950: Directed Study

1-4 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

POLS 7705: Political Ideologies

3 Credit Hours

Prerequisite: Admission to graduate study in education.

A description and assessment of the most common ideologies facing the world and their economic, social and political consequences. Emphasis will be placed on capitalism, socialism, fascism, democracy and totalitarianism.

POLS 7900: Special Topics

1-9 (Repeatable, Regular Grades) Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

Exploration of a specifically designed topic.

POLS 7950: Directed Study

1-9 (Repeatable, Regular Grades) Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature.

Note The content of the directed study will be determined jointly by the instructor and the student.

PRWR 6000: Intro to Professional Writing

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

This course introduces students to the three MAPW concentrations, focusing on key issues, theories, stylistic conventions, and research methods specific to each field and those that cut across all three concentrations. Students engage in reading and discussion, practice with rhetorical grammar and style, critique and application of research methodologies, and writing and revision strategies essential to professional writers' work. Students build foundations for completing program requirements and course work within their concentration and support areas.

PRWR 6100: Readings for Writers

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

The study of writers describing their ways of writing and/or how others' writing has influenced writers. This course studies the works listed as influential and then examines the application of such influence in later texts. Readings will vary, but will include literature, drama, poetry, essays, journalism and scientific and professional texts

Note This course is repeatable.

PRWR 6150: Rhetorical Theory

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

This course examines rhetoric's central concepts and theories through a historical survey of primary texts. Students study such concepts as the rhetorical situation, argumentation, invention, arrangement, style, delivery, and memory as they are presented in works ranging from the ancient writings of the pre-Socratics, Plato, and Aristotle to contemporary and emerging theories.

PRWR 6240: Technical Writing

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the MAPW program director.

An intensive workshop focused on creating technical documents for clients, consumers, and the general public. Topics addressed will include the history, function, theory, and ethical practice of technical writing. Students will become more capable and informed technical writers and potential leaders in their organizations.

PRWR 6255: Grant & Proposal Writing

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the MAPW director.

This course focuses on types of proposals and grant applications written by businesses and nonprofit organizations. Students research, plan, draft, and finalize a business sales proposal, a letter proposal to a foundation, and a grant application to a government agency. These service-learning assignments involve students in working with actual organizations and/or clients and in collaborating with classmates. Students will learn about the careers available to professional writers who specialize in proposal and grant writing.

PRWR 6260: Managing Writing in Organizations

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

A foundational course introducing students to organizational writing and the planning that informs it. Students will learn to think creatively and systematically about the writing needs of businesses, nonprofit organizations, and government agencies. They will analyze the missions, constituencies, structures, and cultures of existing organizations to identify the most appropriate rhetorical strategies and products for organizations in their real-world contexts. Next, students will draft a plan for an organization, which may include a mission statement, key messages, organizational branding, a list of essential (print, electronic, audio, and video) documents, a yearly calendar of events and document releases, a budget and production plan, and a distribution plan for key documents. In addition, students will study how professional writers face situations that require ethical analysis and action to guard an organization's mission and reputation. The course will also inform students about careers available to organizational writers and the technologies they use in performing their work.

PRWR 6280: Business and Technical Editing

3 Credit Hours

Prerequisite: Admission to MAPW program or permission of graduate director.

The study and practice of business and technical editing in texts found in corporate, engineering, government, high-tech, and scientific settings, including reports, proposals, manuals, company newsletters, and Internet web pages. Editorial responsibilities for document development, copy editing, and proofreading will be explored.

Note Practice of electronic editing and hard copy editing will be stressed.

PRWR 6300: Understanding Writing as Process

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

The study of the concept of writing as process and its implications for professional writers in various creative, workplace, and instructional situations. This course will focus on such questions as What happens when we write? Can the processes by which individuals shape written texts be observed, documented, and theorized? How does social context affect writing processes? How does understanding writing as process affect the teaching of writing?

PRWR 6410: Feature Writing

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

This course focuses on the principles and processes of news reporting and feature writing techniques, including editorial writing, promotional communications, and informative newspaper and magazine article writing. Small group critique, one-to-one conferences and peer revision techniques may be used.

Note: May be repeated for up to 6 credits.

PRWR 6440: Professional and Academic Editing

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

The study and practice of professional and academic (trade, professional, educational, and scholarly) editing for magazines, journals, books, and textbooks. Editorial divisions of labor and approaches and responsibilities of editors, along with the introduction to text development, acquisition, and line editing.

Note This course may be cross-leveled with WRIT 3111

PRWR 6455: The Genres of Creative Writing

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

This introductory course surveys the basic principles and building blocks of creative writing. With an emphasis on workshopping, it addresses both theory and practice as it explores at least three of the five major genres of creative writing: creative nonfiction writing, fiction writing, playwriting, poetry writing and screen & TV writing. As such, it is especially valuable to students whose concentration is not creative writing but who have selected it as their support area or to students who wish to gain experience in a new genre.

PRWR 6460: Fiction Writing I

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

This seminar and workshop course in the writing of fiction introduces the fundamental theories and techniques. Various fiction genres may be studied. Small group critique, one-to-one conferences and peer revision techniques may be used. Note This course may be cross-leveled with WRIT 3120

PRWR 6470: Poetry Writing I

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

This seminar and workshop course in the writing of poetry introduces the fundamental theories and techniques. Traditional, free verse, and other forms may be studied. Small group critique, one-to-one conferences and peer revision techniques may be used. Note This course may be cross-leveled with WRIT 3100.

PRWR 6480: Playwriting I

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

This seminar and workshop course in the writing of plays introduces fundamental theories and techniques. Students will study and practice writing monologues and dialogues, presenting stage directions and producing one-act and multi-act plays. Small group critique, one-to-one conferences and peer revision techniques may be used.

Note This course may be cross-leveled with WRIT 3110

PRWR 6500: Composition Theory and Pedagogy

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

This course investigates issues relevant to writing instruction today and explores how theories of composition inform teaching practices. Students study approaches to teaching and assessing writing as they design curriculum for college writing classes or other professional contexts.

PRWR 6520: Creative Nonfiction Writing I

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

This seminar and workshop course in the writing of creative or literary nonfiction introduces the fundamental theories and techniques. Memoir, biography, travel writing, lyric essay, nonfictional novel and other genres may be studied. Small group critique, one-to-one conferences and peer revision techniques may be used.

Note This course may be cross-leveled with WRIT 3130

PRWR 6550: Document Design and Desktop Publishing

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

Principles and practice in computer-aided publishing. Examine word processing and desktop publishing capabilities, develop graphic and text design experience, explore the skills needed to produce professional quality newsletters, brochures, reports, pamphlets and books.

PRWR 6570: Writing for Social Media

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

In this course, students explore social media technologies and study their application in professional practice. Through our examination of and engagement with social media, including social media strategy, blogs and microblogs, social networking, media sharing sites, etc., we investigate theories of social and digital media and consider how these technologies disrupt social norms, impact our process of identity construction, reshape communication, and foster cultural change. Students gain experience planning and creating content for social media.

PRWR 6650: Introduction to Literacy Studies

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

An overview of approaches for studying and shaping literacy in a range of social contexts, including workplaces, instructional settings, and the literary marketplace. This course will explore competing definitions of literacy and their implications for professional writers with students learning to use research about literacy to enhance their work as professional writers.

PRWR 6750: Teaching Writing to Speakers of Other Languages

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

The study of the theories and practices in the teaching writing to ESL writers. Emphasis will be placed on second language acquisition of writing skills and ESL composition techniques and principles for various ESL writing situations.

PRWR 6760: World Englishes

3 Credit Hours

Prerequisite: Admission to the MAPW program, or permission of the graduate program director

A study of the unprecedented growth of English on a global scale. Course will examine the current state of English in the world and the cultural/social factors that have given rise to a number of different varieties of English in the world. These varieties, attitudes towards them, and implications for various written media of communication will be explored.

Note This course may be cross-leveled with LING 3760

PRWR 6800: Careers in Professional Writing

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

This course explores career opportunities and considerations facing the complex and varied careers of professional writers. Students in all three concentrations will prepare for their lives as writers through activities focused on topics such as preparing for the job market, overcoming writer's block, creating a productive writing environment, establishing a productive project portfolio and developing publication/editorial agendas as well as exploring career opportunities and issues.

PRWR 6810: Publishing in the 21st Century

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director

This course focuses on the 21st-century publishing industry with an aim to serve students interested in careers as writers, editors, or other positions in the industry. Readings and discussion topics focus on the process of manuscript development and publication, including analysis of the marketplace and trends; roles of editors, literary agents, and publishing house staff; book proposals and acquisitions; legal and financial concerns; sales, marketing, and production; ethics and gatekeepers; and networking and career opportunities.

PRWR 6850: Web Content Development

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director

Study and practice in writing and development of Web content for multiple, diverse audiences in commercial areas, such as e-business, public relations, and advertising; in public service organizations, including nonprofit and government organizations; and in the area of personal and career development. Students will create their own professional e-portfolio and develop Web content for a commercial, nonprofit, or public organization. Course topics will include site architecture, visual rhetoric, audience analysis, collaboration with graphic designers to create Web pages, ethics, accessibility for disabled users, corporate intranet design, and international considerations.

PRWR 6860: Intercultural Communication in Context

3 Credit Hours

Prerequisite: Admission to the MAPW program, or permission of the graduate program director.

A study of written communication across cultures. Course will use a case studies format to explore principles for effectively communicating in English across different cultures. Topics will include document design for international audiences, rhetorically sensitive strategies, issues of translation and contrastive rhetoric. Students will be able to study a specific type of written communication in a specific region or regions of the world according to their interests and need.

PRWR 7460: Fiction Writing II

3 Credit Hours

Prerequisite: Admission to the MAPW program and PRWR 6460, or permission of the graduate program director.

This seminar and workshop course in fiction writing builds on the theories and techniques learned at the introductory level with an emphasis on manuscript production and professionalization. Students may build portfolios, engage in long-term writing projects, prepare cover-letters and/or develop other sustainable projects. Small-group critique, one-on-one conferences and peer revision techniques may be used in addition to workshop.

Note: May be repeated for up to 6 credits.

PRWR 7470: Poetry Writing II

3 Credit Hours

Prerequisite: Admission to the MAPW program and PRWR 6470, or permission of the graduate program director.

This seminar and workshop course in poetry writing builds on the theories and techniques learned at the introductory level with an emphasis on manuscript production and professionalization. Students may build portfolios, engage in long-term writing projects, prepare cover-letters and/or develop other sustainable projects. Small-group critique, one-on-one conferences and peer revision techniques may be used in addition to workshop. Note: May be repeated for up to 6 credits.

PRWR 7480: Playwriting II

3 Credit Hours

Prerequisite: Admission to the MAPW program and PRWR 6480, or permission of the graduate program director.

This seminar and workshop course builds on the theories and techniques learned at the introductory level of playwriting with an emphasis on manuscript and performance production. Students may build portfolios, engage in long-term projects, and develop professional connections and sustained projects. Small-group critique, one-on-one conferences and peer revision techniques may be used.

Note: May be repeated for up to 6 credits.

PRWR 7520: Creative Nonfiction Writing II

3 Credit Hours

Prerequisite: Admission to the MAPW program and PRWR 6520, or permission of the graduate program director.

This seminar and workshop course builds on the theories and techniques learned at the introductory level of creative nonfiction writing with an emphasis on manuscript production and professionalization. Students may build portfolios, engage in long-term writing projects, prepare cover letters and synopses, and develop other sustainable projects. Small-group critique, one-on-one conferences and peer revision techniques may be used.

Note: May be repeated for up to 6 credits.

PRWR 7550: Advanced Applied Writing

3 (Repeatable) Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director; PRWR 6260

This advanced applied writing course builds on the lessons of PRWR 6260 and is intended for students studying applied writing. Focusing each semester on a significant topic in applied writing, the course will offer students advanced, in-depth study of subjects critical to organizational writers such as grant and proposal writing, organizational writing for external audiences, organizational writing for internal audiences, and instruction in multimedia writing. The course will involve substantial service-learning writing assignments to prepare students for careers as professional writers in corporate, nonprofit, and governmental organizations. Students will collaborate with clients and classmates as they plan, draft, and finalize short, long, and electronic texts. In addition to reading and critiquing written texts, each course will include appearances by guest speakers whose current and previous employment experiences provide insights into the careers of those who write for organizations.

PRWR 7600: MAPW Practical Internship

1-6 (Up to six hours may be used to satisfy MAPW degree requirements.) Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director and/or faculty advisor.

Guided and supervised practical experience in one concentration of the MAPW Program.

Note This course may be cross-leveled with ENGL 3398

PRWR 7800: Teaching Assistant Practicum I

0 Credit Hours

Prerequisite: Admission to the MAPW TA program and PRWR 6150

Courses that may be taken concurrently: PRWR 6500

This course is designed to support and develop the pedagogy of MAPW teaching assistants (TAs). Building upon the theories and concepts introduced in earlier curriculum, this course affords TAs a forum in which to explore the application of a range of methods in the field of rhetoric and composition in preparation for and while shadowing faculty mentors.

PRWR 7801: Teaching Assistant Practicum II

3 Credit Hours

Prerequisite: PRWR 7800

Building upon theories and concepts discussed in earlier curriculum, this course affords teaching assistants an intensive, advanced investigation of selected topics derived from their experience as they serve as Teachers of Record for the first time. The course will address composition pedagogy, course design, professionalism, classroom management, assessment practices, and more. TAs will meet weekly with the Teaching Assistant Coordinator to discuss weekly class sessions, share best practices, ask questions, and participate in discussions.

PRWR 7810: Research Methods for Writers

3 Credit Hours

Prerequisite: Admission to MAPW Program

This course introduces students to research methods commonly used by writers and engages students in practices of researched composing for a variety of contexts. Students learn to create and critically consume research reports by getting hands-on exposure to interviewing, survey design, and archival research. The course also teaches how to perform basic qualitative and quantitative analyses and IRB-approved research.

Note This course may be cross-leveled with WRIT 3810

PRWR 7900: Special Topics

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director.

Exploration of a specifically designed topic.

Note This course is repeatable.

PRWR 7950: MAPW Directed Study

3 Credit Hours

Prerequisite: Admission to the MAPW program, or permission of the graduate program director, PRWR 6000 and a graduate course in the field of the directed study.

An intensive, advanced investigation of selected topics derived from individual courses of study. The content will be determined jointly by the instructor, the student, and the student's advisor. The proposed course of study must be submitted to the graduate director by a deadline published each term for MAPW Committee approval.

PRWR 7960: MAPW Capstone Project

1-6 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.

Note The candidate will consult with the capstone committee chair and committee member about which option to choose.

STVW 6490: Screenwriting I

3 Credit Hours

Prerequisite: Admission to the MAPW program or permission of the graduate program director

This course introduces students to fundamental and foundational aspects of screenwriting such as traditional three-act structure, character development, plot function, dialogue, and script formatting. Students will study screenwriting theory and learn professional standards as they develop original screenplays and participate in table readings, workshopping, and peer review.

Note This course may be cross-leveled with FILM 3105

STVW 6495: TV Writing: Half-Hour

3 Credit Hours

Prerequisite: STVW 6490

This course introduces students to fundamental and foundational techniques of writing single-cam and multi-cam half-hour television scripts. Topics include character development, five-act episode structure, A/B/C storyline function, dialogue, and formatting for half-hour TV scripts. Students will develop original half-hour pilot scripts and participate in table readings, workshopping, and peer review.

STVW 6496: TV Writing: One-Hour

3 Credit Hours

Prerequisite: STVW 6490

This course introduces students to fundamental and foundational techniques of writing one-hour television scripts. Topics include character development, six-act episode structure, A/B/C storyline function, dialogue, and formatting for one-hour TV scripts. Students will develop one-hour pilot scripts and participate in table readings, workshopping, and peer review.

STVW 7490: Screenwriting II

3 Credit Hours

Prerequisite: STVW 6490

This course explores advanced screenwriting concepts such as genre conventions, scene dynamics, integration of theme, and advanced rewriting practices. Students will develop or revise an original screenplay and will participate in table readings, workshopping, and peer review. Students will also engage in critical story analysis and will study and practice skills such as pitching and marketing finished works.

Note: May be repeated for up to 6 credits.

Note May be repeated for credit up to six credits

STVW 7495: TV Writing II

3 Credit Hours

Prerequisite: STVW 6490 and (STVW 6495 or STVW 6496)

This course builds on fundamental skills developed in STVW 6495 and/or STVW 6496, exploring advanced TV-writing topics such as genre conventions, scene dynamics, integration of theme, writing TV for streaming platforms, and advanced rewriting practices. Students will put these advanced techniques into practice as they develop or revise an original pilot script and will participate in table readings, workshopping, and peer review. Students will also engage in critical story analysis and will study and practice skills such as pitching and marketing finished works. Note: May be repeated for up to 6 credits.

STVW 7496: TV Writers Room

3 Credit Hours

Prerequisite: STVW 6490 and (STVW 6495 or STVW 6496)

Modeled after professional TV writers rooms, this course asks students to work together as a unit to pitch episode ideas, develop and outline stories, and write episode drafts. Students will learn about roles and hierarchy within the writers room, as well as the role of the writers room in the TV production process. Students will participate in team- and group-writing, table readings, and peer review. Note: May be repeated for up to 6 credits.

STVW 7900: Special Topics in Screen & TV Writing

3 Credit Hours

This course explores topics in screen and television writing. Topic courses include screenwriting analysis, comedy writing, genre writing, rewriting, adaptation, the business of screen and television writing, gender in screen and television writing, race in screen and television writing, the evolution from script to screen, and more.

PAD 6200: Fundamentals of Public Administration and Public Service

3 Credit Hours

Prerequisite: Admission to graduate study.

Covers the public policymaking process, civil service and administrative agencies, and policy implementation, with brief introductory foray into motivation, leadership, decision making, finance and budgeting, and personnel. Contrasts between public and business administration will be included.

PAD 6250: Research Methods and Computer Applications

3 Credit Hours

Prerequisite: Admission to graduate study

This course develops familiarity with methods of research and analysis useful to public service practitioners. It details practical tools for future administrators. Such tools can include, but are not limited to, the use of surveys, qualitative analysis, quantitative analysis, descriptive statistics and inferential statistics. The course explores the uses of research and application of those uses.

PAD 6300: Public Organization Theory

3 Credit Hours

Prerequisite: Admission to graduate study.

Offers conceptual and practical perspectives for understanding and managing organizations. A spectrum of theories of organization will be examined. The concepts and issues to be discussed include mechanical and organismic aspects of organizations, organizational culture and politics, organizational psychodynamics, and recent theories of organizing. The implications of the theories for a reflective practice will be the focus of class discussions.

PAD 6350: Public Service Budgeting

3 Credit Hours

Prerequisite: Admission to graduate study.

Techniques of financial management, chiefly in local agencies, covering the origins and types of modern budgeting, from line-item, program and performance, to zero-based budgeting. Attention will be paid to both the politics of the budgetary process and the financial and accounting principles involved, with a strong emphasis on hands-on exercises.

PAD 6450: Governmental Relations

3 Credit Hours

Prerequisite: Admission to graduate study.

Examines the interaction between the federal, state, and local levels of government in the United States and their interaction with nonprofit and other private sector organizations. Special attention is given to the constitutional and fiscal relationships between these levels of government.

PAD 6500: Policy Analysis

3 Credit Hours

Prerequisite: PAD 6250

Deals with the theoretical issues and practical techniques of policy analysis. Focus will be on problem definition, alternative and criteria formulation, and decision making phases of prospective policy analysis. Students will learn to conduct simple analyses for policy decisions. Policy-analytic report writing and other forms of policy communication will also be emphasized.

PAD 6600: Program Evaluation

3 Credit Hours

Prerequisite: PAD 6250

This course is designed to introduce the basic methods of policy and program evaluation. These evaluation methods are used in needs assessments, monitoring social programs, and assessing the effectiveness and efficiency of their impacts. Quantitative approaches, such as experimental, quasi-experimental, and reflexive designs and the social, political, and ethical context of evaluation studies will be discussed.

PAD 6700: Human Resource Management in Public Service

3 Credit Hours

Prerequisite: Admission to the graduate college.

This course addresses theories and principles of managing people in public and nonprofit organizations. Issues that will be addressed are the application of human resources concepts and processes, the legal and political influences impacting human resource management, and the distinctive role of human resource management in public and nonprofit organizations.

PAD 7100: Philanthropy and the Nonprofit Sector

3 Credit Hours

Prerequisite: Admission to graduate study.

Provides students with a comprehensive overview of the historical development of community service and nonprofit organizations. Particular emphasis will be given to distinguishing the nature of nonprofit organizations from business and traditional government organizations. Also, the course will emphasize the unique philosophy of nonprofits, especially the notions of charity, philanthropy, community caring, and volunteerism.

PAD 7120: Health Policy

3 Credit Hours

Prerequisite: PAD 6200

Provides an overview of current health policy in the U.S. and government's role in it and how these have evolved in historical perspective. The organization, financing, and delivery of health care will be examined as well as issues such as access and the roles of various health care providers.

PAD 7130: Regional Politics and Policy

3 Credit Hours

Prerequisite: Admission to graduate study.

This course is designed to introduce students to the basic concepts in politics of local and regional governance. The history of the city and county administration in the U.S., power relations in urban areas, and the legal/structural bases of urban policymaking will be discussed in the class. The history and structure of American cities will be compared with those of European cities and the global implications of urban problems will be discussed.

PAD 7140: International Environmental Policy

3 Credit Hours

Prerequisite: Admission to Graduate Public Administration Program

This course examines and evaluates the core parameters of international environmental policy, the elements of international environmental governance, and the associated institutions and instruments. The course explores global environmental change, examining the causes and impacts of global environmental problems. Current international environmental policies are examined through an examination of (i) the main actors of international environmental policy-making; (ii) the main instruments of international environmental policies; and (iii) the core principles of international environmental policy-making.

PAD 7150: Contemporary Public Issues

3 Credit Hours

Prerequisite: Admission to graduate study.

Covers a spectrum of issues which may range from local matters such as education, housing, and urban planning to broader concerns such as health care and economic policy as well as environmental conditions. For each issue cross-national comparisons will be explored and alternative policy solutions will be developed and discussed.

PAD 7180: Nonprofit Governance and Administration

3 Credit Hours

Prerequisite: Admission to graduate study.

This course will cover how to build successful boards for responsible governance, community impact, and mission advancement; how to recruit, train, and manage staff and volunteers; how to develop resources and raise funds from institutional as well as individual contributors. It will also emphasize special ethical dimensions of nonprofit governance and administration

PAD 7230: Local Governance and City Management

3 Credit Hours

Prerequisite: Admission to graduate study.

This course will cover the common practices and problems of local government administrators and city managers, with special attention to the complex environment of and interrelations in the metropolitan and regional setting. It will explore the relationship between politics and administration and between city and county managers and their multiple constituencies.

PAD 7250: Leadership and Ethics in Public Service

3 Credit Hours

Prerequisite: PAD 6200

To increase the ability of individuals to deal with public and social problems in all areas of public service, this course concentrates on understanding and developing leadership roles and ethical practices. Emphasis will be on ethical leadership in the context of teamwork, participatory decision making and employee empowerment, and on the development of organizational cultures that promote individual initiative and leadership.

PAD 7390: Public Financial Management

3 Credit Hours

Prerequisite: PAD 6350

Public Financial Management is a sequel to the public budgeting course. Public finance is the study of where and how governments acquire resources. Taxes, fees, charges, debt concepts, and public finance theories are explored with an emphasis on actual government problem solving.

PAD 7430: Regional and Local Planning

3 Credit Hours

Prerequisite: PAD 6200

This course covers the theory, history and the technical and legal bases of regional/metropolitan and local planning. The topics to be discussed are the history of planning in the U.S. and European countries, the legal bases and politics of planning, the tools of land-use planning, community development, transportation planning, economic development and growth management, and environmental and energy planning. Particular emphasis will be on the legal and technical aspects of planning in cities, counties, and metropolitan regions. The implications of citizen participation in planning for democracy and political processes will also be discussed.

PAD 7455: Administrative Law

3 Credit Hours

Prerequisite: PAD 6200

Administrative law provides students with a broad ranging analysis of how public administrators must handle constitutional and legal restraints placed on them by legislators, executives and the judiciary. The course provides an overview of those constraints and discusses the United States Supreme Court cases in which the law and constitution are applied to administrative actions.

PAD 7461: Law for Public Managers

3 Credit Hours

This course deals with the role of law in public service delivery and the legal environment of public organizations with a specific focus on government agencies. Focus is on legal principles that guide, influence, and govern the behaviors of public administrators and public managers in their day-to-day work. Special attention is given to understanding the public law implications and the legal context of public management and skills needed to conduct basic legal research.

PAD 7465: Law for Nonprofit Managers**3 Credit Hours**

This course analyzes the role of law and the legal environment of nonprofit organizations. The focus is on the laws and legal principles that guide, influence, and govern the development and management of charitable organizations. Special attention is given to understanding contemporary legal issues faced in the nonprofit context with a specific focus on regulatory and tax provisions.

PAD 7470: Issues in Criminal Justice Administration**3 Credit Hours**

Prerequisite: PAD 6200

This course explores societal issues and trends which influence the administration of justice. These include liability issues; labor law applicability to a 24 hour/7 day a week operation; privatization; and diversity. It will address particular attention to the creation and impact of public policy.

PAD 7900: Special Topics**3 Credit Hours**

Prerequisite: Consent of the program director.

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 Credit Hours**

Prerequisite: Consent of the program director. (Repeatable).

Concentrated independent readings and investigations of special topics of interest to individual students.

Note Readings, research, papers, and other projects will be determined jointly by the student and the instructor.

PAD 7985: Internship in Public Service

3 Credit Hours

Prerequisite: Completion of 21 credit hours in the MPA program and approval of program director.

Culminating exercise required of all pre-service students; students must have permission of the graduate director prior to registering for this course or alternatively for PAD 7995. Students shall work for a minimum of 300 hours on site during the term (approximately 20 contact hours per week). Objectives for the internship, field placements, readings, and research topics will be determined jointly by the student and supervising faculty. Requires preparation of a final written paper that summarizes how internship objectives were met and culminates in an oral presentation that demonstrates how the candidate's internship has developed him/her as a public service professional.

Note Emphasis will be placed on actual issues and problems faced by practicing administrators.

PAD 7995: Public Service Practicum

3 Credit Hours

Prerequisite: Completion of 21 credit hours in the MPA program and approval of program director.

Culminating exercise required of all in-service practitioners; students must have permission of the program director prior to registering for this course or alternatively for PAD 7985. With the guidance of the program director, the student will select a suitable topic and develop a proposal to guide completion of a fieldwork/research project during the semester. Requires preparation of a written paper that summarizes the results of project and culminates in oral presentations that demonstrate how the candidate's work as a professional in public service will serve him/her and the community.

Note Emphasis will be on actual issues and problems faced by practicing administrators.

PAD 7998: MPA Capstone Seminar

3 Credit Hours

Prerequisite: Completion of 21 credit hours in the MPA program and approval of program director during the semester preceding course enrollment.

This culminating professional exercise addresses important problems facing public and nonprofit organizations using the knowledge and skills gained in prior coursework. Projects vary based on the needs of the organization, but all require implementing a work plan with the client, collecting and analyzing data, developing findings and recommendations, writing a final report, and presenting findings to the client. Requires a minimum of 75 hours of field work. Students prepare a written paper that summarizes the results of the project and make an oral presentation that demonstrates the student's abilities as a public service professional.

QA 5000: Statistical Concepts for Quality Assurance

1.5 Credit Hours

Students will learn basic statistical concepts including exploratory data analysis, probability distributions, confidence intervals and hypothesis tests. Analysis using Excel and Minitab will be introduced.

QA 6600: Methods of Analysis

3 Credit Hours

A study of the analytic processes required to identify, document, define, and measure requirements and limitations for any operating system. Class work will focus on identifying, describing, and measuring existing manufacturing and service systems. Methods available for system improvement will be investigated.

QA 6610: Statistics for Quality Assurance

3 Credit Hours

Descriptive statistics for discrete and continuous variables, probability distributions, confidence intervals and hypothesis testing, elementary control charts for variables and attributes, the design of acceptance sampling plans, analysis of variance, and regression and correlation analysis.

QA 6612: Design of Experiments

3 Credit Hours

Prerequisite: QA 6610

This is an analysis of statistical experimental design strategies, and planning of experiments for the best strategy and objectives. The use of existing computer application packages will be stressed.

QA 6615: Applied Systems Reliability

3 Credit Hours

Prerequisite: QA 6610

Analysis of appropriate probabilistic models for system reliability, including the exponential, Weibull, normal, and lognormal distributions, life prediction techniques, reliability test program plans, failure mode and effect analysis, Markov models, and maintainability concepts.

QA 6620: Inspection Systems Design

3 Credit Hours

Prerequisite: EM 6613

This course deals with understanding inspection systems, measurement principles, and limitations. Included are acceptance sampling plans such as ANSI Z1.4, ANSI Z1.9, Dodge Romig, and stipulated risk, chain, sequential, and continuous plans.

QA 6630: Technical Training Methods

3 Credit Hours

Adult learning theory, the development and management of training programs, presentation techniques, instructional aids, and assessment will be investigated.

QA 6640: Quality Cost and Supplier Evaluation

3 Credit Hours

Prerequisite: EM 6602

A detailed analysis of cost reductions involved in continuous improvement. Supplier evaluation, including quality audits, is reviewed to establish capability. The concept of partnerships is explored.

QA 6660: Six Sigma Black Belt Concepts

3 Credit Hours

Prerequisite: EM 6611 and QA 6612

Courses that may be taken concurrently: EM 6650

A study and review of the Six Sigma Black Belt body of knowledge, including the DMAIC Methodology, Enterprise-wide deployment, project management, the lean enterprise and design for Six Sigma.

QA 6712: Quality Systems Simulation

3 Credit Hours

Prerequisite: QA 6610

This course addresses the application of simulation to quality systems. Topics covered include fundamental simulation modeling techniques, random sampling procedures and methods of estimating performance measures from simulation outputs. Emphasis will be upon hands-on simulation of various quality systems using PC-based simulation languages.

QA 6725: Quality Assessment of the Organization

3 Credit Hours

Prerequisite: EM 6602

Course covers the history and rationale behind various Quality Assessment systems, with particular emphasis on the National Malcolm Baldrige Quality Award. Students will interpret and apply the criteria and assess organizations through case studies.

QA 6763: Software Quality

3 Credit Hours

The Personal Software Process (PSP) is a technology that brings discipline to the practices of individual software engineers, dramatically improving the quality, predictability, and cycle time for software-intensive systems. PSP makes engineers aware of the processes they use to do their work and the performance of those processes. The course covers quality assessment, cost estimation, configuration management, software performance measures, proof of correctness, validation and verification, and management of the total quality environment for software.

QA 6901: Special Topics in Quality Assurance

1 to 3 Credit Hours

Students may arrange to study and perform independent research on a topic approved by a graduate faculty member. An appropriate research paper will be required and the student may be required to make an oral presentation to faculty, graduate students, and/or quality professionals.

QA 7403: Graduate Seminar

3 Credit Hours

Prerequisite: EM 6602 and QA 6610

The course is designed to cover various topics within the field of quality assurance which are not taught in other courses. Topics will be selected to address modern practices in Quality Assurance

QA 7503: Research in Quality

3 Credit Hours

Prerequisite: EM 6602 and EM 6611 or consent of the department chair

This course is designed to guide the student in a thorough and in-depth written examination of one or more topics relevant to the application of quality assurance. Emphasis is placed upon students using both traditional and electronic means to perform the research.

QA 7603: Applications in Quality

3 Credit Hours

This course is designed to guide the students through a thorough and in-depth application of quality principles in the workplace environment. Emphasis will be on the application of the principles and measurable outcomes.

EDRD 6714: Advanced Methods & Theories in Early Literacy

3 Credit Hours

This course is designed to fulfill partial requirements for the Georgia PSC Reading Endorsement. It applies and uses the principles of research-based reading instructional practices and the integration of the reading components following a systematic problem-solving process to scaffold the reading development of K-2 students. It also addresses having knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students.

EDRD 7000: Capstone in Language and Literacy Education

3 Credit Hours

Prerequisite: ECE 7704, and EDRD 7720

This course prepares advanced candidates to work under the supervision of faculty to demonstrate their expertise in a focused area of their literacy teaching field through an independent, research-based capstone project. Candidates also provide evidence of their efforts to transform their practice based on the specific strategies and knowledge bases developed and/or deepened in the program. This course includes 20-hour field experience in an approved educational setting in 3rd - 5th grade children. If a candidate is not currently teaching in a 3rd - 5th grade classroom, it is the candidate's responsibility to find an approved educational setting to complete the field experience in this course.

RES 6100: Responsible Conduct of Research

0 Credit Hours

The responsible conduct of research is an underpinning of the research enterprise. All researchers need to operate within a set of professional ethics that guide their decision-making. The purpose of this course is to provide researchers the opportunities to read about, consider, and discuss the responsible conduct of their own research. The course is intended to meet the current NIH and NSF requirements for training in the responsible conduct of research.

This course may be cross-leveled with RES 4100.

RES 7000: Vertically Integrated Projects

1-4 Credit Hours

Multidisciplinary course supporting faculty research. Can participate multiple semesters. Students will have strong foundations within the discipline(s), pursue further knowledge/skills, make meaningful contributions, and assume significant technical/leadership responsibilities.

SCED 6412: Introduction to Teaching Three-Dimensional Science

3 Credit Hours

Prerequisite: Admission to the MAT program.

Three-Dimensional Science is the current framework for teaching science in the United States. In this course, students will both learn science topics from a three-dimensional perspective, and the underlying framework that supports this perspective. Students will also demonstrate an understanding of safety procedures in an inquiry laboratory setting.

SCED 6414: Introduction to Teaching for Secondary Science

3 Credit Hours

Prerequisite: SCED 6412

Corequisite: SCED 6650

This is the first of three science methods courses in a professional sequence toward becoming a well-prepared beginning secondary science teacher. Topics include an introduction to the profession, developing classroom culture, and planning and implementing inquiry based lessons.

SCED 6416: Methods of Teaching Secondary Science II

3 Credit Hours

Prerequisite: SCED 6414

Corequisite: SCED 6660

This is the second of three science methods courses in a professional sequence toward becoming a well-prepared beginning secondary science teacher. Topics include differentiating instruction for all learners, using research and theory to guide instructional decisions, and the implementation and assessment of inquiry based lessons in line with current science education reform standards.

Note Proof of professional liability insurance is required prior to receiving school placements in the co-requisite practicum.

SCED 6418: Advanced Methods of Teaching Secondary Science

3 Credit Hours

Prerequisite: SCED 6416

This is the third of three science methods courses in a professional sequence toward becoming a well-prepared beginning secondary science teacher. Topics include utilizing more advanced methods of science instruction, engaging students using Three-Dimensional Story Lines, and using the history of science to teach the nature of science. Professional growth as a beginning teacher will also be discussed.

SCED 6650: Yearlong Clinical Experience I (Science)

3 Credit Hours

Prerequisite: SCED 6412, issued pre-service certificate, and admission to year-long clinical experience.

Corequisite: SCED 6414 and EDUC 6610

This course is the first semester of a yearlong clinical experience in Science Education. Under the guidance of a collaborating teacher and university supervisor and working in an environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement.

SCED 6660: Yearlong Clinical Experience II (Science)

5 Credit Hours

Prerequisite: SCED 6650

Corequisite: SCED 6414

This course is the second semester of a yearlong clinical experience in Science Education. Under the guidance of a collaborating teacher and university supervisor and working in an environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars.

SCED 6661: Clinical Experience Seminar

1 Credit Hours

Corequisite: SCED 6660

This seminar supports and assesses candidate development in secondary mathematics education during the clinical experience. Candidate reflect on the development of their competencies, skills, and dispositions, and support for teacher performance assessments is provided. Seminar discussions will challenge candidates to examine and integrate current issues, values, and practices in the secondary (6-12) science classroom.

SCED 7723: Literacy Practices in Science Education

3 Credit Hours

Prerequisite: Admission to graduate education programs

This course will examine current theory and practices for promoting the use of literacy skills in science teaching and learning, including reading, writing, listening and speaking. The course will cover topics such as reading and writing to learn science, the role of language in learning from scientific inquiry, and the use of argumentation to promote science conceptual understandings.

SCED 7750: Contemporary Issues in Science Education

3 Credit Hours

Prerequisite: Admission to graduate study in education.

A study of the current research based models of science instruction and curricula. Includes the designing of science curricula based upon this research.

SCI 7720: Cross-Cutting Concepts in Science

3 Credit Hours

Prerequisite: Admission into MAT, M.Ed. in Middle and Secondary Science, Ed.S. in Middle Grade Science graduate program or permission from instructor

Teachers and teacher candidates enrolled in this course will explore the interdisciplinary nature of a topic in science by examining how cross-cutting concepts are examined, measured, and tested in physics, chemistry, and biology. The cross-cutting concepts may include: patterns in science; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change.

SCI 7724: Environmental Science

3 Credit Hours

Prerequisite: Admission to graduate studies in education.

This course will explore concepts and processes in the environmental sciences appropriate for the teachers of adolescent and young adult learners. Emphasis will be placed on the following concepts: flow of energy and cycling of matter in an ecosystem, interconnection of Earth's systems, stability and change in ecosystems, resource use and conservation, and human impact. Individual projects will focus on materials appropriate for different age groups.

SCI 7725: Chemistry

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course will explore concepts and processes in chemistry appropriate for the teachers of adolescent and young adult learners. Emphasis will be placed on the nature and structure of matter, chemical reactions, fundamental aspects of kinetics and thermodynamics, and periodicity. Individual projects will focus on materials appropriate for particular age groups.

SCI 7726: Life Science

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course will explore concepts and processes in the biological sciences appropriate to the teachers of adolescent and young adult learners. Emphasis will be placed on the structure and function of cells, the genetic basis for the transfer of biological characteristics from one generation to the next, diversity and classification of living things, and the role of natural selection in the development of the theory of evolution. Individual projects will focus on materials appropriate for particular age groups.

SCI 7727: Physics

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course will explore concepts and processes in physics appropriate to the teachers of adolescent and young adult learners. Emphasis will be placed on the laws of motion, laws of conservation, electricity and magnetism, waves, and optics. Students will build devices and conduct hands-on activities that utilize inquiry based learning principles. They will learn to develop and adapt similar learning activities to use in the K-12 learning environment.

SCI 7728: Earth Science

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course will explore concepts and process in the earth sciences appropriate to the teaching of adolescent and young adult learners. Areas of exploration will include the motions of the earth and the materials and systems that compose it, the processes that shape the earth's surface and the relation of these cycling processes to the living environment. Individual projects will focus on materials appropriate for particular age groups.

SCI 7729: Astronomy

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course will explore concepts and process in space science appropriate to the teachers of adolescent and young adult learners. Areas of exploration will include: gravity and the laws of motion applied to the planets, the origin of the solar system and the Earth, light, planetary atmospheres, comparative planetology and cosmology. Individual projects will focus on materials appropriate for particular age groups.

SCI 7900: Special Topics

1-9 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education. Additional prerequisites vary with topic; see schedule of credit courses.

Exploration of a specifically designed topic.

SCI 7950: Directed Study

1-9 Credit Hours

Prerequisite: Admission to graduate study in education and permission of advisor, instructor, department chair, and director, graduate study in education.

A concentrated investigation of selected topics of an advanced nature.

Note The content will be determined jointly by the instructor and the student.

SSED 7750: Current Issues in Social Science Education

3 Credit Hours

Prerequisite: Admission to graduate study in education.

This course examines issues, concepts, and subject matter of the social studies curriculum in middle grades and secondary classrooms including the disciplines of history, geography, political science, economics, anthropology, and sociology. Materials available for the middle grades and secondary teachers are examined including textbooks, technology, and community resources. Assists students completing the program of study to assemble and defend the professional portfolio.

SW 7700: Social Work Foundations

3 Credit Hours

Prerequisite: Admission to the MSW program

This course focuses on the foundations of the Social Work profession. The course explores the history of social work globally and nationally, the evolution of Social Work roles and values, and the cultural and ethical standards of the profession.

SW 7701: Social Work Practice I

3 Credit Hours

Prerequisite: Admission to the MSW program

This generalist practice course focuses on the knowledge, skills, and abilities for direct/micro-level social work practice. This course provides an understanding of the stages and fundamental skill sets within the engagement and assessment components of the therapeutic process and the guiding theoretical frameworks and perspectives for direct/micro-level practice in social work settings.

SW 7702: Social Welfare Policy and Services

3 Credit Hours

Prerequisite: Admission to the MSW program or enrolled in a MSW Double Owl pathway

The conceptual framework of this course focuses on social justice and its expression of social work values and ethics. Students gain knowledge of important social welfare policies as they advocate for clients, especially those who are marginalized in society.

SW 7703: Social Work Practice II

3 Credit Hours

Prerequisite: SW 7701

This is the second of two foundation practice courses that focus on both the mezzo and macro levels of practice. The course provides a beginning generalist practice perspective reflecting the history, knowledge, values, ethics, and skills utilized in small group settings. Emphasis will also be made to impart a generalist practice perspective on planned change in organizations and communities.

SW 7704: Human Behavior in a Social Environment I

3 Credit Hours

Prerequisite: Admission to the MSW program or enrolled in a MSW Double Owl pathway

This two-sequenced MSW course provides an understanding of the stages of human development and analyses of theoretical perspectives that are influenced by the social environment. This first sequence of the course focuses on the biological, sociological, cultural, spiritual, and psychological development and mastery from the prenatal period through adolescence.

SW 7705: Human Behavior in a Social Environment II

3 Credit Hours

Prerequisite: SW 7704

This course is the second sequence of the Human Behavior in a Social Environment courses. This second sequence continues to provide an understanding of the stages of human development and analyses of theoretical perspectives that are influenced by the social environment. The course focuses on the biological, sociological, cultural, spiritual, and psychological development and mastery of adulthood.

SW 7706: Introduction to Social Work Research

3 Credit Hours

Prerequisite: Admission to the MSW program

This course focuses on understanding, critically analyzing, and interpreting research findings in order to be effective consumers and users of social work research. The course focuses on a broad range of research methods and study designs; problem formulation and conceptualization; ways to assess and improve the validity and reliability of data and measures; data analysis; and the ethics of scientific inquiry.

SW 7707: Practice Focused Research Methods

3 Credit Hours

Prerequisite: SW 7706

This course provides an advanced understanding of process and outcome practice research methods. The course focuses on the application of basic research concepts and methods for evaluating programs and practice with an emphasis on conducting single case designs.

SW 7708: Generalist Internship/Integrative Seminar I

3 Credit Hours

Prerequisite: Admission to the MSW program

This seminar course is taken while students complete their generalist year internship of 225 hours in an agency setting (for the most up-to-date required hours, see the MSW Handbook on the department's website). This seminar course focuses on students' knowledge, skills, and abilities to integrate and apply generalist practice skills from generalist courses and specific objectives in an agency setting in their internship (service-based) experience.

SW 7709: Generalist Internship/Integrative Seminar II

3 Credit Hours

Prerequisite: SW 7708

This seminar course is taken while students complete their generalist internship of 225 hours in an agency setting (for the most up-to-date required hours, see the MSW Handbook on the department's website). This seminar course focuses on students' knowledge, skills, and abilities to integrate and apply generalist practice skills from generalist courses and specific objectives in an agency setting in their internship (service-based) experience.

Note Internship I and II require a combined total minimum of 450 hours.

SW 7802: Advanced Clinical Practice I: Working With Individuals

3 Credit Hours

Prerequisite: All MSW Foundational-Level courses or Advanced Standing in MSW program

This advanced practice course focuses on the critical analysis, interpretation, and application of the direct practice skills and theoretical approaches essential in the treatment and evaluation of the therapeutic process with diverse individual populations.

SW 7806: Addiction Theory and Policy

3 Credit Hours

Prerequisite: All MSW Foundation-Level courses, or Advanced Standing in MSW program.

Building upon the generalist foundation base in the first-year curriculum of the MSW program, this course introduces students to a broad range of theories regarding the etiology of addiction, and to the historical and current treatment approaches for working with clients with different addictions. Additionally, students learn how policy and culture intersect when working with individuals and families from diverse backgrounds.

SW 7811: Advanced Clinical Practice II: Working With Groups

3 Credit Hours

Prerequisite: All MSW Foundation-Level courses or Advanced Standing in MSW program

This generalist practice course provides the knowledge, skills, and abilities essential for facilitating groups in diverse clinical practice settings. This course provides an understanding of the distinction between treatment & task groups, the stages of the group process, the theoretical frameworks/perspectives, leadership styles, and fundamental direct practice skill sets essential for group facilitation in clinical settings.

SW 7812: Specialized Internship III/Integrative Seminar III

3 Credit Hours

Prerequisite: All MSW Foundation-Level courses, or Advanced Standing in MSW program.

This specialized seminar course is taken while students complete their advanced clinical practice year internship of 240 hours in an agency setting (for the most up-to-date required hours, see the MSW Handbook). This seminar course focuses on students' knowledge, skills, and abilities to integrate and apply skills from advanced clinical practice courses and specific objectives in an agency setting in their internship (service-based) experience.

SW 7813: Specialized Internship IV/Integrative Seminar IV

3 Credit Hours

Prerequisite: SW 7812

This specialized seminar course is taken while students complete their advanced clinical practice year internship of 240 hours in an agency setting (for the most up-to-date required hours, see the MSW Handbook on the department's website). This seminar course focuses on students' knowledge, skills, and abilities to integrate and apply skills from advanced clinical practice courses and specific objectives in an agency setting in their internship (service-based) experience.

SW 7830: Psychopathology and Clinical Assessment, Diagnosis, and Service Planning I

3 Credit Hours

Prerequisite: All MSW Foundational-Level courses or Advanced Standing in MSW program

This two-sequenced course focuses on understanding psychopathology, as represented in the latest edition of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM). This first sequence focuses on an orientation to the brain, psychopathology, and diagnosis; and the etiology, identification, assessment, and treatment of mental disorders found within at least four diagnostic classifications of the DSM.

SW 7831: Psychopathology and Clinical Assessment, Diagnosis, and Service Planning II

3 Credit Hours

Prerequisite: SW 7830

This second sequence of the course expands on the types and correlates of mental disorders, their assessment, treatment, prognosis, and prevention not covered in the first sequence, as represented in the latest edition of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders. The major emphasis of this second sequence is on differential diagnostic skills.

SW 7900: Special Topics

1-3 Credit Hours

Special Topics of interest to faculty and students. Topics will vary by semester.

SW 7901: Seminar on Clinical Practice in Child Welfare

3 Credit Hours

Prerequisite: Admission to the MSW program.

This integrative seminar will allow students the opportunity to explore a variety of issues and problems in the area of child welfare and treatment. Emphasis will be placed upon sharing experiences gained during the field internship and application of the course content to assessment or problem solving.

SW 7902: Suicide Assessment, Prevention, Intervention, and Postvention

3 Credit Hours

Prerequisite: All MSW Foundational-Level courses or Advanced Standing in MSW program

This MSW graduate-level special elective course will examine the epidemiology and etiology of suicide, focusing on prevention, intervention, and postvention at the micro level from a social work lens. Most of the course will focus on (a) assessing, documenting, and managing suicide risk; (b) working with a client's suicidality using Brief Cognitive Behavioral Therapy (B-CBT) for Suicide Prevention; and (c) postvention approaches with survivors of suicide loss.

SW 7910: Community Mental Health Practice

3 Credit Hours

Prerequisite: Admission to the MSW program.

This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented, evidence-based practices. It is designed for MSW students and MSW mental health practitioners. Students will become familiar with evidence-based practices, within a recover-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. It is assumed that students will have a basic knowledge of serious mental illness as a pre- or co-requisite, however a review will be provided. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality mental health practice. Each evidence-based practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course and will be discussed in detail.

SW 7912: Clinical Practice with Abused and Neglected Children and Their Families: Child Protective Services

3 Credit Hours

Prerequisite: All MSW Foundation-Level courses, or Advanced Standing in MSW program.

Drawing on the bio-psychosocial perspective for understanding the multiplicity of causes of child maltreatment, this course focuses on the special intervention needs of victims of physical and sexual abuse and neglect and of those who commit such acts. Attention is given to evaluation and use of research in prevention and intervention programs and services.

SW 7913: Family Therapy

3 Credit Hours

Prerequisite: All MSW Foundation-Level courses or Advanced Standing in MSW program

This advanced practice course focuses on the critical analysis, interpretation, and application of the direct practice skills and theoretical approaches essential in the treatment and evaluation of therapeutic process with diverse family systems/subsystems.

SW 7914: Seminar in Substance Abuse

3 Credit Hours

Prerequisite: SW 7702

This course will cover various areas of discussion, including such topics as; HIV/AIDS, co-existing disorders, sexual orientation, and racial and cultural issues, among others. This seminar will give students the chance to help direct their learning experience by using their skills in researching topics for discussion, and communication and presentation skills, as they take a leadership role in the classroom.

SW 7920: Social Work Forensics

3 Credit Hours

Prerequisite: Admission to the MSW program or permission of the director of the MSW program.

This course provides an overview of the interplay between human service professionals and the court systems. It will also focus on forensic social work practice and theory. Additionally, it illustrates the skills for working with diverse populations across the lifespan and across diverse settings, such as, community, medical, school, child welfare, mental health and addictions, and juvenile and criminal justice systems.

SW 7921: Perspectives on Child Maltreatment and Child Advocacy

3 Credit Hours

Prerequisite: SW 7920

This course covers the history, comparative perspectives, legal framework and responses to child maltreatment. It also discusses the skills necessary to work in the field and other pertinent issues pertaining to child maltreatment and child advocacy. The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies. The approach of the course will be from a variety of diverse, professional perspectives including the perspectives of a prosecuting attorney versus a defense attorney.

SW 7922: Professional and System Responses to Child Maltreatment

3 Credit Hours

Prerequisite: SW 7920

The purpose of this course is to prepare students to identify and investigate child maltreatment and apply intervention strategies for children and their families including prosecution where indicated. The class will discuss issues related to child witnesses such as recantation, suggestibility, memory and the impact of multiple interviews on children.

SW 7924: Clinical Practice with Children and Adolescents

3 Credit Hours

Prerequisite: All MSW Foundation-Level courses, or Advanced Standing in MSW program.

This second-year advanced practice clinical course builds upon foundation courses taught during Year 1 of the MSW Program. The course will focus on working with children and adolescents, ages birth to early 20's, in addition to working with the family as a unit. The course will emphasize using social work methods that are age and developmental stage appropriate. The course will emphasize an ecological-developmental framework anchored in attachment, developmental theory, and family systems (ego psychology, object relations, and systems), and the interactions between biological, psychological, social, and environmental factors that impact children and adolescents. Students will be introduced to the principles of human brain development known as the neuro-developmental perspective.

SW 7925: Social Work Practice with Domestic Violence

3 Credit Hours

Prerequisite: Admission to the MSW program.

This elective examines the effects of oppression and violence on individuals, groups, and our society. The course focuses on helping practitioners recognize, assess, and intervene with persons affected by violence.

SW 7929: Crisis Intervention

3 Credit Hours

Prerequisite: All MSW Foundational-Level courses or Advanced Standing in MSW program

This advanced clinical practice course focuses on crisis theory and techniques. The course examines immediate brief treatment for crisis management with various crises, including suicide; sexual assault/rape; natural and manmade disasters; personal loss; basic needs attainment; terminal illness; and life cycle crises. This course considers special vulnerabilities and ethical concerns for at-risk populations.

SW 7931: Social Entrepreneurship

3 Credit Hours

Prerequisite: Admission into a KSU graduate certificate or program

This course introduces interdisciplinary concepts, principles, theories, perspectives and practices in design thinking, social innovation, social entrepreneurship, and social intrapreneurship for addressing complex social problems. Students will be able to demonstrate relevant knowledge and skills by analyzing a real-world social problem through problem mapping process and developing a sustainable socially innovative solution that creates impact and social value, through social entrepreneurial ventures or social intrapreneurship.

SW 7940: Clinical Practice with Individual and Families with Addictions

3 Credit Hours

Prerequisite: SW 7700, SW 7701, SW 7704, SW 7706, SW 7708, SW 7702, SW 7703, SW 7705, SW 7707, SW 7709, SW 7802, SW 7811, SW 7830, and SW 7806

This second-year advanced clinical practice course builds upon foundation courses taught during Year 1 of the MSW Program. The course will synthesize a broad range of knowledge and skills related to practice with individuals and families experiencing addiction. The course presents methods and strategies needed to effectively facilitate individual, group, and family therapy using Motivational Interviewing and alternative treatment models based on etiology.

SW 7980: Social Work International Study

3 Credit Hours

Prerequisite: Admission to Graduate Study at KSU.

This graduate level international study abroad experience is organized around international study and internship opportunities offered by international partners such as the ICSSPE, the Erastus Mundus Graduate Program, and Special Olympics, Southeast Asia. These service learning initiatives will provide educational, practice and service opportunities for masters level students in social work and closely related fields.

SWE 5003: Software Engineering and Computational Thinking

3 Credit Hours

Software engineering allows the application of engineering and computer science concepts for developing and maintaining reliable, usable, and dependable software. The process of developing software comprises of several activities for which both technical and soft skills are required. These skills include the ability of making use of different levels of abstraction, decomposing data, processes, or problems into smaller, manageable parts, understanding and solving problems more effectively, and applying mathematical concepts to develop more efficient, fair, and secure solutions. All these abilities are part of what is called computational thinking, a set of general problem-solving skills useful in several fields. The purpose of this course is to introduce all the relevant software engineering and computational thinking concepts and principles together with the main activities of the software development life cycle.

SWE 5063: Foundations of Database and Web Development Technologies

3 Credit Hours

Prerequisite: CS 5000

This course gives an introduction to the essential instruments that students need to know to assemble working web applications. It first introduces the main concepts of databases and related application technologies that have come to be critical in the enablement of web-based applications. This course will also examine how to connect the web to the backend database server using the popular scripting languages such as PHP and Python. In particular, students will learn the structure and concepts of the web-driven development, make dynamic web applications utilizing a blend of HTML, CSS, and JavaScript, through well-known web frameworks (e.g. NodeJS, Django) and database utilities.

SWE 6613: Requirements Engineering

3 Credit Hours

Courses that may be taken concurrently: SWE 5003

Requirements engineering (RE) plays a critical role in the software development process. This course is a thorough treatment of the engineering and definition of software requirements processes. Methods, tools, notations, and techniques for eliciting, analyzing, modeling, negotiating, validating, specifying, testing, and maintaining requirements will be examined with a focus on software-intensive systems. The course will include a major group project on the analysis and specification of software requirements.

SWE 6623: Software Engineering

3 Credit Hours

Prerequisite: SWE 5003

Courses that may be taken concurrently: CS 5040

This course provides an overview of software engineering and explores both the theoretical principles and their application in the engineering of software-intensive systems. Topics cover the entire software development life-cycle and include software engineering process models, project management and planning, requirements engineering, software architecture and design, prototyping, verification and validation, usability and human factors, quality assurance, and professionalism and ethics. This course includes a real-world team project in which students are given hands-on experience utilizing state-of-the-art tools to analyze and design a software system.

SWE 6633: Software Project Planning & Management

3 Credit Hours

Courses that may be taken concurrently: SWE 5003

The main phases of project management life cycle (initiation, planning, execution, monitoring/control, and closeout) are covered. The emphasis is on project planning phase and on project monitoring/control phase. Various software size, cost/effort, and schedule estimation and planning techniques, including COCOMO, Function Point, and critical path analysis are introduced as part of work breakdown structure. Project risk management is included as an integral part of project planning and project monitoring/control. Project status monitoring/control activities are discussed and practiced with a prototype team project, using the Earned Value metric.

SWE 6653: Software Architecture

3 Credit Hours

Prerequisite: CS 5040 and SWE 5003 and SWE 5063

This course examines the principles and methods of architectural design of complex, large scale software systems. Macro-level system architecture with an emphasis on approaches to interconnection and distribution of both current and emerging architectural systems (e.g. model-view-controller, service oriented, agent-oriented) as well as micro-level architecture including patterns, frameworks, and component-based software engineering are covered in detail.

SWE 6673: Software Testing and Verification

3 Credit Hours

Prerequisite: SWE 6623

This course covers concepts, principles, and techniques related to software testing and formal program verification. The course defines the concept of quality in software developments and product and explains how to develop a quality/test plan. The notion of validation and verification is explained in the context of different testing techniques, which include black box testing and white box testing, and other techniques such as inspection and formal verification. The emphasis of the course is on testing techniques, ranging from unit testing to regression testing.

SWE 6733: Emerging Software Engineering Processes

3 Credit Hours

Prerequisite: SWE 6623

This course introduces the essentials of software engineering processes, methods, and tools for the engineering and evolution of contemporary real-world software. The emphasis is on the applicability of new Agile processes in the software life cycle from requirements engineering through operation and maintenance. Students gain understanding with several commonly used Agile processes such as Extreme Programming (XP), Scrum, Len, and Kanban Models, as well as their working mechanics. They will put into practice their knowledge by conducting an Agile-spirit software team project in the course.

SWE 6753: Game Design & Development

3 Credit Hours

Courses that may be taken concurrently:

SWE 6623 or permission by the program coordinator

An introduction to computer game design, game design engines, 2D and 3D graphics, game-related algorithms, game control structures and games as simulations. Topics include graphics, multimedia, visualization, animation, artificial intelligence, and tools of game design. Developments using the software engineering life cycle are emphasized. The development and presentation of a game prototype is required.

SWE 6763: Software Evaluation and Measurement

3 Credit Hours

Prerequisite: SWE 6623

This course covers the principles of software measurement frameworks and methods for assessing process, product, and resource's attributes in various-scale type of software engineering environments. The software metrics based on different quality factors such effectiveness, efficiency, usability, and testability in both object-oriented and traditional settings are introduced. The theory and mechanics of conducting empirical software investigation (Experimentation in SE) for quantitative evaluation of software artifacts are covered.

SWE 6783: User Interaction Engineering

3 Credit Hours

Courses that may be taken concurrently:

SWE 6623 or permission by the program coordinator

This course follows a complete software-engineering cycle to produce software objects (classes and/or components) that support users in effective, efficient, and enjoyable interactions with computers. Class exercises and a project incorporate concepts and methods including ethnographic and user analysis; cognitive ergonomics; usability metrics and criteria; software-engineering practices, conventions, standards, and documentation; device-user action mapping; person-system function allocation; quality management systems; conceptual proto-typing; embedded systems in support of ubiquitous computing; and function-behavior analysis.

SWE 6803: Independent Study

1 to 3 credit hours – will vary depending on the topic Credit Hours

Independent study/project under the direction of a member of the graduate faculty. Course description will vary.

SWE 6813: Web Service Engineering

3 Credit Hours

Prerequisite: SWE 6623

This course covers the principles and concepts of Service-Oriented Architecture (SOA) and its related general- and domain-specific technologies. Current tools and languages for implementation of service-engineered software systems, including designing, building, assembling, and deploying using Web services and Microservices are discussed in depth. Students will do projects focused on building reusable software in the modern era of service computing.

SWE 6823: Embedded Systems

3 Credit Hours

Prerequisite: SWE 6623

This course is both project- and research-oriented. Students will be introduced to modern methods, techniques, and tools for specification and design of embedded systems. Current software building technology, testing, reliability analysis, and benchmarking will be used in developing a case-study project. Moreover, challenges and trends in embedded systems techniques, methods, and tools will be presented and analyzed.

SWE 6853: Design Patterns

3 Credit Hours

Prerequisite: SWE 6623

This course builds upon basic object-oriented concepts to discover principles of good object-oriented design through the application of design patterns. The focus is on the issues and means of designing software systems for reuse, extension, and maintainability including how to leverage the powers of object-orientation embodied in well-known heuristics, principles and patterns in the design and construction of reusable systems. This course will emphasize that designing reusable systems requires anticipating requirements changes and the application of design patterns will help ensure system mutability. The course includes a major project in which the students will gain hands-on experience with design patterns.

SWE 6863: Software Engineering Ethics and Legal Issues

3 Credit Hours

Courses that may be taken concurrently: SWE 5003

This course covers ethical and legal issues related to software development. Professional ethics and responsibilities of software engineers are discussed in detail. Topics include computing and civil liberties, encryption, intellectual property and licensing, software patents and copyrights, professional codes of ethics and professional licensing, software reliability, liabilities, and hacking. Software engineering/computing case studies will be used.

SWE 6883: Formal Methods in Software Engineering

3 Credit Hours

Prerequisite: SWE 6623 and SWE 6613; or permission by program coordinator.

This course will present best practices for the application of formal methods and will explore their tools, techniques, and applications using real-world case study. It will also help students to understand how formal methods can support the production of high-quality software. Students will learn how to use formal methods techniques to rigorously specify, validate, and verify safety-critical systems, as for example self-driving vehicles and aircrafts. This course will use a hands-on interactive approach.

SWE 6901: Special Topics

1 to 3 Credit Hours

Prerequisite: As determined by the Instructor and Department Chair

Special topics selected by the Department Chair. Offered on a demand basis.

SWE 6902: Special Topics

1 to 3 Credit Hours

Prerequisite: As determined by the Instructor and Department Chair

Special topics selected by the Department Chair. Offered on a demand basis.

SWE 6903: Special Topics

1 to 3 Credit Hours

Prerequisite: As determined by the Instructor and Department Chair

Special topics selected by the Department Chair. Offered on a demand basis.

SWE 7803: Master's Thesis

3 Credit Hours

Prerequisite: GPA 3.0 or above; completed all transition courses (if any were assigned at the admission evaluation process), nine credit hours in the MS SWE program and permission of program coordinator.

The thesis is designed for students wanting a research focus to their degree. The student works independently under the supervision of a designated SWE graduate faculty member on a thesis of substance in software engineering. The student will generate a formal written thesis and give a final defense of the thesis. This course may be repeated, but only 6 hours may be applied toward the degree.

SWE 7903: Software Engineering Capstone

3 Credit Hours

Prerequisite: SWE 6613 and SWE 6633

Courses that may be taken concurrently: SWE 6673

This course is designed for students to give a professional focus to their degree. The students work in designated teams under the supervision of the course instructor (a CSE faculty member), on a project of practical significance in software engineering. Each of the teams will deliver a final working product, generate a substantial final report, and give a final presentation on the project.

SPAN 7702: Sociolinguistics

3 Credit Hours

Prerequisite: Admission to the MAT program in Foreign Languages.

This course explores how social, geographic, cultural, and economic factors contribute to language variation across the Spanish-speaking world. In addition to discussing variation theory, students gain experience in conducting empirical research.

Note Course taught in Spanish.

SPAN 7704: Topics in Spanish Linguistics

3 Credit Hours

Prerequisite: SPAN 7702

An exploration of language-related issues (theoretical and/or applied) that impact the teaching and learning of Spanish as a second/foreign language. Students gain an understanding of these issues through readings, discussion, and action research.

Note Course taught in Spanish.

SPAN 7712: Hispanics in the U.S.

3 Credit Hours

Prerequisite: Admission to the MAT in Foreign Languages.

A multidisciplinary study of the migration history and cultural experience of the major Hispanic groups in the United States, including the portrayal of these groups in current events.

Note Course taught in Spanish.

SPAN 7714: Topics in Hispanic Culture

3 Credit Hours

Prerequisite: Admission to the MAT in Foreign Languages.

This course is an in-depth analysis of Hispanic cultural representations in the media, literature, and other artistic productions. Topics are chosen for their significance and impact on Hispanic cultures.

Note Course taught in Spanish.

SPAN 7722: Literary Masterpieces

3 Credit Hours

Prerequisite: Admission to the MAT program in Foreign Languages

This course explores the most representative masterpieces of twentieth century Peninsular and Spanish American Literature from all genres. Students examine how these works define (or defy) the aesthetic and cultural canon of the period.

Note Course taught in Spanish.

SPAN 7724: Topics in Literature

3 Credit Hours

Prerequisite: Admission to the MAT in Foreign Languages.

An exploration of a period, movement or genre in literature and its relationship to culture. Topics are chosen for their significance and impact on Hispanic cultures.

Note Course taught in Spanish.

STAT 7010: Mathematical Statistics I

3 Credit Hours

Prerequisite: STAT 7220 and STAT 7210

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 Credit Hours

Prerequisite: Admission to the MSAS Program

Topics will include stochastic modeling, random number generators based on probability distributions, discrete-event simulation approaches, simulated data analysis, nonparametric analysis and sampling techniques. Given the importance of the SAS software to these types of applications, students will, by definition, refine and improve their SAS programming skills. The class will utilize real-world datasets from a variety of disciplines including, finance, manufacturing and medicine.

STAT 7100: Statistical Methods

3 Credit Hours

Prerequisite: Admission to the MSAS program.

Stat 7100 is designed to give students the foundation in statistical methods necessary for further study in the Master of Science in Applied Statistics program. The course begins with a study of statistical distributions (binomial, Poisson, uniform, exponential, gamma, chi-square and normal), descriptive statistics, the Central Limit Theorem, t-tests (one-sample, two-sample and paired) and confidence intervals. The course then moves on to more advanced techniques including categorical data analysis (chi-square tests), correlation, simple linear regression analysis and one-way analysis of variance.

STAT 7110: Quality Control and Process Improvement

3 Credit Hours

Prerequisite: STAT 7100 and STAT 7020

Classical quality control methods, including control charts and sampling plans, will be integrated with process improvement tools such as process flowcharts and simple graphical tools.

STAT 7120: Advanced Programming in SAS

3 Credit Hours

Prerequisite: STAT 7100 and STAT 7020

This course will cover advanced programming techniques using the SAS system for data management and statistical analysis. The topics covered include macro programming, using SQL with SAS and optimizing SAS programs. Upon completion of this course students will be prepared to take and pass the certification test and obtain the Advanced Programmer for SAS 9 certification.

STAT 7125: Design and Analysis of Human Studies

3 Credit Hours

Prerequisite: STAT 7020 and STAT 7210

This course will serve as an introduction to epidemiologic methods used to investigate disease outbreaks and the effectiveness of public health interventions. At the end of the course, students will be able to design, analyze, and report the results of an epidemiologic investigation and will be able to interpret literature related to analysis of studies of disease causality and treatment.

STAT 7130: Programming in R

3 Credit Hours

Prerequisite: STAT 7020

This course is a graduate level course in statistical computing using the R/S-Plus programming environment for data management, basic statistical analysis, and simulation. The overall objective of this course is to prepare students to use the R package in both practical statistical/quantitative applications as well as Monte Carlo simulation research. Topics covered include object-oriented programming, porting data, general data management, basic statistical analysis, and writing customized user-defined functions and programs.

STAT 7140: Six Sigma Problem Solving

3 Credit Hours

The focus of this course is applying Six Sigma methods such as DMAIC to industrial problems using the statistical methods studied in prior courses. Students will analyze industrial data and brainstorm appropriate approaches utilizing Six Sigma methods. Since Six Sigma methods will be utilized throughout the program, this course is a synthesis of prior learning. Students will take the American Society for Quality practice Green Belt exam to help prepare them for the actual Green Belt exam. The class will review exam questions and address areas where students are having difficulty.

STAT 7210: Applied Regression Analysis

3 Credit Hours

Prerequisite: STAT 7100 and STAT 7020

Topics include simple linear regression, inferences, diagnostics and remedies, matrix representations, multiple regression models, generalized linear model, multicollinearity, polynomial models, qualitative predictor variables, model selection and validation, identifying outliers and influential observations, diagnostics for multicollinearity, and logistic regression.

STAT 7220: Applied Experimental Design

3 Credit Hours

Prerequisite: STAT 7100 and STAT 7020

Methods for constructing and analyzing designed experiments are considered. The concepts of experimental unit, randomization, blocking, replication, error reduction and treatment structure are introduced. The design and analysis of completely randomized, randomized complete block, incomplete block, Latin square, split-plot, repeated measures, factorial and fractional factorial designs will be covered. Note Statistical software will be utilized.

STAT 7235: Applied Longitudinal Data Analysis

3 Credit Hours

Prerequisite: STAT 7210

This course introduces students to methods of longitudinal data analysis and issues involved with the analysis of repeated measures data. The course will be based on multilevel models (also referred to as hierarchical models, mixed effects models, and random coefficient models) with a major emphasis on modeling intraindividual effects as a precursor to modeling interindividual effects. Students will learn how to choose an appropriate model so that specific research questions of interest can be addressed in a methodologically sound way.

Note This course may be cross-leveled with STAT 8235

STAT 7240: Applied Data Mining

3 Credit Hours

Prerequisite: STAT 7210 or IT 7103 or Passing the assessment offered by the Program Director of MSAS

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 data. The process includes data selection, cleaning and coding, using statistical pattern recognition and machine learning techniques, and reporting and visualization of the generated structures. The course will cover all these issues with the emphasis on practical applications. Students will be encouraged to use recent Data Mining software.

STAT 7310: Applied Categorical Data Analysis

3 Credit Hours

Prerequisite: STAT 7210

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 7340: Social Network Analysis

3 Credit Hours

Prerequisite: STAT 8240 and STAT 7120

This course is designed to introduce concepts, techniques, and proper analysis of social network data. Topics include measuring and characterizing networks, identifying and classifying different types of networks, creating models for networks, and predicting their behavior, with an emphasis on issues associated with "Big Data". This course will also focus on specific applications of network analysis in the fields of management, marketing, strategy development and epidemiology.

STAT 7350: Structural Equation Modeling

3 Credit Hours

Prerequisite: STAT 7100

This course introduces students to concepts, methods, and applications of structural equation modeling (SEM). Topics covered will include multiple regression, instrument development and evaluation, path analysis, model specification, model identification, model modification, parameter and model estimation, goodness of fit testing, exploratory factor analysis, confirmatory factor analysis, Rasch modeling, multiple samples analysis, model invariance, latent growth models, and full SEM models. The software that will be used in the course is LISREL (specifically PRELIS and SIMPLIS).

Note This course may be cross-leveled with STAT 8350

STAT 7370: Applied Affinity Analysis

3 Credit Hours

Prerequisite: STAT 8250 and STAT 7120

Affinity analysis seeks to identify the presence and strength of relationships whereby activities tend to occur together. The course begins with coverage of the fundamental methods and concepts revolving around association rules. The second half of the course focuses on market basket analysis, a specific application of affinity analysis that focuses on consumer purchasing. Students are required to obtain transaction-level retail data (most likely from the Internet), complete a market basket analysis, and communicate the results in a formal report.

STAT 7390: Missing Data and Imputation

3 Credit Hours

Prerequisite: STAT 7210 and STAT 7120

This course is designed to introduce students to the technical concepts associated with missing data as well as conventional and advanced methods to handle missing data. The topics include missing at random, deletion techniques, imputation techniques, as well as maximum likelihood techniques and multiple imputation techniques. The course will also discuss complications that can arise with multiple imputations. The methods will be applied to real world datasets with guided exploration of the methods by the students.

STAT 7399: Design and Analysis of Massive Survey Data

3 Credit Hours

Prerequisite: STAT 8240 and STAT 7120

This course is designed to introduce concepts, techniques, and current practice of sample survey design and analysis with emphasis on the unique issues associated with "Big Data". Topics include simple random sampling, systematic sampling, stratified random sampling, cluster sampling, multistage sampling, replicated sampling, imputation and strategies to deal with missing data. Examples of complex designs will be drawn from telephone surveys, the Current Population Survey and various health surveys of National Center for Health Statistics. Topics in analysis include post-stratification adjustments, ratio and regression estimators, and methods for estimating variance from complex surveys.

STAT 7450: Multilevel Statistical Models

3 Credit Hours

Prerequisite: STAT 7100 and STAT 7210

Data often have a structure that is nested or hierarchical. For example, when investigating student outcomes, we need to consider that students are nested inside classrooms that are in turn nested inside schools. Clustered data violate the assumption of independence of error terms expected of the general linear model family, which includes ANOVA and regression. Multilevel models allow us to analyze data where observations are not independent, correctly modeling correlated errors and avoiding biased standard errors. This course will focus on how to use multilevel (hierarchical) models for dealing with nested data. We will discuss common topics in multilevel modeling, including sample size requirements, centering decisions, assumptions, and slopes and intercepts as fixed and random effects. Our focus will be on two and three level models, as well as growth modeling. The software we will use is HLM and R.

STAT 7900: Special Topics

1 to 3 variable Credit Hours

Prerequisite: STAT 7020 and STAT 7100, or approval of the Program Director.

Exploration of selected topics of interest to students and faculty.

STAT 7916: Cooperative Education

1-3 Credit Hours

Prerequisite: Permission of Program Director.

STAT 7918: Internship

1-3 Credit Hours

Prerequisite: Permission of Program Director.

STAT 7940: Applied Analysis Project

1-9 Credit Hours

Prerequisite: Must be approved by graduate program director.

Students will work with a Department faculty member on an analysis approach using real data. The data may be generated from a problem in their workplace or from any other source that illustrates the statistical method being studied. In the first part of the semester, the theory of the method will be studied to obtain a solid foundation in the methodology. Later, data will be analyzed using one or more statistical software packages. Students will prepare a written report that will become part of their Statistical Methods Portfolio.

STAT 7950: Directed Study

3 Credit Hours

Prerequisite: Permission of Program Director.

Special advanced topics external to regular course offerings.

STAT 8220: Time Series Forecasting

3 Credit Hours

Prerequisite: STAT 7020 and STAT 7210

This course provides an introduction to univariate time-series analysis that emphasizes the practical aspects most needed by practitioners and applied researchers. Topics covered include linear regression applied to time series, simple autoregressive models (ARMA and ARIMA), and Box-Jenkins methodology.

STAT 8235: Advanced Longitudinal Data Analysis

3 Credit Hours

Prerequisite: STAT 8250 or Permission of Program Director

This course focuses on classical and modern approaches to analyze continuous and discrete longitudinal data. Topics include: exploratory analysis of correlated data, multilevel models, likelihood derivations for random effects models, algorithms of multi-level model fitting and estimation with missing data. The class is intended for doctoral students who have completed some statistical courses covering topics including linear regression, and generalized linear models. Students learn to build the models with software, derive the likelihood for the mixed effects model, estimate the model parameters. They apply longitudinal analysis approach to develop a final project report with a real-world example data.

Note This course may be cross-leveled with STAT 7235

STAT 8240: Data Mining I

3 Credit Hours

Prerequisite: Admission to the PhD program in Analytics and Data Science or Passing the assessment test offered by the Program Director of PhD in Analytics and Data Science

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. In addition to method applications, this course will also heavily focus on the theoretical understanding of statistical analysis and methods. Students are encouraged to use recent Data Mining software.

STAT 8250: Data Mining II

3 Credit Hours

Prerequisite: STAT 8240

This course is a continuation of STAT 8240: Data Mining. Data Mining is an information extraction activity whose goal is to discover hidden facts contained in databases, perform prediction and forecasting, and generally improve their performance through interaction with data. The process includes data selection, cleaning, coding, using different statistical, pattern recognition and machine learning techniques, and reporting and visualization of the generated structures. The course will introduce additional modeling tools for pattern recognition and prediction, including Sequential Pattern Analysis, Neural Networks, Support Vector Machine, Nearest-neighbor classifiers, and many others. These tools will be taught through examples of practical applications. Students will be encouraged to try different Data Mining software.

STAT 8320: Applied Multivariate Data Analysis

3 Credit Hours

Prerequisite: STAT 7220 and STAT 7210

Survey course in statistical analysis techniques. Through a combination of textbook and real-world data sets, students will gain hands-on experience in understanding when and how to utilize the primary multivariate methods Data Reduction techniques, including Principal components Analysis and Common Factor Analysis, ANOVA/MANOVA/MANCOVA, Cluster Analysis, Survival Analysis and Decision Trees.

STAT 8330: Applied Binary Classification

3 Credit Hours

Prerequisite: STAT 7210

This course is a heavily used concept in Statistical Modeling. Common applications include credit worthiness and the associated development of a "FICO-esque" credit score, fraud detection or the identification of manufacturing units which fail inspection. Students will learn how to use Logistic Regression, Odds, ROC curves, maximization functions to apply binary classification concepts to real-world datasets. This course will heavily use SAS-software and students are expected to have a strong working knowledge of SAS.

STAT 8350: Structural Equation Modeling

3 Credit Hours

Prerequisite: Admission to a KSU PhD Program

This course introduces students to concepts, methods, and applications of structural equation modeling (SEM). Topics covered will include multiple regression, instrument development and evaluation, path analysis, model specification, model identification, model modification, parameter and model estimation, goodness of fit testing, exploratory factor analysis, confirmatory factor analysis, multiple samples analysis, model invariance, latent growth models, and full Structural Regression models.

Note This course may be cross-leveled with STAT 7350

STAT 8450: Multilevel Statistical Modeling

3 Credit Hours

Prerequisite: Admission to a KSU PhD Program

Data often have a structure that is nested or hierarchical. For example, when investigating student outcomes, we need to consider that students are nested inside classrooms that are in turn nested inside schools. Clustered data violate the assumption of independence of error terms expected of the general linear model family, which includes ANOVA and regression. Multilevel models allow us to analyze data where observations are nested and not independent, correctly modeling correlated errors and avoiding biased standard errors and parameter estimates. This course will focus on how to use multilevel (hierarchical) models for dealing with nested data. We will discuss common topics in multilevel modeling, including sample size requirements, centering decisions, assumptions, and slopes and intercepts as fixed and random effects. Our focus will be on two and three level nested models, as well as growth modeling.

SA 8900: Study Abroad

1-12 (varied by course) Credit Hours

Prerequisite: Varies with discipline and subject.

Upper division study abroad course denoting graduate level work. Each course is uniquely designed to maximize field experiences in a manner appropriate to the country visited and the discipline or cross disciplinary perspective applied. Specific course titles are assigned to each study abroad course and major course equivalencies may be substituted with departmental approval.

SYE 6005: Introduction to Systems Engineering

3 Credit Hours

The goal is to introduce the student to the essential principles, processes, and practices associated with the application of Systems Engineering. The applicability and use of Process Standards will be examined. Emphasis will focus on defining the problem to be solved, establishing the initial system architecture, understanding the role of system life-cycles, requirements development, and verification and validation of the realized system. Students who do not have a background in Systems or Industrial Engineering should take this course as early as possible.

Note: This course may be crossleveled with SYE 8005

SYE 6010: Project Management Processes

3 Credit Hours

Integrated framework for project organization, planning and control focusing on project management processes for large, complex programs to ensure cost-effective and quality outcomes for investments.

SYE 6015: Systems Analysis and Design

3 Credit Hours

Methods used to analyze and design complex systems that meet the needs of multiple stakeholders over the system life cycle. Apply systems engineering design and analysis principles to the virtual design of a contemporary complex system.

SYE 6025: Engineering Economic Analysis

3 Credit Hours

This course covers the basic tools used in engineering economic decision making, including discounted cash flow, replacement and timing decisions, depreciation, risk analysis, and pricing mechanisms. Topics may also include an introduction to preferences and utilities, equilibrium concepts, probabilistic decisions, game theory, and incentive compatibility.

SYE 6031: Advanced System Dynamics Modeling

3 Credit Hours

This course introduces system dynamics modeling for the analysis of policy changes and strategies on system behaviors. System Dynamics (SD) is a computer-aided approach to policy analysis and design, which focuses on recognizing the interconnections among the parts of a whole system and synthesizing the interconnections using simulation modeling into a unified view of the system. Through models & case studies of successful applications, students learn how to use qualitative & quantitative data to formulate & test models that represent systems behaviors.

SYE 6035: Modeling and Simulation

3 Credit Hours

Prerequisite: QA 6610

The use of models and simulations to validate or predict expected performance, behavior, and interaction of selected design elements in a controlled environment will be examined. This course will also present guidelines for selecting and using models and simulations on projects. Various modeling and simulation methods and tools will be examined and their value and applications probed for differing engineering development needs.

SYE 6050: Reliability and Sustainability

3 Credit Hours

Prerequisite: QA 6610

Concepts for reliability and sustainability (maintainability) engineering and their integration into system development will be examined. In addition, techniques for ensuring the integration of these factors into core design decisions through specified requirements will be explored.

SYE 6055: System Engineering Project

3 Credit Hours

Prerequisite: Consent of instructor

In this capstone class, students will be presented with an engineering problem statement constituting acquirer needs and expectations. Multi-disciplinary teamwork will be required to achieve a solution to the presented problem statement.

SYE 6065: System Optimization

3 Credit Hours

This course focuses on methods of operations research and their applications. Operations Research methods include linear programs, network models, queuing models, markov chains, and heuristics. Applications in inventory & production planning, transportation & logistics, and finance will be covered.

SYE 6070: Logistics and Supply Chain Management

3 Credit Hours

This course focuses on decisions vital to success in typical business environments characterized by competition and scarce resources. Students will develop skills in applying a variety of techniques to solve logistics and supply chain management problems. Topics covered will include information sharing and aligning incentives along the supply chain; demand forecasting; inventory decisions; transportation mode and route selection; and pricing and revenue management.

SYE 6075: Manufacturing and Warehousing Systems

3 Credit Hours

This course focuses on decisions important in production and warehousing environments. Production topics include analysis of flows, bottlenecks and queuing, types of manufacturing operations, aggregate production planning, lot sizes and lead times, and pull production systems. Warehouse topics include design and analysis of warehouse layout, order picking strategies, warehousing inventories, and integration of production and distribution systems.

SYE 6610: Engineering Statistics

3 Credit Hours

This course may include the topics of sampling concepts and data collection techniques, descriptive statistics, discrete and continuous probability distributions, sampling distributions, confidence intervals, hypothesis tests, categorical data analysis, relationships between two variables, least-squares simple linear regression analysis, and analysis of variance.

SYE 6611: Statistics for Process Analysis and Improvement

3 Credit Hours

Prerequisite: SYE 6610 or QA 6610

The application of advanced statistical methodologies to the analysis and solution of process problems. Topics include process analysis and improvement models, probability theory, statistical process control charts, process capability, process control plans, measurement system analysis, acceptance sampling, and design of experiments.

SYE 6800: Master's Directed Study

3 Credit Hours

Prerequisite: Approval of MS Systems Engineering graduate program coordinator

In this course, the student works with a graduate faculty advisor. The student and advisor create a set of project outcomes and a plan of execution. The student works effectively to achieve the desired outcomes. Results are summarized in a formal report and possibly an oral presentation.

SYE 7900: Special Topics in Systems Engineering

3 Credit Hours

Topics not covered in the department's regular systems engineering offerings. Course content may vary each semester depending on instructor and the perception of students' needs. Course may be repeated for credit.

SYE 8005: Advanced Systems Engineering

3 Credit Hours

Prerequisite: Admission to the Interdisciplinary Engineering, Ph.D. program

This course covers the essential principles, processes, and practices associated with the application of Systems Engineering. The applicability and use of Process Standards will be examined. Emphasis will focus on defining the problem to be solved, establishing the initial system architecture, understanding the role of system life-cycles, requirements development, and verification and validation of the realized system. Note: Students who receive credit for SYE 8005 cannot then enroll in SYE 6005 for credit.

This course may be cross-leveled with SYE 6005

TLED 7000: Foundations of Teacher Leadership

3 Credit Hours

This course explores the knowledge, skills, and dispositions necessary to be successful in the TL program as well those needed to be an effective teacher leader in the contemporary educational setting. It also investigates the GaPSC teacher leadership standards, as well as the TL GACE requirements.

TLED 7101: Critical Analysis of Policy, Theory, & Praxis for Teacher Leaders

3 Credit Hours

Prerequisite: Admission to a graduate program in the Department of Educational Leadership or the Ed.S. in Special Education.

This course provides students an opportunity to synthesize and evaluate current and historical K-12 educational policy at the national, state, and local levels from a teacher leader perspective. Students will leverage educational policy to build collaborative school cultures, develop advocacy plans that maximize student learning, and meet the educational needs of the institution. The goal of the course is to help teacher leaders think critically about educational policy, theory, and praxis and its influences on their students as learners.

TLED 7215: Leading Data-Informed Curriculum and Assessment

3 Credit Hours

Prerequisite: Admission to the Teacher Leadership and Educational Leadership, MEd.

This course is designed for emerging school leaders to develop practical skills using research and data analysis for school improvement and curricular leadership.

Candidates will develop knowledge, skills, and dispositions for leading the development of instructional and assessment practices by bridging theory and practice. The course also covers technological applications as tools to improve student achievement. Candidates will analyze, plan, develop, monitor, and evaluate instructional programs that align vertically and horizontally with state and district curriculum standards and that meet the needs of all students, particularly students with exceptionalities, and students with cultural and linguistic differences.

TLED 7465: Professional Learning in Schools

3 Credit Hours

In this course, candidates will examine research on adult learning theories and effective professional learning. Candidates will evaluate the professional learning system and processes in their schools based on the National Staff Development Council (NSDC) standards adopted by the state of Georgia. Candidates will examine many forms of professional learning such as mentoring, coaching, feedback, study groups, peer observation and learning teams. Candidates will promote professional learning communities and demonstrate the ability to effectively design, deliver, and evaluate professional learning in their schools.

Note Crosslisted with ITEC 7465

TLED 7785: Collaboration with Families and Community

3 Credit Hours

Candidates who complete this course are teacher leaders who demonstrate and sustain trusting, productive and collaborative relationships between families, children, schools/programs and community agencies/resources. Emphasis is placed on developing effective communication skills and identifying resources to enhance the child development and educational experiences of all children. This course provides a social advocacy orientation to current issues and trends that impact working with schools and communities.

TLED 7980: Action Research in Schools

3 Credit Hours

Candidates will examine and implement the process of classroom-based action research. Topics covered include an overview of the action research process, planning and developing a research plan, collecting and analyzing data, and developing and sharing action research reports. The curriculum will also focus on how to engage and facilitate colleagues' use of action research to improve a problem of practice in the teacher leader's content area.

TLED 7990: Residency & Capstone

3 Credit Hours

Prerequisite: Permission of the program director.

The residency provides candidates an opportunity to engage in field-based opportunities to develop teacher leadership skills (Teacher Leadership Standards, GaPSC 505-3-.53) under the supervision of a Candidate Support Team. These skills include planning and leading professional development; mentoring and coaching other teachers; aligning curriculum, instruction, and assessment; modeling best teaching practices; analyzing data and improving learning through data-informed decision-making; applying research-based approaches to instructional challenges; and collaborating with all stakeholders to improve student learning. Candidates will demonstrate their development of these skills through various assignments, most notably a Residency Project and a Capstone Portfolio.

TLED 8200: Mentoring, Coaching and Facilitating School Improvement

3 Credit Hours

Prerequisite: Admission to the Ed.S. or Ed.D. program.

This course focuses on specific instructional supervision research, models, and strategies that promote and advocate for collegial schools devoted to improving school wide learning through distributed leadership. Instructional supervision is placed within a developmental, contextual, constructive, humanist paradigm; and examined as a process of purposeful adult interactions and cognitions that promote autonomous, reflective, self-directed teacher practitioners committed to student learning and continual school improvement. This course will focus on the development and application of the knowledge base, interpersonal skills, technical skills, and tasks necessary for instructional supervision, mentoring and coaching. Emphasis will be also placed on school and system factors (sociocultural and political) that may affect teacher leadership in instructional supervision.

TLED 8830: Curriculum, Instruction and Assessment for Teacher Leaders

3 Credit Hours

This course is designed to provide teacher leaders with the knowledge, skills, and dispositions necessary to make critical curriculum and assessment decisions to help improve learning for all student subgroups. Teacher leaders will use acquired knowledge to analyze, identify gaps, and reconcile areas of the curriculum that do not meet the needs of all students.

TLED 9900: Dissertation

1-9 (Repeatable) This course may be repeatable for more than 9 credit hours until degree completion Credit Hours

Prerequisite: Admission to the Ed.D. program and 12 hours of graduate level research courses.

Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

Note Course may be repeated as necessary.

WMBA 1000: Georgia WebMBA Orientation

0 Credit Hours

The Georgia WebMBA Orientation focuses on team building, program requirements and information, and includes interaction with our program faculty, administrators, and graduates. Sessions include technology seminars, communication and team maintenance, personality assessments and presentations by course leads for each WebMBA course. Students will work in their teams to create team contracts, have face-to-face time with their faculty, deans and administrators and participate in a panel discussion comprised of current students and alumni. All students must successfully complete this mandatory orientation held in Atlanta prior to starting the first semester.

WMBA 6000: Human Behavior in Organizations

3 Credit Hours

Human Behavior in Organizations is a graduate level introductory course to organizational behavior designed for both the entry level and high level manager with any functional responsibility. This course explores some of the ways in which human behavior affects how one manages and leads and ultimately how it affects individual, group, and organizational performance. Students will apply concepts to case studies, their own companies and industry leaders. By the end of the course, students will be able to identify key organizational behavior issues and apply practical solutions to improve organizational effectiveness.

WMBA 6010: Managerial Accounting

3 Credit Hours

Managerial Accounting is designed for both entry level and high level managers with any functional responsibility. The course covers a wide range of topics that emphasize the use of both internal and external data to enhance the decision-making skills of managers. Concepts covered include an overview of the management accounting function within the organization, cost management and cost accumulation systems, planning and control systems, use of historical data in forecasting costs, and the use of accounting information in management decision-making. Case studies will be used to enhance students' critical thinking, problem solving, and communication skills. Students will apply concepts to a variety of companies using problems and case studies. By the end of the course, students will be able to understand and apply accounting information in management decision making functions.

WMBA 6020: Managerial Communications

3 Credit Hours

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

WMBA 6030: Global and International Business

3 Credit Hours

Global and International Business Strategy is designed for both entry level and high level managers with any functional responsibility. The course is designed to explain to students the growing opportunities and potential risks in doing business across national boundaries. The nature and economic role of the global business, including the impact of legal, political, social, and cultural variables are examined for their influence upon business performance and managerial activity. Students will apply concepts to case studies, country report, and other assignments. By the end of the course, students will have a truly global approach in identifying, analyzing, and solving problems.

WMBA 6040: Managerial Decision Analysis

3 Credit Hours

Managerial Decision Analysis is designed for entry level through high level managers who either provide input to or are responsible for managerial decisions based on solid logic and analysis. The course presents an introduction to the statistical and management science techniques that are most commonly used by managers in both the public and private sectors. We build the course providing tools you may find useful for your team project which may either be a consulting project addressing a real issue in a not-for-profit or for-profit entity or focus on a current topic of interest to a segment of the business community. By the end of the course, students will be able to understand the role of quantitative methods in the decision-making process; demonstrate the ability to visualize, present, analyze and interpret business data; develop an understanding of the application of quantitative analysis to the solution of management problems; and utilize spreadsheet analysis as a tool in analyzing data and developing a solution/recommendation to a problem situation.

WMBA 6050: Strategic Marketing

3 Credit Hours

Strategic Marketing is a graduate level introductory course to marketing designed for both the entry level and high level manager with any functional responsibility. The purpose of the course is to familiarize students with the marketing concept and to help students understand how the marketing concept (and a firm's market orientation) influences various decisions made by managers in a firm. Marketing management involves the coordination and control of the firm's marketing functions in a dynamic operating environment. This course provides a study of the strategic managerial aspects of marketing and covers topics that include basic marketing concepts as well as some of the tools and strategies used by marketing managers. Topics focus on product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing operations. A strategic marketing plan project utilizing an organization of the associates' choice provides the opportunity for students to apply and demonstrate understanding of the concepts learned in the course to a real-world situation.

WMBA 6060: Managerial Finance

3 Credit Hours

Managerial Finance is a study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. It develops a student's knowledge, analytical skills and communication skills in the area of financial management. The course gives students tools to analyze a company's financial position relative to the industry, apply time value of money concepts to business cash flows, evaluate the acceptability of a short-term and long-term financial decision, and understand the relationship between capital structure, risk, and the cost of capital.

WMBA 6070: Entrepreneurship

3 Credit Hours

Entrepreneurship is intended to expose graduate business students to both the spirit and mechanics of entrepreneurial and entrepreneurial thinking and action. The course takes the perspective of both the needs of the would-be entrepreneur as well as the manager of creative and entrepreneurial activity. This course is also designed to offer insights for students seeking entrepreneurial careers in new or established organizations. . It describes the new venture startup process and strategies for increasing the likelihood of successful venture launch. Topics covered include models of new venture formation, strategic resource acquisition and deployment, marketing, operations, and financial strategies for successful ventures, and the leadership skills and behaviors required for venture success. Participants will also learn how to write a business plan, and assess business plans written by others.

WMBA 6080: Management Information Systems

3 Credit Hours

The Management Information Systems course is designed to provide a framework for understanding how technology can support or destroy everything from strategic decisions to operational actions. Course lectures, discussions, and application-oriented essay exams are used to develop the ability to incorporate academic theories into business practice. Business cases, current events, and personal experiences are discussed to help students learn to find points of success or failure based on the theories presented in class. Each student team investigates and presents current research from top academic journals and trade publications. By the end of the term, students have been exposed to many business cases and numerous current research publications with the intent of developing their ability to analyze situations in light of academic theories that have been proven to foster IT success. The final project helps students apply these skills in a very personal way to develop their own framework for IT decisions as they exit the course.

WMBA 6100: Operations and Supply-Chain Management

3 Credit Hours

This course is designed for both new and high level managers with any functional managerial responsibility – which requires both administrative and analytical skills. The course will cover a wide range of topics such as: operations strategy, process selection, capacity planning, facility location and layout planning, job design, and total quality management. Students will apply concepts to all possible operational issues and challenges in their daily function. By the end of the course, students will be able to identify strategic decisions in operations management; select appropriate process for a given production system, employ available techniques in firm's long-range capacity planning and layout design, and apply all related OM approaches in management decision making process.

WMBA 6110: Strategic Management

3 Credit Hours

Strategic Management is designed to provide an executive viewpoint of strategy formation and management of an enterprise. Designed to be the final experience for WebMBA students, the course is an integrative capstone for the program. Students learn how to audit and analyze complex situations to determine the firm's strategies for long-run survival and growth in competitive markets. They also examine techniques for analysis of environmental conditions and trends, opportunities and threats, resource strengths and limitations. Case studies, discussions and a sophisticated strategy simulation constitute the primary content of the course. By the end of the course, participants will know how to plan, implement, and control organizational efficiency and effectiveness at both the strategic and operational level.

FLED 6650: Yearlong Clinical Experience I

4 Credit Hours

Prerequisite: Approval of the FLED Graduate Committee.

This course is the first semester of an intensive and extensive co-teaching yearlong clinical experience in foreign language education. Under the guidance of a collaborating teacher and university supervisor and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars. Proof of liability insurance is required.

FLED 6660: Yearlong Clinical Experience II

5 Credit Hours

Prerequisite: FLED 6650

This field experience is designed to provide candidates with an intensive classroom experience that includes planning, implementing, assessing, and adjusting instruction appropriate to the needs, abilities, and learning styles of all learners. Candidates will be placed in appropriate school settings where they will have the opportunity to apply and reflect on concepts addressed in previous course work.

FLED 7703: Language Pedagogy and Second Language Acquisition Research

3 Credit Hours

Prerequisite: Admission to the MAT in Foreign Languages.

This course examines theories of second language acquisition (SLA) and practical application of SLA theories to second language teaching and learning. The course is designed to address the theoretical and conceptual foundations of working with second language learners. It then focuses on the classroom applications of this theoretical base to interactions with language learners, curriculum, instruction, and assessment. Students are encouraged to interpret relevant SLA research that informs language teaching and to take ownership of SLA theories and research as a rationale for pedagogical decisions.

FLED 7708: Curriculum and Assessment in Foreign Language Education

2 Credit Hours

Prerequisite: Admission to the MAT program (Foreign Languages).

This course focuses on research-supported, standards-based practices of foreign language education related to curriculum planning and performance-oriented, alternative assessment of student learning. FLED 7708 students apply principles of backward design to thematic planning for instruction and adhere to the tenets of ongoing and varied assessment. The course introduces edTPA.

Note Proof of professional liability insurance is required for field experience.

FLED 7710: Current Trends in Foreign Language Pedagogy

2 Credit Hours

Prerequisite: Admission to the MAT in Foreign Languages

This course focuses on effective practices for teaching a foreign language to P-12 learners. FLED 7710 students apply principles of standards-based, communicative language teaching and methods for enacting a research-supported approach to P-12 foreign language instruction through implementation in a P-12 classroom during clinical practice.

Note Proof of professional liability insurance is required for field experience.

FLED 7711: Technology for the 21st Century Foreign Language Teacher

3 Credit Hours

This course introduces teacher candidates to the use of instructional technology in foreign language education, otherwise known as Computer-Assisted Language Learning (CALL). Specifically, teacher candidates learn to evaluate, design, create, and implement a variety of technology-enhanced teaching and learning materials. A particular focus is placed on forming the essential connections between Second Language Acquisition theories, sound pedagogical approaches, and cutting edge technologies to ensure that teacher candidates are able to integrate technology meaningfully into P-12 curriculum planning and teaching practices.

FLED 7712: Teaching Culture with Authentic Materials

3 Credit Hours

Prerequisite: Admission to the MAT in Foreign Languages

This course focuses on effective practices for meaningful teaching of culture to P-12 learners of foreign language. FLED 7712 students apply a text-rich approach to curriculum design that cultivates learners' intercultural competence via research-supported, standards-based, communicative language teaching. The course integrates diversity assignments that are implemented in a P-12 classroom during clinical practice.

FLED 7720: Foreign Language Education Practicum II

3 Credit Hours

Prerequisite: Approval of the FLED Graduate Committee.

This course is designed to prepare prospective foreign language teachers for development of instructional materials and implementation of effective teaching methods and management techniques. Candidates will choose two field placements among elementary, middle, and high school levels.

Note This course requires approximately 20 hours per week in the field. Verification of Liability Insurance is required.

FLED 7730: Foreign Language Education Practicum III

6 Credit Hours

Prerequisite: FLED 7720

This field experience is designed to provide candidates with an intensive classroom experience that includes planning, implementing, assessing, and adjusting instruction appropriate to the needs, abilities, and learning styles of all learners. Candidates will be placed in appropriate school settings where they will have the opportunity to apply and reflect on concepts addressed in previous course work. Note This course requires approximately 40 hours per week in the field. Verification of Liability Insurance is required.

CSED 6021: Programming and Problem Solving for Teachers I

3 Credit Hours

Prerequisite: Admission to the Computer Science Endorsement or teacher education program.

This is an introductory course to prepare PreK–12 educators to engage principles of computer science and computer programming. Instruction centers on investigation of computational thinking practices and learning fundamental programming concepts as well as exploring the impact of computing. The Python programming language is used to examine topics such as object-oriented design/programming, primitive data types, arithmetic and logical operators, selection and repetition structures, interactive user input, exception handling, using and designing basic classes, linear data structures (e.g. arrays), and searching and sorting techniques. Techniques of good programming style are studied including efficient design, code, and debug techniques as well as proper documentation practices.

CSED 6022: Programming and Problem Solving for Teachers II

3 Credit Hours

Prerequisite: CSED 6021

This is an introductory course to prepare PreK-12 educators to engage advanced topics in programming with emphasis on program design and computer science concepts. Java programming language is used to teach object-oriented design and programming. This includes the use of inheritance and polymorphism, abstract classes and interfaces, file input/output, exception handling, and recursion. Elementary data structures (lists, stacks, and queues) are introduced to solve application problems. Graphical user interfaces, event-driven programming, and threaded and parallel programming are also introduced. Students will use good programming style, including proper documentation.

CSED 6414: Teaching of Computer Science (preK-12)

3 Credit Hours

Prerequisite: CSED 6022

This course will examine the pedagogy and methodologies of teaching computer programming at the preK-12 levels. Identifying necessary prerequisite knowledge and developing appropriate learning outcomes will be examined in the context of teaching and learning styles. A major portion of the course will include investigating methods and tools that can be used in the classroom; candidates will develop and implement plans for teaching computer science concepts (principles and programming fundamentals and computational thinking). Candidates will also be required to develop programming skill in various programming languages that are used in grades preK-12. Finally, the implications of the need for teaching computer programming in a technologically mature society will be explored.

Faculty at Kennesaw State University (2024-2025)

Abaidoo, Samuel, Professor, Ph.D., University of Saskatchewan, 1997, M.A., University of Saskatchewan, 1994, B.A., University of Cape Coast, 1987

Abaza, Hussein, F, Professor, Ph.D., Virginia Polytechnic Institute and State University, 2002, Bachelor of Architecture, King Faisal University, 1987, M.S., Jordan University, 1991

Abbott-Lyon, Heather, L, Associate Professor, Ph.D., University of Virginia, 2007, B.S., Emory University, 2002, B.S., Emory University, 2002

Abernathy, John, L, Associate Professor, Ph.D., The University of Alabama, 2010, M.Acct., The University of Alabama, 1997, B.S., Birmingham-Southern College, 1996

Achar, Premila, N, Associate Professor, Ph.D., University of Mysore, 1989, M.Phil., University of Mysore, 1983, M.S., University of Mysore, 1982, B.S., University of Mysore, 1980

Ackert, Lucy, F, Professor, Ph.D., Emory University, 1990, M.A., University of Florida, 1984, B.S.B.A., University of Florida, 1982

Adams, Erin, C, Assistant Professor, Ph.D., University of Georgia, The, 2016, Ed.S., University of Georgia, The, 2010, M.Ed., University of Georgia, The, 2008, B.S., University of Central Florida, 2006

Adams, Lisa, G, Associate Professor, Ph.D., University of California, Los Angeles, 1993, M.S., San Diego State University, 1988, B.S., Fairleigh Dickinson University, 1985

Adams, Megan, G, Associate Professor, Ph.D., The University of Georgia, 2012, M.A.T., Piedmont College, 2006, A.B., The University of Georgia, 2004

Adams, Paula, M, Librarian Associate Professor, M.L.I.S., Wayne State University, 2002, B.A., Michigan State University, 1998

Adams, Yenupini, Assistant Professor, Ph.D., Michigan State University, 2016, B.S.N., Calvin College, 2012

Adebayo, Akanmu, G, Professor, Ph.D., University of Ife, 1986, M.A., University of Ife, 1982, B.A., University of Ife, 1979

Adhikari, Dhruva, R, Associate Professor, Ph.D., University of South Florida, 2007, M.S., Tribhuvan University, 1996, B.S., Tribhuvan University, 1994

Aditya, Animesh, V, Lecturer, Ph.D., Purdue University, 2010, M.Sc., University of Delhi, 2002, B.Sc., University of Delhi, 1999

Aguilar, Rodolfo, Assistant Professor, Ph.D., University of Minnesota, 2014, B.A., University of Illinois at Chicago, 2007

Akins, Edwin, E, Associate Professor, M.ARCH, Georgia Institute of Technology, The, 1996, B.S., Georgia Institute of Technology, The, 1994

Akinyemi, Nurudeen, B, Associate Professor, Ph.D., University of South Carolina at Columbia, 1994, M.A., Southern University and Agricultural and Mechanical College at Baton Rouge, 1986, B.A., The State University of New York at Buffalo, 1985

Alamilla, Saul, G, Associate Professor, Ph.D., University of California, Santa Barbara, 2009, M.A., University of California, Santa Barbara, 2006, M.S., California State University, Fullerton, 2004, B.A., California State University, Fullerton, 2002

Albrecht, Eric, A, Associate Professor, Ph.D., Wayne State University, 2000, B.S., Central Michigan University, 1993

Aledhari, Mohammed, Assistant Professor, Ph.D., Western Michigan University, 2017, M.S., University of Basrah, 2010

Alexander, Chris, W, Assistant Professor, Ph.D., Clemson University, 1993, B.S., Wofford College, 1988

Ali, Radwan, M, Associate Professor, Ph.D., The University of Georgia, 2006, M.B.A., Kennesaw State University, 1998, B.S., Kennesaw State University, 1986

Allen, Christopher, T, Assistant Professor, Ph.D., University of South Carolina - Columbia, The, 2010, M.A., John Jay College of Criminal Justice, 2004, A.B., Dartmouth College, 2002, A.B., Dartmouth College, 2002

Allen, Judy, B, Senior Lecturer, J.D., Atlanta Law School, 1992, M.A., Texas Southern University, 1988, B.S., Prairie View Agricultural and Mechanical University, 1987

Allison, Audrey, W, Associate Professor, Ph.D., Southern Illinois University at Carbondale, 1999, M.S., University of Missouri-Columbia, 1987, B.S., Southern Illinois University at Carbondale, 1983

Alme, Karyn, A, Senior Lecturer, M.S., University of North Dakota, 2001, B.S., University of North Dakota, 1994

Alviar, Theresa, P, Assistant Professor, Ph.D., Emory University, 2008, M.A., Columbia University in the City of New York, 1993, B.Sc., University of the Philippines, 1989

Amason, Janeen, S, Associate Professor, Ph.D., Georgia State University, 2013, M.S.N., Troy State University, 1995, B.S.N., Auburn University, 1991

An, Sohyun, Associate Professor, Ph.D., University of Wisconsin-Madison, 2009, M.A., Seoul National University, 2001, B.A., Seoul National University, 1999

Anderson, Mark, R, Professor, Ph.D., University of Wisconsin-Madison, 1987, B.S., Indiana University Bloomington, 1983

Ariail, Donald, L, Professor, D.B.A., Nova Southeastern University, 2005, MPACC, Georgia State University, 1976, B.B.A., Georgia State University, 1970

Arias, Anna Maria, Assistant Professor, Ph.D., University of Michigan Ann Arbor, The, 2015, M.E., University of Notre Dame, 2007, M.S., University of Michigan Ann Arbor, The, 2013, B.S., University of Notre Dame, 2005

Armstrong, David, G, Senior Lecturer, Ph.D., University of Texas – Austin, 2000, M.A., University of Texas – Austin, 1989, B.A., University of California, Los Angeles, 1986

Arnett, E, J, Assistant Professor, Ph.D., Texas Tech University, 2008, M.A., Texas Tech University, 2003, B.A., Whittier College, 1996

Artese, Brian, P, Senior Lecturer, Ph.D., Northwestern University, 2004, M.A., University of Colorado at Boulder, 1996, B.A., University of Colorado at Boulder, 1992

Asgill, Austin, B, Professor, Ph.D., University of South Florida, 1990, M.B.A., Florida State University, 1999, M.S., University of Aston in Birmingham, 1982, B.E., University of Sierra Leone, 1979

Askildson, Lance, R, Associate Professor, Ph.D., The University of Arizona, 2008, M.A., Florida State University, 2004, B.A., University of Minnesota, 2002, B.A., University of Minnesota, 2002

Atiqullah, Mir, M, Professor, Ph.D., Purdue University, 1996, M.S.M.E., Purdue University, 1990, B.S., Bangladesh University of Engineering and Technology, 1976

Atkins, Robert, W, Professor, M.B.A., Georgia State University, 1985, B.S., Virginia Polytechnic Institute and State University, 1972

Aust, Charles, F, Professor, Ph.D., The University of Alabama, 1993, M.A., Indiana University Bloomington, 1985, B.S., University of Pittsburgh at Johnstown, 1975

Aust, Philip, J, Associate Professor, Ph.D., The University of Oklahoma, 2000, M.A., California State University, Fullerton, 1993, B.A., Ambassador College, 1990

Aycock, Laurie, D, Librarian Assistant Professor, M.L.I.S., Valdosta State University, 2011, B.S., University of West Georgia, 1993

Aziel, Joshua, N, Professor, Ph.D., University of Florida, 2006, M.A., University of Florida, 1999, B.A., Kalamazoo College, 1996

Babenko, Yuliya, V, Associate Professor, Ph.D., Vanderbilt University, 2006, M.A., Vanderbilt University, 2003, M.S., Dnepropetrovsk National University, 2001, B.S., Dnepropetrovsk State University, 2000

Bagasra, Anisah, Assistant Professor, Ph.D., Saybrook University, 2011, M.A., Saybrook University, 2005

Bagchi, Aniruddha, Professor, Ph.D., Vanderbilt University, 2006, M.A., Vanderbilt University, 2004, M.A., Delhi School of Economics, Delhi, India, 1997, B.S., Presidency College, Kolkata, India, 1995

Bahl, Erin, K, Assistant Professor, Ph.D., The Ohio State University, 2018, M.A., The Ohio State University, 2014

Bailey, Bill, D, Assistant Professor, Ph.D., Indiana State University, 2011, M.S., North Carolina A&T State University, 1998, B.A., University of North Carolina, 1994

Bailey, Rita, L, Professor, Ed.D., Illinois State University, 2002, M.S., Illinois State University, 1992, B.S., Illinois State University, 1990

Baker, Meredith, B, Lecturer, Ph.D., Purdue University, 2007, B.S., The University of Georgia, 2001

Baker, Virginia, M, Professor, Ph.D., University of South Carolina at Columbia, 1987, B.S.B.A., East Carolina University, 1981

Baker, William, E, Assistant Professor, Ph.D., Auburn University, 2001, M.A., The University of Alabama at Birmingham, 1978, B.A., The University of Alabama at Birmingham, 1972

Ballard, Nancy, M, Assistant Professor, Ph.D., University of Kansas, 2015, M.S.N., Georgia Health Sciences University, 1993, B.S.N., Brenau University, 1982

Bandyopadhyay, Tridib, Professor, Ph.D., The University of Texas at Dallas, 2006, M.B.A., The University of Texas at Dallas, 2001, M.B.A., University of Delhi, 1995, B.E., University Of North Bengal, 1985

Banke, Susan, L, Clinical Assistant Professor, Ph.D., Barry University, 2004, M.S., Barry University, 1997, B.A., Baptist Bible College, 1976

Bankhead, Meghan, M, Lecturer, Ph.D., University of Alabama, The, 2017, M.A., Western Kentucky University, 2010, B.S., University of Florida, 2007

Bariteau, Erinn, A, Lecturer, M.S., Mississippi State University, 2015, M.S.Ed., Le Moyne College, 2007, B.S., University at Albany, State University of New York, 2001

Barnett, Katherine, B, Clinical Assistant Professor, B.S.N., Georgia Health Sciences University, 1998

Bartlett, Stephen, M, Senior Lecturer, M.A., Clemson University, 1997, B.A., Georgia State University, 1994

Baruah, Bharat, Associate Professor, Ph.D., Jadavpur University, 2003, M.S., Dibrugarh University, India, 1998, B.S., Sibsagar College, Dibrugarh University, India, 1995

Basch, Mary, C, Senior Lecturer, Ed.S., Georgia Southern University, 2017, M.Ed., Georgia State University, 1998, B.S., University of Charleston, 1993

Baughman, Diana, M, Clinical Assistant Professor, M.S.N., Kennesaw State University, 2007, B.A., Cedarville University, 1981, B.S.N., Kennesaw State University, 2003

Baunach, Dawn, M, Professor, Ph.D., University of Virginia, 1996, M.A., University of Virginia, 1993, B.A., Duke University, 1990

Beach, Michael, B, Associate Professor, Ph.D., University at Albany – The State University of New York, 2000, B.S., University at Albany – The State University of New York, 1993

Beadles, Sam, J, Professor, M.S., University of California, 1987, B.S., Northern Arizona University, 1982

Bedette, Kathryn, L, Associate Professor, M.ARCH, Arizona State University, 1999, B.S., Georgia Institute of Technology, The, 1992

Behrman, Mary, D, Senior Lecturer, Ph.D., Emory University, 2004, M.A., Georgia State University, 1998, B.S., University of Pennsylvania, 1987, B.S., University of Pennsylvania, 1987

Bell, Douglas, D, Associate Professor, Ph.D., Florida State University, 2010, M.S., Florida State University, 2002, B.A., University of North Florida, 1999

Bell, Marla, Professor, Ph.D., Clemson University, 1993, M.S., Clemson University, 1989, B.S., Western Carolina University, 1986

Benedict, Leah, Assistant Professor, Ph.D., State University of New York at Buffalo, 2015, M.A., State University of New York at Buffalo, 2011, B.A., University of Utah, 2007

Benjamin, Jesse, J, Associate Professor, Ph.D., The State University of New York at Binghamton, 2002, M.A., The State University of New York at Binghamton, 1996, B.A., Long Island University, 1992

Bennett, Ann, M, Assistant Professor, Ph.D., University of Tennessee – Knoxville, The, 2015, M.S.Ed., University of Tennessee – Knoxville, The, 2011, B.A., University of Tennessee – Knoxville, The, 2007, B.A., University of Tennessee – Knoxville, The, 2005

Bennett, Kathleen, E, Assistant Professor, Ph.D., University of Georgia, The, 2016, M.Ed., University of West Georgia, 2010, B.A., University of North Florida, 2005

Benson, Debra, D, Senior Lecturer, M.B.A., Kennesaw State University, 2004, B.B.A., The University of Oklahoma, 1975

Bernardy, Anja, Professor, Ph.D., University of Pittsburgh, 1998, M.A., The University of Oklahoma, 1992, B.A., The University of Oklahoma, 1989, B.S., The University of Oklahoma, 1987

Berwald, Olaf, Professor, Ph.D., The University of North Carolina at Chapel Hill, 2000, M.A., Eberhard – Karls – Universitat – Tübingen, Germany, 1994

Bessette, Harriet, J, Professor, Ph.D., Boston College, 1999, M.Ed., Fitchburg State College, 1993, B.S., Salem State College, 1975

Bhasin, Tavishi, Associate Professor, Ph.D., Emory University, 2008, M.A., Emory University, 2005, M.A., University of Mumbai, 2000, B.A., St. Xavier's College, Mumbai India, 1998

Bird, Sandra, L, Professor, Ph.D., Florida State University, 1999, M.F.A., Indiana University Bloomington, 1985, B.A., Rollins College, 1981

Blackwell, Leslie, J, Professor, D.M.A., University of Kentucky, 2002, M.M., Georgia State University, 1991, B.M., West Georgia College, 1984

Blake, Barbara, J, Professor, Ph.D., Texas Woman's University, 2000, M.S., University of South Florida, 1989, B.S.N., Florida Southern College, 1985

Blumentritt, Timothy, P, Associate Professor, Ph.D., University of South Carolina at Columbia, 1999, M.B.A., University of Minnesota, 1993, B.B.A., University of Wisconsin–Eau Claire, 1989

Bobbie, Patrick, Professor, Ph.D., University of Southwestern Louisiana, The, 1986, M.S., Marquette University, 1982, B.S., Kwame Nkrumah University of Science and Technology, 1980

Bock, Joseph, G, Professor, Ph.D., American University, 1985, M.S.W., University of Missouri-Columbia, 1981, B.S.W., University of Missouri-Columbia, 1980

Boettler, Lynn, M, Assistant Professor, M.A., Truman State University, 1988, B.S.E., Truman State University, 1986

Bohannon, Jeanne, L, Associate Professor, Ph.D., Georgia State University, 2012, M.Ed., Western Governors University, 2006, B.A., Georgia State University, 1995

Booker, Sherri, J, Lecturer, Ed.S., Piedmont College, 2005, Ed.S., Kennesaw State University, 2012, M.Ed., State University of West Georgia, 1997, B.S.Ed., Georgia State University, 1976

Borders, Aberdeen, L, Professor, Ph.D., Georgia State University, 2002, M.B.A., Georgia State University, 1995, B.B.A., The University of Georgia, 1975

Boss, Ginny, J, Assistant Professor, Ph.D., University of Georgia, The, 2014, M.A., Asbury Theological Seminary, 2007, B.A., Georgia Southern University, 2004

Botelho, Keith, M, Professor, Ph.D., University of New Hampshire, 2006, M.A., University of New Hampshire, 2001, B.A., Saint Anselm College, 1996

Boudreau, James, W, Assistant Professor, Ph.D., University of Connecticut, 2009, M.A., University of Connecticut, 2005, B.A., University of Connecticut, 2003, B.A., University of Connecticut, 2003

Bowers, Cynthia, Associate Professor, Ph.D., Loyola University Chicago, 1999, M.A., DePaul University, 1991, B.A., Lewis University, 1978

Bradbury, John, C, Professor, Ph.D., George Mason University, 2000, M.A., George Mason University, 1998, B.A., Wofford College, 1996, B.A., Wofford College, 1996

Bradley, Regina, N, Assistant Professor, Ph.D., Florida State University, 2013, M.A., Indiana University Bloomington, 2008, B.A., Albany State University, 2006

Branham, Daniel, L, Lecturer, B.S., West Virginia Institute of Technology, 1984

Brannan, Jane, D, Professor, Ed.D., The University of Georgia, 1996, M.S., Georgia State University, 1985, B.S., Georgia State University, 1980

Brasco, Craig, R, Assistant Professor, B.A., University of South Carolina, 1994, MSML, The Medical College of Georgia, 1998

Brawley, Dorothy, E, Professor, Ph.D., Georgia State University, 1982, M.B.A., Georgia State University, 1972, B.A., Emory University, 1970

Bray, David, E, Associate Professor, Ph.D., Florida State University, 2010, M.B.A., Florida State University, 2003, B.S., Florida State University, 2002

Bremner, Marie, N, Professor, Ph.D., The University of Alabama at Birmingham, 1990, M.S., Old Dominion University, 1983, B.S.N., Syracuse University, 1979

Brodak, Molly, A, Lecturer, M.F.A., West Virginia University, 2008, B.A., Oakland University, 2004

Brooks, Benjamin, F, Assistant Professor, Ph.D., University of Cincinnati, 2011, M.Ed., University of Cincinnati, 2006, B.S., James Madison University, 2001

Brooks, Mandy, J, Senior Lecturer, M.B.A., Kennesaw State University, 1998, M.B.A., Kennesaw State University, 1998, B.A., The University of Georgia, 1995

Brookshire, Joy, L, Senior Lecturer, M.S., The Georgia Institute of Technology, 1995, B.S., Kennesaw State University, 1991

Brotman, Billie, A, Professor, Ph.D., University of Notre Dame, 1978, M.A., University of Notre Dame, 1977, B.S., Arizona State University, 1974

Brouthers, Lance, E, Professor, Ph.D., University of Florida, 1992, Ph.D., Florida State University, 1980, M.A., The University of Memphis, 1977

Brown, Christopher, A, Assistant Professor, Ph.D., University of Nevada, Las Vegas, 2012, M.Ed., The University of Georgia, 2000, B.S.Ed., The University of Georgia, 1997

Brown, Jonathan, C, Lecturer, M.B.A., University of Georgia, The, 2011, B.B.A., University of Georgia, The, 2004

Brown, Lesley, J, Librarian Assistant Professor, M.I.L.S., Florida State University, 2005, B.A., Michigan State University, 1997

Brown Spiers, Miriam, C, Assistant Professor, Ph.D., University of Georgia, The, 2014, M.A., University of Georgia, The, 2009, B.A., Oglethorpe University, 2006

Bryan, Charity, L, Clinical Associate Professor, Ph.D., Louisiana State University and Agricultural and Mechanical College, 2006, M.A., University of Alabama at Birmingham, The, 1999, B.S., Samford University, 1997

Bryantsev, Anton, L, Assistant Professor, Ph.D., Institute of Experimental Cardiology, 2003, M.S., Moscow State University, 1999

Buckman, David, G, Assistant Professor, Ph.D., University of South Carolina – Columbia, 2015, Ed.S., University of South Carolina – Columbia, 2013, M.Ed., University of South Carolina – Columbia, 2012, B.S., University of South Carolina – Columbia, 2008

Buddie, Amy, M, Professor, Ph.D., Miami University, 2001, M.A., Miami University, 1998, B.A., Ohio University, 1996

Bullard, Theodore, M, Lecturer, M.A., Gonzaga University, 2012, B.S., Kennesaw State University, 2008

Buresh, Robert, J, Professor, Ph.D., University of Nebraska Medical Center, 2007, M.S., University Of Nebraska Omaha, 2002, B.S., University Of Nebraska Omaha, 1999

Burke, Meghan, A, Professor, D.Phil., University of Oxford, 1992, SCB, Brown University, 1987

Burmester, Elizabeth, T, Associate Professor, Ph.D., University of Illinois at Chicago, 2003, M.A., DePaul University, 1995, B.A., University of Michigan, The, 1988

Burney, Nancy, R, Senior Lecturer, M.S., Kennesaw State University, 2009, B.A., Mercer University, 1972

Burns, David, J, Professor, D.B.A., Kent State University, 1987, M.B.A., Cleveland State University, 1981, B.S.B.A., Wright State University, 1979

Burton, Tyra, A, Senior Lecturer, M.S.M., The Georgia Institute of Technology, 1992, B.B.A., Georgia State University, 1990

Butcher, Charity, K, Associate Professor, Ph.D., Indiana University Bloomington, 2009, B.A., Transylvania University, 1999

Butler, Renee, J, Professor, Ph.D., Georgia Institute of Technology, The, 2003, M.S., Georgia Institute of Technology, The, 1999, B.I.E., Georgia Institute of Technology, The, 1996

Cabage, LeAnn, N, Lecturer, M.A., Western Illinois University, 2010, B.A., Lincoln Memorial University, 2007

Cain, Jabari, P, Assistant Professor, Ph.D., University of Nebraska – Lincoln, 2008, M.A., University of Northern Iowa, 2003, B.S., Florida Agricultural and Mechanical University, 2000

Callahan, Brendan, E, Associate Professor, Ph.D., University of South Florida, 2009, M.Ed., University of South Florida, 2004, B.A., University of South Florida, 2001, B.S., University of South Florida, 1997

Callahan, Kadian, M, Associate Professor, Ph.D., University of Maryland at College Park, 2006, M.S.Ed., Indiana University Bloomington, 2002, B.S., Florida Agricultural and Mechanical University, 1998

Calloway, Jimmy, Professor, Ph.D., University of Maryland at College Park, 1985, M.Ed., University of Cincinnati, 1970, B.S.Ed., University of Cincinnati, 1969

Camargo Dodonova, Dimitri, C, Senior Lecturer, M.B.A., Kennesaw State University, 2004, M.S.I.S., Kennesaw State University, 2003, B.S., Bolivian State University, 1996

Campana, Jeffrey, C, Assistant Professor, M.F.A., Indiana University Bloomington, 2008, B.F.A., University of Wisconsin–Whitewater, 2004

Campbell, Jane, E, Professor, D.B.A., The University of Tennessee, 1981, M.B.A., The University of Tennessee, 1980, B.A., The University of Tennessee, 1976

Campbell, Lola, L, Senior Lecturer, M.Ed., Northwestern State University, 1977, B.S.Ed., Georgia Southern University, 1976

Campbell, Stacy, M, Professor, Ph.D., The University of Georgia, 2007, M.A., The University of North Carolina at Chapel Hill, 1996, B.A., Lafayette College, 1993

Cao, Zhu, Assistant Professor, Ph.D., University of Illinois at Urbana-Champaign, 2008, M.S., University of Illinois at Urbana-Champaign, 2002, B.S., Shandong University, 1996

Carpenter, William, J, Professor, Ph.D., UNDEFINED, 2005, Bachelor of Architecture, Mississippi State University, 1986, M.ARCH, Virginia Polytechnic Institute and State University, 1989

Carroll, Frederick, J, Lecturer, Ph.D., College of William and Mary, 2012, M.A., College of William and Mary, 2004, B.A., Northern Illinois University, 1993

Carroll, Michael, J, Associate Professor, M.ARCH, Dalhousie University, 1987, M.S., McGill University, 1999, B.S., Dalhousie University, 1985

Carte, Traci, A, Associate Professor, Ph.D., The University of Georgia, 1999, M.B.A., The University of Georgia, 1994, B.S., Wright State University, 1993

Carter, Terry, Professor, Ph.D., University of South Carolina, 2002, M.A., University of South Carolina, 1999, B.A., University of South Carolina, 1992

Caylor, Marcus, L, Associate Professor, Ph.D., Georgia State University, 2006, M.S., The Georgia Institute of Technology, 1999, B.S.I.E., The Georgia Institute of Technology, 1998

Chaifetz, Marshal, L, Clinical Associate Professor, J.D., Indiana University Bloomington, 1997, B.A., Indiana University Bloomington, 1994

Chakravarty, Sumit, Assistant Professor, Ph.D., University of Maryland Baltimore County, 2008, M.S., Texas A&M University – Kingsville, 2003, B.S., Nagpur University, 1995

Chambers, Dennis, J, Professor, Ph.D., The University of Texas at Austin, 1996, M.B.A., University of California, Irvine, 1991, B.A., Westmont College, 1977

Chambers, Donna, M, Clinical Assistant Professor, M.S., Georgia State University, 1997, B.S.N., University of Colorado Medical Center School of Medicine, 1978

Chandler, Sandra, R, Lecturer, M.S., Georgia State University, 1995, B.S., Georgia State University, 1992

Chang, Meilin, Associate Professor, Ph.D., The Ohio State University, 2009, M.A., National ChengChi University, 2001, B.A., National ChengChi University, 1998

Chang, Yusun, Associate Professor, Ph.D., Georgia Institute of Technology, The, 2007, M.S., Columbia University in the City of New York, 2002, M.S., Korea Aerospace University, 1995, B.S., Korea Aerospace University, 1993

Chastine, Jeffrey, W, Professor, Ph.D., Georgia State University, 2007, M.S., Georgia Institute of Technology, The, 1999, B.M.E., Valdosta State University, 1994

Chavoshi, Manijeh, Lecturer, M.S., Southern Polytechnic State University, 2010, B.S., Islamic Azad University, 1991

Chen, Estella, B, Associate Professor, Ph.D., Yale University, 1996, M.Phil., Yale University, 1994, B.S., Emory University, 1990

Chen, Li, Librarian Associate Professor, M.L.I.S., University of Western Ontario, The, 1992, B.A., Beijing Second Foreign Language University, 1985

Chen, Ming, Professor, M.A., University of Pittsburgh, 1989, M.F.A., Shanghai Theater Academy, 1985, B.F.A., Shanghai Theater Academy, 1982

Chen, Xueying, Librarian Assistant Professor, M.L.I.S., Louisiana State University and A & M College, 1997, M.A., University of Arkansas, 1996, B.A., Jilin University, 1985

Chiang, Richard, T, Lecturer, M.S., Georgetown University, 2013, B.S., Georgia State University, 2011

Chin, Craig, Associate Professor, Ph.D., Florida International University, 2006, M.S., Florida International University, 2001, B.S., University of the West Indies, 1995

Choi, Jayoung, Associate Professor, Ph.D., Georgia State University, 2009, M.A., Georgia State University, 2003, B.A., Incheon National University, 2001

Chowdhury, Mohammed, R, Assistant Professor, Ph.D., George Washington University, The, 2014, M.A., Ball State University, 2008

Chrestensen, Carol, A, Professor, Ph.D., Case Western Reserve University, 2000, B.A., Wheaton College, 1992

Chung, Kyu-soo, Assistant Professor, Ph.D., University of Texas – Austin, 2014, M.A., Korea University – Seoul, 2006, M.A., Central Michigan University, 2008, B.A., Korea University – Seoul, 2004

Churella, Albert, J, Professor, Ph.D., Ohio State University, The, 1994, M.A., Ohio State University, The, 1990, B.A., Haverford College, 1986

Clay, Keely, D, Associate Professor, M.F.A., Savannah College of Art and Design, 2005, B.F.A., Savannah College of Art and Design, 2003

Cleaveland, Mary, C, Associate Professor, Ph.D., Georgia State University, 2007, M.Tx., Georgia State University, 1999, B.S., The Georgia Institute of Technology, 1996

Clegorne, Nicholas, A, Associate Professor, Ph.D., Louisiana State University and A & M College, 2012, M.M., University of Florida, 2004, B.M., University of Florida, 2002

Clements, Alan, B, Associate Professor, J.D., Georgia State University, 1996, Ph.D., University of Florida, 1989, M.B.A., University of Florida, 1982, B.S.B.A., University of Florida, 1977

Clinicy, Victor, A, Professor, D.Eng., Southern Methodist University, 1993, MIMS, North Carolina State University, 1989, M.S., University of Pittsburgh, 1991, B.S.E.E., Mississippi State University, 1986, C.S.E., Columbia University in the City of New York, 1998

Clune, Richard, R, Professor, E.D.M., Case Western Reserve University, 2005, M.B.A., Kennesaw State University, 2001, B.S., Manhattan College, 1974

Cochran, Justin, D, Associate Professor, Ph.D., The University of Georgia, 2008, M.S., Auburn University, 2000, B.M.E., Auburn University, 1998

Coffey, Debra, J, Associate Professor, Ed.D., The University of Tennessee, 2004, M.S., The University of Tennessee, 1982, B.S., Carson-Newman College, 1980

Cole, Charles, R, Professor, M.ARCH, Georgia Institute of Technology, The, 1976, B.S., Georgia Institute of Technology, The, 1974

Cole, Judith, E, Lecturer, M.M., University of Cincinnati, 1980, B.M., The University of North Carolina at Chapel Hill, 1977

Cole, Pamela, B, Professor, Ph.D., Virginia Polytechnic Institute and State University at Blacksburg, 1994, M.S., Radford University, 1984, B.A., Emory and Henry College, 1982

Colebeck, Donna, Senior Lecturer, M.F.A., Rochester Institute of Technology, 1983, B.S., Nazareth College of Rochester, 1978

Collard, Carol, S, Associate Professor, Ph.D., The University of Georgia, 2007, M.S.W., The University of Georgia, 2001, B.A., Loyola University New Orleans, 1979

Collins, Christin, Librarian Assistant Professor, M.L.I.S., University of Kentucky, 2014, B.S., Georgia State University, 2009

Collins, Jeffrey, M, Assistant Professor, M.ARCH, Ohio State University, The, 2002, B.S., Ohio State University, The, 2000

Collins, Stephen, D, Professor, Ph.D., Johns Hopkins University, 2004, M.A., Johns Hopkins University, 2002, M.A., Villanova University, 1998, B.A., Villanova University, 1992

Collins, Susan, T, Senior Lecturer, Ed.S., West Georgia College, 1987, M.Ed., West Georgia College, 1983, B.S., Jacksonville State University, 1981

Como, Joseph, A, Senior Lecturer, M.Ed., Georgia State University, 1997, B.S., University of Hartford, 1984

Cone, Neporcha, T, Associate Professor, Ph.D., University of South Florida, 2006, M.S., Nova Southeastern University, 2000, B.S., Florida State University, 1996

Conley, Nancy, S, Assistant Professor, Ph.D., Michigan State University, 2017, M.M., State University of New York, 1996, B.M., Ithaca College, 1990

Conner, Caroline, J, Assistant Professor, Ph.D., Georgia State University, 2015, M.A., Georgia State University, 2009, B.A., Miami University of Ohio, 2005

Conrey, Gregory, M, Associate Professor, M.Ed., Georgia State University, 1988, B.S., Eastern Kentucky University, 1982

Corbitt, Anne, E, Senior Lecturer, M.F.A., The University of Mississippi, 2008, A.B., Elon University, 2004

Corn, Kristen, H, Associate Professor, Ph.D., The University of Georgia, 2010, M.A., The University of Georgia, 2005, B.A., University of North Carolina – Chapel Hill, 2003

Cortes, Kimberly, J, Assistant Professor, Ph.D., Miami University, 2011, B.S., University of Central Missouri, 2007

Cowden, Birton, Assistant Professor, Ph.D., Saint Louis University, 2014, M.B.A., Indiana University, 2010, M.S., Indiana University, 2010, B.S.B.A., University of Illinois at Urbana-Champaign, 2005

Crank, Beverly, R, Assistant Professor, Ph.D., Georgia State University, 2014, M.S., Georgia State University, 2010, B.S., Kennesaw State University, 2008

Creekmur, Renata, A, Senior Lecturer, M.A., Università Degli Studi di Milano, 2007, B.A., Università Degli Studi di Milano, 1992

Creel, Sarah, Lecturer, Ph.D., Simon Fraser University, 2015, M.A., University of Montevallo, 2007, B.A., University of Montevallo, 2005

Crimm, Lance, C, Professor, M.S.E.E., Georgia Institute of Technology, The, 1994, B.E.E., Georgia Institute of Technology, The, 1993

Croft, Sheryl, J, Assistant Professor, Ph.D., Emory University, 2013, M.Ed., Georgia State University, 1980, B.A., Emory University, 1971

Croicu, Ana-Maria, Professor, Ph.D., Florida State University, 2005, Ph.D., Babes-Bolyai University in Cluj-Napoca, Romania, 2001, M.S., Technical University in Cluj-napoca, Romania, 1995, B.S., Technical University in Cluj-napoca, Romania, 1994, B.S., Babes-Bolyai University in Cluj-Napoca, Romania, 1995

Cross, Ellen, Senior Lecturer, M.B.A., The College of William and Mary, 1989, B.A., Randolph-Macon Woman's College, 1978

Crovitz, Darren, Professor, Ph.D., Arizona State University, 2005, M.A., University of Central Florida, 1997, B.A., Flagler College, 1993

Crowder, William, S, Associate Professor, Ph.D., Union Institute and University, 1998, M.B.A., Brenau University, 1990, B.S., Brenau University, 1985

Cruz Ortiz, Jaime, O, Associate Professor, Ph.D., The University of Oklahoma, 2009, M.A., The University of Iowa, 2003, B.A., The University of Oklahoma, 1999, B.A., The University of Oklahoma, 1999

Culp, Brian, O, Professor, Ed.D., The University of Georgia, 2005, M.S., Georgia State University, 2001, B.S.Ed., The University of Georgia, 1999

Dail, Jennifer, S, Professor, Ph.D., Florida State University, 2004, M.Ed., Georgia State University, 2000, B.S.Ed., The University of Georgia, 1996

Das, Sandip, Assistant Professor, Ph.D., University of South Carolina, 2014, Master of Engineering, University of South Carolina, 2012, B.E., Indian Institute of Engineering, Science, and Technology, 2004

Davis, Allison, C, Senior Lecturer, Ph.D., The University of North Carolina at Greensboro, 2009, M.A., The University of North Carolina at Greensboro, 2004, B.A., Carson-Newman College, 1999

Davis, Corrie, L, Professor, Ph.D., Georgia State University, 2008, M.A., West Virginia University, 1999, B.S., Delaware State University, 1998

Davis, James, R, Associate Professor, Ph.D., Bowling Green State University, 2004, M.A., University of Northern Iowa, 1999, B.A., Clarke College, 1990

Davis, La Tiffany, D, Librarian Assistant Professor, M.L.I.S., University of South Carolina - Columbia, The, 2011, B.A., Coastal Carolina University, 2008

Davis, Laura, Associate Professor, Ph.D., Georgia State University, 2011, M.A., Middle Tennessee State University, 2002, B.A., Wake Forest University, 1997

Daws, Laura, B, Associate Professor, Ph.D., University of Kentucky, 2009, M.A., Auburn University, 2005, B.A., University of North Alabama, 2003

DeAngelo, Angela, Senior Lecturer, M.Ed., State University of West Georgia, 2000, B.A., Georgia State University, 1982

de Chesnay, Mary, L, Professor, Ph.D., The University of Alabama at Birmingham, 1982, M.S., Rutgers, The State University of New Jersey, 1973, B.S., College of Saint Teresa, 1969

DeMaio, Joseph, D, Professor, Ph.D., Emory University, 1996, M.A., Emory University, 1994, M.A., Wake Forest University, 1990, B.S., Wake Forest University, 1988

DeWitt, Jeff, R, Professor, Ph.D., Georgia State University, 2005, M.A., Georgia State University, 1998, B.A., Georgia State University, 1993

Delacruz, Stacy, R, Associate Professor, Ed.D., Walden University, 2009, M.A.T., Marygrove College, 2005, B.A., Capital University, 2001

Delgado, Samuel, E, Assistant Professor, M.A., Bellevue University, 2010, B.S., Florida International University, 1987

Dembla, Pamila, Associate Professor, Ph.D., The University of Memphis, 2003, M.B.A., University of Mumbai, 1997, B.E., University of Mumbai, 1993

Deng, Shangrong, Associate Professor, Ph.D., Michigan State University, 1991, M.S., Michigan State University, 1986, B.S., South China Normal University, 1982

Derado, Josip, Assistant Professor, Ph.D., University of Connecticut, 1999, M.S., University of Connecticut, 1995, B.S., University of Zagreb, 1990

Devaney, Thomas, F, Senior Lecturer, M.B.A., Kennesaw State University, 1991, B.S.B.A., The State University of New York at Oswego, 1979

Devereaux, Michelle, D, Associate Professor, Ph.D., University of Virginia, 2010, M.Ed., Kennesaw State University, 2004, B.S., Kennesaw State University, 2002

Devine, Patrick, J, Professor, Ph.D., Illinois Institute of Technology, 1980, M.Ed., Georgia State University, 1975, B.A., John Carroll University, 1974

Dhital, Chetan, Assistant Professor

Di Pietro, Michele, Professor, Ph.D., Carnegie Mellon University, 2001, M.S., Carnegie Mellon University, 1997

Dias, Laurie, B, Professor, Ph.D., Georgia State University, 2000, M.S., Western Kentucky University, 1991, A.B., Western Kentucky University, 1987

Dias, Michael, J, Professor, Ph.D., Georgia State University, 2000, M.Ed., West Georgia College, 1992, B.S., Western Kentucky University, 1987

Dibble, Valerie, Professor, M.F.A., University of Florida, 1991, B.F.A., Arizona State University, 1982

Dickey, Jennifer, W, Associate Professor, Ph.D., Georgia State University, 2007, M.H.P., Georgia State University, 1999, M.I.B.S., University of South Carolina at Columbia, 1984, B.S., Berry College, 1980

Dillon, Meighan, I, Professor, Ph.D., University of Virginia, 1987, B.A., Hunter College, 1981

Diong, Billy, M, Professor, Ph.D., University of Illinois at Urbana-Champaign, 1992, M.S., University of Illinois at Urbana-Champaign, 1988, B.S., University of Illinois at Urbana-Champaign, 1986

Diop, Oumar, C, Associate Professor, Ph.D., University of Connecticut, 2002, M.A., University of Leeds, 1988, M.A., University of Cheikh Anta Diop, Dakar Senegal, 1987, B.A., University of Victoria, Manchester England, 1985

Dirnberger, Joseph, M, Professor, Ph.D., The University of Texas at Austin, 1989, M.S., The University of Oklahoma, 1983, B.S., Baylor University, 1980

Disbrow, Lynn, M, Professor, Ph.D., Wayne State University, 1989, M.A., Emerson College, 1986, B.A., Indiana University, 1982

Dishman, Mike, L, Professor, Ed.D., Vanderbilt University, 2007, J.D., The University of Mississippi, 1996, B.A., The University of Mississippi, 1993

Dockery, Christopher, R, Associate Professor, Ph.D., University of South Carolina at Columbia, 2005, B.S., Berry College, 2001

Doleys, Thomas, J, Associate Professor, Ph.D., Vanderbilt University, 2001, M.A., University of Virginia, 1992, B.A., Duke University, 1990

Dominick, Joan, E, Associate Professor, Ed.D., The University of Georgia, 1990, M.A., The City College of New York, Queens College, 1975, B.A., The City College of New York, Queens College, 1973

Donahue, Amy, K, Associate Professor, Ph.D., The University of Hawaii at Manoa, 2011, M.A., The University of Hawaii at Manoa, 2003, M.A., King's College London, 1997, A.B., Colgate University, 1994

Donovan, Roxanne, A, Professor, Ph.D., University of Connecticut, 2004, M.A., University of Connecticut, 2002, B.A., Rutgers, The State University of New Jersey, 1998, B.B.A., University of Miami, 1993 (*on leave*)

Doral, Murat, Senior Lecturer, M.A., West Virginia University, 1988, M.B.A., West Virginia University, 1990, B.A., University Of Istanbul, 1983

Doromal, Joseph Vincent, B, Clinical Assistant Professor, D.N.P., Augusta University, 2017, B.S.N., University of Florida, 2014

Doss, Bridget, A, Senior Lecturer, M.A.P.W., Kennesaw State University, 1998, B.A., Kennesaw State University, 1993

Dover, Paul, M, Associate Professor, Ph.D., Yale University, 2002, B.A., Yale University, 1991

Driver, Melissa, K, Assistant Professor, Ph.D., University of Virginia, 2015, B.A., University of Florida, 2006

Drost, Leslie, A, Librarian Assistant Professor, M.L.I.S., Valdosta State University, 2013, B.A., University of Connecticut, 1988

DuRocher, Kristina, A, Professor, Ph.D., University of Illinois at Urbana-Champaign, 2005, M.A., University of Illinois at Urbana-Champaign, 2002, B.A., Michigan State University, 2000

Duchac, Neil, E, Assistant Professor, DrPH, Capella University, 2015, Ph.D., University of Toledo, 2002, M.S.Ed., University of Dayton, 1997, B.S., University of Dayton, 1991, B.S., University of Dayton, 1991

Dudenhoeffer, Larrie, Professor, Ph.D., Georgia State University, 2010, M.A., Gannon University, 2003, M.A.T., University of Pittsburgh, 1999, B.A., Gannon University, 1997

Duff, Jack, L, Senior Lecturer, M.S., Georgia Institute of Technology, The, 1989, B.S., University of West Florida, 1982

Dunagin, Amy, Assistant Professor, Ph.D., Yale University, 2014, Ph.D., Yale University, 2014, M.A., Yale University, 2010, M.A., Yale University, 2010, M.Phil., Yale University, 2010, M.Phil., Yale University, 2010

Durham, Ralph, W, Senior Lecturer, M.A., The University of North Carolina at Chapel Hill, 1995, B.S., Barton College, 1986

Dutcher, Cristen, W, Clinical Assistant Professor, J.D., Mercer University, 2006, A.B., The University of Georgia, 2002

Duvall, Charles, H, Lecturer, M.S., Georgia Institute of Technology, The, 1997, B.S., Southern Polytechnic State University, 1986

Dyal, MariAmanda, A, Assistant Professor, Ph.D., The University of Georgia, 2013, M.Ed., The University of Georgia, 2008, B.S.Ed., The University of Georgia, 2005

Dyckhoff, Danelle, J, Assistant Professor, Ph.D., Claremont Graduate University, 2015, M.A., Loyola Marymount University, 2007, B.A., California State University, Sacramento, 2004 (*on leave*)

Dytoc, Bronne, Assistant Professor, Master of Building Science, University of Southern California, 1992, B.S., University of the Philippines, 1988

Eanes, Edward, Professor, Ph.D., Louisiana State University and Agricultural and Mechanical College, 1995, M.M., Florida State University, 1986, B.M., Furman University, 1983

Eaves, Yvonne, D, Associate Professor, Ph.D., University of Michigan, 1998, M.S., Northern Illinois University, 1990, B.S., Saint Xavier University, 1987

Edwards, Belinda, P, Professor, Ph.D., Georgia State University, 2009, M.Ed., University of North Florida, 1995, B.S., Florida State University, 1985

Edwards, Ordene, V, Lecturer, Ph.D., University of Nevada, Las Vegas, 2010, M.S., University of Nevada, Las Vegas, 2006, B.A., Fort Valley State University, 2003

Edwards, Steven, R, Professor, Ph.D., University of Virginia, 1988, M.S., Southern Illinois University at Carbondale, 1982, B.A., Saint John's University, 1980

El-Itr, Zuhair, M, Professor, Ph.D., Georgia Institute of Technology, The, 1992, M.S., Georgia Institute of Technology, The, 1987, B.S., American University of Beirut, 1985

Elayan, Khalil, I, Senior Lecturer, Ph.D., Georgia State University, 2003, M.A., The University of Tennessee at Chattanooga, 1997, B.A., The University of Tennessee at Chattanooga, 1995

Ellermeyer, Sean, F, Professor, Ph.D., Emory University, 1991, M.S., Emory University, 1990, B.A., Saint Vincent College, 1986

Elley, Kristen, R, Senior Lecturer, M.A., The University of Kansas, 2003, B.A., The University of Kansas, 2000, B.A., The University of Kansas, 2000

Elue, Chinasa, A, Assistant Professor, Ph.D., Clemson University, 2014, M.Ed., Valdosta State University, 2008, B.S., University of Georgia, The, 2007

Emerson, Christina, F, Clinical Assistant Professor, M.S.N., Kennesaw State University, 1999, B.S.N., Emory University, 1979

Emert, Randall, A, Assistant Professor, M.S., Western Illinois University, 1993, B.S., Western Illinois University, 1989

Ensign, William, E, Professor, Ph.D., Virginia Polytechnic Institute and State University at Blacksburg, 1995, M.S., The University of Tennessee, 1988, B.A., The George Washington University, 1982, B.A., The George Washington University, 1982

Epps, Adrian, L, Professor, Ed.D., Clark Atlanta University, 2007, M.Ed., Emory University, 1996, B.A., Emory University, 1989

Ergai, Awatef, Assistant Professor, Ph.D., Clemson University, 2013, M.S., University of Tripoli, 2005, M.S., Clemson University, 2011, B.S., University of Tripoli, 1997

Esmaeili, Mohammad, A, Assistant Professor, Ph.D., Wichita State University, 2016, M.S., Wichita State University, 2013

Esmat, Tiffany, A, Associate Professor, Ph.D., Kent State University, 2009, M.Ed., Cleveland State University, 2005, B.A., Baldwin Wallace College, 2002, B.A., Baldwin Wallace College, 2002

Evans, James, D, Librarian Professor, Ph.D., Georgia State University, 1997, M.L.S., University of Kentucky, 1977

Eyles, Joseph, W, Lecturer, Ph.D., University of Texas – Austin, 1998, M.S., Auburn University, 1982, B.S.Ed., Auburn University, 1980

Fadyn, Joseph, N, Professor, Ph.D., Lehigh University, 1977, M.S., Georgia State University, 1988, M.S., Lehigh University, 1974, B.A., Lehigh University, 1971

Fallon, Thomas, J, Professor, Ph.D., Georgia State University, 2003, M.S.E.E., Georgia Institute of Technology, The, 1995, B.E.E., Georgia Institute of Technology, The, 1986

Farfan, Eduardo, B, Professor, Ph.D., University of Florida, 2002, Master of Engineering, University of Florida, 1999, B.S., University of Florida, 1997, B.S., Belarusian State University, 1991

Farooq, Ameen, Professor, Ph.D., Georgia Institute of Technology, The, 1999, Bachelor of Architecture, University of Idaho, 1982, M.ARCH, University of Idaho, 1983

Farr, Daniel, R, Senior Lecturer, Ph.D., University of Albany, State University of New York, 2016, M.A., University of Albany, State University of New York, 2003

Farr Schiller, Angela, M, Assistant Professor, Ph.D., Stanford University, 2015, M.A., New York University, 2007, B.A., University of California, Santa Cruz, 2004

Farrington, Donna, M, Lecturer, M.S., The University of Alabama at Birmingham, 1987, B.S., The University of Alabama at Birmingham, 1983

Fatehi, Kamal Professor, Ph.D., Louisiana State University and Agricultural and Mechanical College, 1976, M.B.A., Western Illinois University, 1972, B.A., College of Business Sciences, 1965, B.S., Bowling Green State University, 1971

Fegely, Karen, J, Clinical Assistant Professor, M.S.N., Kennesaw State University, 2009, B.S.N., Minnesota State University Moorhead, 2001

Fein, Melvyn, L, Professor, Ph.D., The City University of New York, 1983, M.Phil., The City University of New York, 1981, B.A., Brooklyn College, 1963

Feito, Yuri, Associate Professor, Ph.D., The University of Tennessee at Knoxville, 2010, M.P.H., Nova Southeastern University, 2007, M.S., Barry University, 2001, B.S., Barry University, 2000

Fenton, Peter, W, Assistant Professor, J.D., Emory University, 1979, B.S., Georgia State University, 1974

Ferguson, A., N, Associate Professor, Ph.D., University of Louisville, 2011, M.S., The University of Georgia, 2004, B.S., The University of Georgia, 2002, B.S., The University of Georgia, 2002

Ferreira, Daniel, R, Assistant Professor, Ph.D., University of Connecticut, 2012, M.S., University of Connecticut, 2008, B.S., University of California, Davis, 2001

Figueiredo, Sergio, C, Associate Professor, Ph.D., Clemson University, 2011, M.A., Marshall University, 2007

Figueroa, Neysa, O, Assistant Professor, Ph.D., Purdue University, 2003, M.A., Purdue University, 1997, B.S., Purdue University, 1987

Fisher, Jonathan, K, Assistant Professor, M.F.A., Ohio State University, The, 2003, B.F.A., University of North Carolina, 2001

Flaggs, Darolyn, A, Assistant Professor, Ph.D., Texas State University, 2018, M.Ed., Texas State University, 2012, B.S., Texas Southern University, 2009

Ford, Jillian, C, Associate Professor, Ph.D., Emory University, 2011, M.A.T., University of Virginia, 2001, B.A., University of Virginia, 2001

Forrester, William, R, Professor, Ph.D., The University of Tennessee, 1986, M.B.A., The University of Tennessee, 1979, B.S., The University of Tennessee, 1970

Fowler, Allan, Associate Professor, Ph.D., Auckland University of Technology, 2015, M.B.A., Royal Melbourne Institute of Technology, 1995, M.Ed., University of Southern Queensland, 2007, B.B.A., Royal Melbourne Institute of Technology, 1991

Fowler, Joel, C, Associate Professor, Ph.D., California Institute of Technology, 1984, M.S., Emory University, 1980, B.S., Emory University, 1980

Fox, Dana, L, Professor, Ph.D., University of Missouri-Columbia, 1991, M.S.Ed., University of Central Arkansas, 1984, B.S.Ed., University of Central Arkansas, 1979

Frank, Timothy, Assistant Professor, Bachelor of Architecture, Virginia Polytechnic Institute and State University, 2000, M.ARCH, Georgia Institute of Technology, The, 2004

Franke, Volker, C, Professor, Ph.D., Syracuse University, 1997, M.A., Syracuse University, 1994, M.A., Johannes Gutenberg – Universitat Mainz, 1990, M.P.A., North Carolina State University, 1992

Frankel, Michael, Senior Lecturer, M.S., The Georgia Institute of Technology, 2000, B.S., Muhlenberg College, 1998

Franklin, Dennis, M, Assistant Professor, Ph.D., Georgia State University, 2017, M.S., University of Tennessee – Knoxville, The, 2012, B.S., Southern Polytechnic State University, 2009

Frinzi, Pamela, S, Professor, M.S., Southern College of Technology, 1994, B.E.T., Southern College of Technology, 1983

Fuller, Julia, S, Associate Professor, Ed.D., University of Florida, 2011, Ed.S., University of South Florida, 2008, M.A., University of South Florida, 1996, B.S., University of South Florida, 1993

Fulton, Gabrielle, T, Assistant Professor, M.F.A., Northwestern University, 2010, B.A., Columbia University in the City of New York, 1997

Funk, M, L, Professor, Ph.D., Capella University, 2005, M.Ed., East Carolina University, 1994, B.S., The University of North Carolina at Chapel Hill, 1991

Gaines, Rachel, Assistant Professor, Ph.D., University of Texas – Austin, 2018, M.Ed., University of Massachusetts Boston, 2012, B.A., Connecticut College, 2007

Gainey, Barbara, S, Professor, Ph.D., University of South Carolina at Columbia, 2003, M.A., University of South Carolina at Columbia, 1985, B.A., University of South Carolina at Columbia, 1977

Galloway, Linda, L, Senior Lecturer, Ph.D., Auburn University, 1995, M.Ed., Auburn University, 1988, B.S.Ed., Auburn University, 1985

Gambrell, James, A, Assistant Professor, Ed.D., Portland State University, 2015, M.Ed., Weber State University, 2008, B.A., Brigham Young University, 2003

Ganser, Lisa, R, Assistant Professor, Ph.D., University of Miami, 2009, M.S., Northern Arizona University, 1998, B.S., Saint Mary's College, 1994

Gao, Hongmei, Professor, Ph.D., University of South Florida, 2005, M.A., Brigham Young University, 2000, B.A., Shanghai International Studies University, 1989

Garcia, Audrey, E, Associate Professor, Ph.D., Purdue University, 1996, M.A., Purdue University, 1991, B.A., Anahuac University, 1988

Gardner, Kimberly, D, Associate Professor, Ph.D., Georgia State University, 2008, M.Ed., Georgia State University, 1998, M.S., Kennesaw State University, 2012, B.A., Mercer University, 1991

Gardner, Roberta, P, Assistant Professor, Ph.D., University of Georgia, The, 2013, M.L.I.S., Clark Atlanta University, 2002, B.A., University of Illinois at Urbana-Champaign, 1993

Garner, Ricky, L, Professor, Ph.D., Florida State University, 2000, M.A., Towson University, 1994, BLS, Mary Washington College, 1989

Garofalo, David, Assistant Professor, Ph.D., University of Maryland, 2008, B.S., University of Maryland, 1999

Garrido, Jose, M, Professor, Ph.D., George Mason University, 1996, M.S., University of London, 1982, M.S., George Mason University, 1995, B.S., Universidad De Oriente, 1975

Gayler, Richard, A, Professor, Ph.D., Florida State University, 1976, M.S., Georgia State University, 1990, M.S., Florida State University, 1974, B.S., Northwest Missouri State College, 1971

Geil, Mark, D, Professor, Ph.D., Ohio State University, The, 1997, B.S., North Carolina State University, 1993

Geist, Debra, Senior Lecturer, M.S., Kennesaw State University, 2007, B.S., Kennesaw State University, 2005

Gentile, John, S, Professor, Ph.D., Northwestern University, 1984, M.A., Northwestern University, 1980, M.A., Pacifica Graduate Institute, 2006, B.A., State University College, 1978

Gentry, Jonathan, C, Assistant Professor, Ph.D., Brown University, 2015, M.A., Portland State University, 2007, AM, Brown University, 2008

Gephardt, Katarina, Professor, Ph.D., The Ohio State University, 2003, M.A., The Ohio State University, 1997, B.A., John Carroll University, 1995

Gerda, Monica, S, Lecturer, M.S., James Madison University, 2002, B.S., Southern Illinois University Carbondale, 2000

Gesick, Richard, A, Senior Lecturer, M.S., Southern Polytechnic State University, 2009, B.S., University of West Florida, 1980

Ghadge, Ravi, R, Assistant Professor, Ph.D., University of Illinois at Urbana-Champaign, 2013, M.A., Jawaharlal Nehru University, 1998, M.Phil., Jawaharlal Nehru University, 2001, B.A., University of Pune, 1996

Giddens, Elizabeth, J, Professor, Ph.D., The University of Tennessee, 1990, M.A., The University of Tennessee, 1983, B.A., The University of Tennessee, 1980

Giles, Alexander, L, Clinical Assistant Professor, D.N.P., Georgia Southern University, 2016, M.A., State University of West Georgia, 2000, M.S.N., Kennesaw State University, 2010, B.S., Kennesaw State University, 1986, B.S.N., Georgia Southern University, 2009

Gillespie, William, L, Associate Professor, Ph.D., The University of Georgia, 2004, M.A., University of Arkansas, 1997, B.S., Arkansas State University, 1986

Gillette, Ann, B, Professor, Ph.D., Texas A&M University, 1991, M.S., Texas A&M University, 1980, B.B.A., Texas A&M University, 1979

Gilliam, Kenneth, P, Professor, Ph.D., Lehigh University, 1976, M.Ed., The Pennsylvania State University, 1968, M.S., Lehigh University, 1974, B.S., Long Island University, 1964

Gillis, Bryan, P, Associate Professor, Ph.D., Arizona State University, 2007, M.A., Northern Arizona University, 1990, B.A., Arizona State University, 1983

Gillis, Nancy, L, Lecturer, M.A., Northern Arizona University, 1990, B.S., Northern Arizona University, 1985

Gillman, Timothy, J, Lecturer, M.A., Michigan State University, 1993, B.S., Northwestern University, 1979

Ginn, Meredith, K, Lecturer, M.A., Auburn University, 2004, B.A., Auburn University, 2002

Gise Knowlton, Andrea, Assistant Professor, M.F.A., California Institute of the Arts, 2014, B.F.A., Marymount Manhattan College, 2006

Givens, John, W, Assistant Professor, Ph.D., University of Oxford, 2013, M.A., University of California, Berkeley, 2007, B.S., Georgetown University, 2003

Glassmeyer, David, M, Associate Professor, Ph.D., University of Northern Colorado, 2014, M.Ed., Wright State University, 2009, B.S., Wright State University, 2008

Glawtschew, Rebecca, M, Assistant Professor, Ph.D., The University of North Carolina at Chapel Hill, 2012, B.S., Northeastern University, 2005

Glenn, Tristan, L, Assistant Professor, Ph.D., University of South Florida, 2013, M.A., University of South Florida, 2007, B.S., Bethune-Cookman University, 2002

Glover, Ebony, M, Assistant Professor, Ph.D., Emory University, 2010, M.A., Emory University, 2005, B.A., Spelman College, 2002

Goldfine, Bernard, D, Professor, Ph.D., The University of Southern California, 1988, M.A., The University of Southern California, 1984, B.A., University of California, Santa Barbara, 1975

Goldfine, Ruth, A, Professor, Ph.D., Georgia State University, 2005, M.A., University of Dayton, 1995, B.A., University of Dayton, 1986

Golian-Lui, Linda, M, Librarian Professor, Ed.D., Florida Atlantic University, 1998, Ed.S., Florida Atlantic University, 1995, M.S., Florida State University, 1988, B.A., University of Miami, 1986

Gooding, Alice, F, Assistant Professor, Ph.D., University of Tennessee – Knoxville, The, 2017, M.S., The University of Georgia, 2011, B.A., Occidental College, 2008

Goodsite, Michelle, B, Senior Lecturer, M.Ed., Kennesaw State University, 2005, B.S., East Carolina University, 1989

Gordon, Elizabeth, D, Professor, Ph.D., The University of North Carolina at Chapel Hill, 1996, M.A., The University of North Carolina at Chapel Hill, 1992, B.A., The University of North Carolina at Chapel Hill, 1988

Gordon, Scott, E, Professor, Ph.D., Pennsylvania State University, The, 1997, M.S., Pennsylvania State University, The, 1992, B.S., Bowdoin College, 1986

Goss, Stephen, M, Assistant Professor, Ph.D., State University of New York at Buffalo, 2012, M.Ed., State University of New York at Buffalo, 2005, B.A., State University of New York at Buffalo, 2002

Graf, Karen, M, Senior Lecturer, M.A., The University of Georgia, 2007, B.A., Arizona State University, 1998

Grant, Linda, J, Lecturer, Ph.D., University of Georgia, The, 2009, M.A., Montclair State University, 1991

Gratz, Amy, E, Librarian Assistant Professor, M.S., Syracuse University, 2008, B.A., Gustavus Adolphus College, 1984

Gray, Kimberly, C, Professor, Ph.D., University of Virginia, 1998, M.Ed., University of Virginia, 1996, B.A., Mary Baldwin College, 1991

Gray, Thomas, E, Senior Lecturer, M.A., Ball State University, 1977, A.B., Indiana University, 1973

Green, Andrew, W, Lecturer, M.S., Kennesaw State University, 2007, B.S., Kennesaw State University, 2005

Green, Mary, D, Lecturer, Ed.S., The University of Georgia, 1977, M.Ed., The University of Georgia, 1975, B.S.Ed., The University of Georgia, 1974

Greene, Jeffrey, D, Associate Professor, M.F.A., Florida International University, 2006, B.F.A., Emerson College, 2002

Greene, Juanne, Clinical Assistant Professor, D.B.A., Kennesaw State University, 2012, M.L.H.R., The Ohio State University, 1994, B.S., North Carolina Agricultural and Technical State University, 1993

Greensmith, Cameron, Assistant Professor, Ph.D., University of Toronto, 2014, M.A., University of Toronto, 2009, B.A., Brock University, 2008

Gregory, Diana, G, Professor, Ph.D., Florida State University, 2002, M.S., Florida State University, 1998, B.F.A., San Francisco Art Institute, 1972

Gregory, Sarita, M, Assistant Professor, Ph.D., The University of Chicago, 2003, M.A., The University of Chicago, 1996

Greil, Rachel, H, Senior Lecturer, B.A., Millsaps College, 1973, AM, University of Missouri-Columbia, 1975

Greipsson, Sigurdur, Associate Professor, Ph.D., University of East Anglia, 1992, M.S., Queen's University at Kingston, 1989, B.S., University of Iceland, 1986

Griffin, Melanie, C, Assistant Professor, Ph.D., University of Illinois at Urbana-Champaign, 2001, M.S., University of Illinois at Urbana-Champaign, 1998, B.S., Jackson State University, 1994

Griffiths, William, G, Associate Professor, Ph.D., University of Florida, 2004, M.S., University of Florida, 2001, B.S., University of Florida, 2000

Grindel, Patricia, Senior Lecturer, M.A., Point Park University, 1987, B.A., Point Park University, 1980

Grooms, Tony, M, Professor, M.F.A., George Mason University, 1984, B.A., The College of William and Mary, 1978

Gruss, Amy, B, Assistant Professor, Ph.D., University of Florida, 2013, B.S.E.E., University of Florida, 2009

Guerra, Paula, P, Associate Professor, Ph.D., Arizona State University, 2011, M.Ed., Arizona State University, 2007, B.A., Uruguay National Teacher's Institute, 2001

Guerra-Zubiaga, David, A, Assistant Professor, Ph.D., Loughborough University, 2004, M.S., Instituto Tecnologico y De Estudios Superiores De Monterrey, 1996, M.S.E., Instituto Tecnologico y De Estudios Superiores De Monterrey, 1992

Guglielmi, Luc, D, Associate Professor, Ph.D., University of Louisiana at Lafayette, 2004, M.A., University of Louisiana at Lafayette, 2001, B.A., Institut d'Enseignement Superieur Pedagogique du Hainaut Occidental, 1996

Guglielmo-Colabelli, Letizia, Professor, Ph.D., Georgia State University, 2009, M.A., Middle Tennessee State University, 2001, B.A., Auburn University, 1998

Guillory, Nichole, A, Professor, Ph.D., Louisiana State University and Agricultural and Mechanical College, 2005, M.Ed., University of Louisiana at Lafayette, 1998, B.S., Louisiana State University and Agricultural and Mechanical College, 1993

Guimaraes, Ana, B, Librarian Associate Professor, M.S., Syracuse University, 2007

Gulley, Jeremy, R, Associate Professor, Ph.D., The University of Georgia, 2009, B.S., Furman University, 2003

Guo, Rongkai, Assistant Professor, Ph.D., The University of Texas at San Antonio, 2014, MSCS, The University of Texas – Pan American, 2008, B.S., Nanjing University, 2006

Gupta, Mahesh, Professor, Ph.D., Rutgers, The State University of New Jersey, 1990, M.Tech, Indian Institute of Technology, 1986, B.TECH, Indian Institute of Technology, 1984

Gupta, Saurabh, Associate Professor, Ph.D., University of Georgia, The, 2006, M.B.A., University of Georgia, The, 2002

Guramatunhu Cooper, Nyasha, M, Assistant Professor, Ph.D., Gonzaga University, 2013, M.P.A., Georgia College and State University, 2007, B.A., Wesleyan College, 2006, B.A., Wesleyan College, 2006

Gurkas, Hakki, Associate Professor, Ph.D., Purdue University, 2008, M.A., Purdue University, 2002, B.A., Bogazici University, Turkey, 1997

Gurupatham, Sathish Kumar, Assistant Professor, Ph.D., New Jersey Institute of Technology, 2011, M.S., National Institute of Technology, 2003, B.S., Madras University, 1993

Gutierrez, Robert, D, Lecturer, M.A., University of Texas at El Paso, 2008, B.A., University of Texas at El Paso, 2006

Guzzi, Marco, Assistant Professor, Ph.D., Universita Degli Studi di Pavia Includes all Schools, 2006, M.S., Universita Degli Studi di Pavia Includes all Schools, 2002

Gwaltney, Kevin, P, Associate Professor, Ph.D., North Carolina State University, 2000, M.A., The College of William and Mary, 1993, B.S., The College of William and Mary, 1992

Haack, Karla, K, Lecturer, Ph.D., Georgia Institute of Technology, 2009, B.S., Xavier University of Louisiana, 2003

Habers, Natasha, L, Professor, M.F.A., University of Florida, 2001, B.A., University of South Florida, 1996

Haddad, Hisham Professor, Ph.D., Oklahoma State University, 1992, M.S., Northrop University, 1988, B.S., Yarmouk University, 1986

Haffner, Matthew, D, Professor, M.F.A., Temple University, 1998, B.F.A., The University of Akron, 1995

Haimes-Korn, Kim, Professor, Ph.D., Florida State University, The, 1996, M.A., Florida State University, 1991, B.A., Florida State University, 1984

Hale, Jessica, J, Lecturer, M.A., Stanford University, 2007, M.S.M., University of West Georgia, 2012, B.A., San Francisco State University, 2005

Hales, Michael, E, Assistant Professor, Ph.D., Georgia State University, 2003, M.S., Georgia State University, 1997, B.S., Kennesaw State University, 1994

Hallward, Maia, G, Professor, Ph.D., American University, 2006, B.A., University of Richmond, 1998

Halstead-Nussloch, Richard, Professor, Ph.D., University of Michigan Ann Arbor, The, 1978, B.A., Macalester College, 1971

Ham, Chan, H, Professor, Ph.D., University of Central Florida, 1995, M.S.E.E., University of Central Florida, 1991, B.E., Dongguk University, 1982

Han, Meng, Assistant Professor, Ph.D., Georgia State University, 2017, M.S., Georgia State University, 2017, M.S., Heilongjiang University, 2012, B.S., Heilongjiang University, 2009

Hand, Lindsey, J, Lecturer, M.A., University of Nevada, Las Vegas, 2010, B.A., Kennesaw State University, 2006

Hankey, Leslie, G, Lecturer, M.S., Southern Polytechnic State University, 2010, B.B.A., University of Georgia, The, 1979

Hanks, Christopher, C, Lecturer, M.B.A., San Jose State University, 1994

Hansen, Jon, M, Librarian Associate Professor, M.Ed., The University of Georgia, 1994, M.L.S., Indiana University Bloomington, 1996

Hardigree, Christian, E, Professor, J.D., Mercer University, 1996

Hardy, Susan, M, Senior Lecturer, M.S., Brigham Young University, 1986, B.S., Brigham Young University, 1982

Hariharan, Govind, Professor, Ph.D., The State University of New York at Buffalo, 1991, M.A., University of Delhi, 1984, B.A., University of Kerala, 1981

Harmon, William, K, Professor, D.B.A., The University of Tennessee at Knoxville, 1982, M. Acc., The University of Tennessee at Knoxville, 1980, B.S.B.A., The University of Tennessee at Knoxville, 1977

Harper, Michael, T, Associate Professor, Ph.D., University of Louisville, 1998, M.A., Emporia State University, 1990, B.G.S., The University of Kansas, 1988

Harr-Lagin, Kelsey, A, Lecturer, M.A., University of Northern Iowa, 2008, B.A., University of Northern Iowa, 2006

Harris, Thomas, L, Lecturer, Ph.D., Florida State University, 2017, M.M., University of Missouri-Kansas City, 2009, B.M.E., Michigan State University, 2007

Harris Cox, Rochelle, L, Senior Lecturer, Ph.D., University of Nebraska-Lincoln, 2005, M.A., East Tennessee State University, 1996, B.A., Carson-Newman College, 1994

Hartin, Travis, L, Assistant Professor, Ph.D., Kent State University, 2014, M.A., Kent State University, 2012, B.A., University of Alabama, 2009

Haseltine, John, N, Associate Professor, Ph.D., University of Pennsylvania, 1988, B.A., University of Pennsylvania, 1981

Hashas-Degertekin, Mine, H, Associate Professor, Ph.D., North Carolina State University, 2004, M.S., Istanbul Technical University, 1999, B.A., Yildiz Technical University, 1995

Hauge, Xueya, Associate Professor, Ph.D., Oregon Health Sciences University, 1993, M.S., Northwestern Normal University, 1985, B.S., Northwestern Teachers College, 1982

Hayes, Sherrill, W, Professor, Ph.D., Newcastle University, 2005, M.S., The University of North Carolina at Greensboro, 2000, B.S., The University of North Carolina at Greensboro, 1997

He, Jing, Associate Professor, Ph.D., Georgia State University, 2012, M.S., Georgia State University, 2012, M.S., Utah State University, 2002, B.S., Wuhan Institute of Technology, 2000

Head, Michelle, L, Associate Professor, Ph.D., University of Connecticut, 2011, M.S., University of Connecticut, 2010, B.S., The State University of New York at Cortland, 2005, B.S., The State University of New York at Cortland, 2005

Hedeen, Timothy, K, Professor, Ph.D., Syracuse University, 2001, M.A., Syracuse University, 1993, B.A., Syracuse University, 1991

Hedrick, Alison, B, Senior Lecturer, M.S., Kennesaw State University, 2007, B.S., Purdue University, 2002

Helms, Jeffrey, L, Professor, Psy.D., Spalding University, 1999, M.A., Spalding University, 1996, B.S., University of South Carolina at Spartanburg, 1993

Hendrix, Jerald, D, Professor, Ph.D., Northwestern University, 1984, B.A., Shorter College, 1979

Henley, Amy, B, Associate Professor, Ph.D., The University of Texas at Arlington, 2005, M.B.A., The University of Southern Mississippi, 1998, B.S.B.A., The University of Southern Mississippi, 1997

Henry, Robert, B, Assistant Professor, D.M.A., University of Maryland at College Park, 2008, M.M., University of Maryland at College Park, 2001, B.M., Kennesaw State University, 1999

Herbel, Jerry, E, Associate Professor, Ph.D., University of Oklahoma, The, 2001, M.P.A., University of Oklahoma, The, 1989, B.S., Emporia State University, 1983

Herbert, James, I, Professor, Ph.D., Yale University, 1985, M.A., Yale University, 1974, M.Phil., Yale University, 1976, B.S., Fayetteville State University, 1962

Hermanson, Dana, R, Professor, Ph.D., University of Wisconsin-Madison, 1993, B.B.A., The University of Georgia, 1986

Hermanson, Heather, M, Professor, Ph.D., University of Wisconsin-Madison, 1993, B.S., University of Illinois at Urbana-Champaign, 1987

Hesser, Marcia, Lecturer, Ph.D., Clemson University, 2011, M.S., Clemson University, 2006, B.S., Clemson University, 2004

Hester, Garrett, M, Assistant Professor, Ph.D., Oklahoma State University, 2016, M.S., Oklahoma State University, 2012, B.S., Northeastern State University, 2010

Hiatt, Mark, S, Assistant Professor, Ph.D., Northcentral University, 2009, M.M., Northwestern University, 1989

Hicks, Willajoya, C, Associate Professor, Ph.D., Syracuse University, 2000, M.Ed., Georgia State University, 1995, B.A., Hampton University, 1992

Hightower, Linda, A, Professor, Ed.D., The University of Georgia, 2000, M.V.A., Georgia State University, 1982, B.A., Columbus College, 1974

Hill, Kenneth, Senior Lecturer, M.A., The George Washington University, 1993, B.M., The University of South Alabama, 1979

Hill, Rebecca, N, Professor, Ph.D., University of Minnesota, 2000, B.A., Wesleyan University, 1991

Hill, Sheila, D, Lecturer, M.E., North Carolina State University, 2002, B.S., University of North Carolina - Chapel Hill, 1987, B.S.E.E., Southern College of Technology, 1997

Hillen, Amy, F, Associate Professor, Ed.D., University of Pittsburgh, 2005, B.S., University of Pittsburgh, 1996

Ho, Hai, T, Associate Professor, Ph.D., University of Colorado at Boulder, 1994, M.S., University of Colorado at Denver, 1989, B.S.E.E., University of Colorado at Boulder, 1988

Hoffman, Ashley, T, Librarian Assistant Professor, M.L.I.S., Valdosta State University, 2015, M.A., University of North Carolina - Chapel Hill, 2009, B.A., Middlebury College, 2007

Hoganson, Kenneth, E, Professor, Ph.D., Auburn University, 1997, M.S., The University of North Carolina at Charlotte, 1990, B.S., North Dakota State University, 1980, B.S., Augusta State University, 1987

Hold, Judith, L, Assistant Professor, Ed.D., The University of Alabama, 2013, M.S., University of Illinois at the Medical Center, 1983, M.S.N., University of West Georgia, 2008, B.S., Rush University, 1976

Holdzkorn, Marianne, Associate Professor, Ph.D., Ohio State University, The, 1995, M.A., Ball State University, 1988, B.S., University of Evansville, 1984

Holler, Emily, K, Senior Lecturer, M.A., Eastern Illinois University, 1999, B.A., Eastern Illinois University, 1997

Holliday, Sarah, H, Associate Professor, Ph.D., Auburn University, 2003, Master of Applied Mathematics, Auburn University, 1999, B.A., Converse College, 1997

Hollingsworth, Carole, L, Lecturer, D.B.A., Kennesaw State University, 2015, M.B.A., Kennesaw State University, 1995, M.I.T., The University of Georgia, 2011, B.S.B.A., University of South Carolina at Columbia, 1993

Holm, Christina, E, Librarian Assistant Professor, M.L.S., University of California, Los Angeles, 2013

Holmes, Sarah, W, Assistant Professor, Ph.D., University of California, Riverside, 2013, M.A., Mills College, 2002, B.A., Scripps College, 1996

Holtzendorff, Chris, E, Clinical Assistant Professor, M.S., College of Charleston, 2006, B.S., Clemson University, 2003

Hong, Duanping, Assistant Professor, Ph.D., University of Pittsburgh, 2017, M.S., University of Utah, 2011, M.S., University of Utah, 2009, B.S., Tsinghua University, 2006

Hoosier, Jennifer, L, Lecturer, M.A., Azusa Pacific University, 2008, B.M., University of Florida, 2000

Hopper, Keith, B, Professor, Ph.D., Georgia State University, 2000, M.A., Boise State College, 1984, B.S., Boise State College, 1982

Horsey, Irish, Assistant Professor, M.B.A., DeVry University, 2003, B.S., Tuskegee University, 1998

Horton, Donald, D, Associate Professor, M.S., Michigan Technological University, 1972, B.S., Michigan Technological University, 1970

Howard, Laura, W, Lecturer, Ph.D., Georgia State University, 2015, M.A., Auburn University, 2007, B.A., Mercer University, 2005

Howes, Daniel, R, Lecturer

Howes, Pauline, A, Associate Professor, Ph.D., The University of Georgia, 2010, M.B.A., Emory University, 2005, B.A., The University of North Carolina at Chapel Hill, 1977

Howrey, Shannon, T, Associate Professor, Ph.D., Georgia State University, 2005, M.Ed., Texas A&M University – Commerce, 1996

Howton, Amy, D, Associate Professor, M.F.A., Florida State University, 1977, B.F.A., Florida State University, 1976

Hu, Wenhua, Assistant Professor, Ph.D., University of Alabama, The, 2017, M.S., Central South University, China, 2011, B.S., Shaaxi Normal University, 2009

Huang, Rongbing, Professor, Ph.D., University of Florida, 2004, M.S., Virginia Polytechnic Institute and State University at Blacksburg, 1998

Huang, Sha, Assistant Professor, Ph.D., University of Iowa, 2016, M.A., Sichuan Normal University, 2006, M.A., University of Iowa, 2014, B.A., Sichuan Normal University, 2003

Huang, Xiao, Professor, Ph.D., University of California, Riverside, 2005, M.A., University of California, Riverside, 2003

Hubbard, Daphne, W, Associate Professor, Ph.D., The University of Alabama, 2001, M.A., The University of Alabama, 1993, B.A., The University of Alabama, 1990

Huddlestun, Amos, C, Librarian Assistant Professor, M.L.I.S., Valdosta State University, 2013, M.M.Ed, University of Georgia, The, 1984, B.M.E., Shorter College, 1980

Hudson, Martin, L, Associate Professor, Ph.D., University of Sussex, 2000, B.S., University of Hertfordshire, 1991

Huet, Kevin, Lecturer, M.S., Armstrong Atlantic State University, 2015, B.S., Georgia Southwestern State University, 2012

Hummel, Andrew, Assistant Professor, Ph.D., Oregon State University, 2014, M.S., Oregon State University, 2011, B.S., Tulane University, 2007

Humphrey, Rosemary, Librarian Assistant Professor, M.L.I.S., Valdosta State University, 2017, B.A., Emerson College, 2003

Hung, Chih-Cheng, Professor, Ph.D., University of Alabama, The, 1990, M.S., University of Alabama, The, 1986, B.S., Soochow University, 1978

Hurgobin, Yossina, D, Assistant Professor, Ph.D., Syracuse University, 2016, M.A., Syracuse University, 2011, M.P.A., Syracuse University, 2009, M.Phil., Syracuse University, 2012, B.A., University of Mississippi, The, 2005

Hutchins, Amber, L, Associate Professor, Ph.D., The University of Utah, 2008, M.A., Arizona State University, 2002, B.A., Arizona State University, 1999

Hutchins, Jennifer, D, Assistant Professor, Ph.D., University of Memphis, 2014, M.B.A., University of St. Thomas, 2005, B.S., Oregon State University, 1994

Hutchinson, Richard, N, Lecturer, Ph.D., The University of Arizona, 2003, M.A., The University of Arizona, 1995, B.A., Northern Illinois University, 1981

Hwang, Kristine, H, Associate Professor, M.Ed., Hanyang University, 1988, M.F.A., Rochester Institute of Technology, 1998, B.A., San Diego State University, 1994

Id-Deen, Lateefah, Assistant Professor, Ph.D., Michigan State University, 2015, M.S., Iowa State University, 2005, B.S., University of Arkansas, 2003

Ilksoy, Erhan, Senior Lecturer, M.S., Georgia Institute of Technology, The, 1993, M.S., Mississippi State University, 1984, B.S., Bogazici University, Turkey, 1978

Ingersoll, Erin, L, Associate Professor, Ph.D., The University of Georgia, 2008, M.A., Georgia State University, 2005, A.B., The University of Georgia, 1999, B.S., Kennesaw State University, 2003

Ingram, Katherine, H, Assistant Professor, Ph.D., Georgia State University, 2010, M.S., University of Nevada, Las Vegas, 1998, B.S., Tulane University, 1993

Ingram, Ulrike, K, Lecturer, M.A., Georgia State University, 2005, B.A., Kennesaw State University, 1998

Inks, Scott, A, Associate Professor, Ph.D., University of Memphis, 1997, M.B.A., Ball State University, 1993, B.S., Purdue University, 1987

Jackson, Dorian, L, Assistant Professor, Ph.D., University of Texas - Austin, 2015, M.A., University of Georgia, The, 2009, B.B.A., University of Georgia, The, 2005

Jackson, Paula, Professor, Ph.D., University of California, Los Angeles, 1996, B.S., University of Simon Bolivar, 1986

Jackson, Tyrone, M, Lecturer, M.M., Georgia State University, 2013, B.A., The University of New Orleans, 2007

Jackson, Virginie, Lecturer, Ed.D., Nova Southeastern University, 2014, M.S., Florida International University, Broward/Davie Campus, 2009, B.S., Florida State University, 2003

Jacobs, Jennifer, S, Librarian Assistant Professor, M.L.I.S., Valdosta State University, 2018, M.S., Radford University, 2015, B.S., Valdosta State University, 2013

Jaramillo, Nathalia, E, Professor, Ph.D., University of California, Los Angeles, 2007, M.Ed., Harvard University, 2000, B.A., University of California, Riverside, 1997

Jean-Sigur, Raynice, E, Professor, Ph.D., The University of Texas at Austin, 1999, M.S., University of North Texas, 1994, B.A., Xavier University, 1993

Jenkins, Larry, B, Associate Professor, M.S.E.E., Georgia Institute of Technology, The, 1989, B.S.E.E., University of Missouri – Rolla, 1984

Ji, Jun, Professor, Ph.D., The University of Iowa, 1993, M.S., Shanghai Teachers' University, 1985, B.S., Shanghai Teachers' University, 1982

Jiang, Binbin, Professor, Ed.D., University of California, Davis, 1999, M.A., Fresno Pacific University, 1996, B.A., Dalian Foreign Languages Institute, 1985

Jimenez, Albert, M, Assistant Professor, Ph.D., University of Georgia, The, 2014, M.S., Mississippi State University, 2004, B.A., Georgia Regents University, 2000

Jin, Wenhua, Associate Professor, Ph.D., The University of Texas at Arlington, 2008, M.A., Liaoning University, 1997, B.A., Liaoning University, 1992

Jin, Yi, Assistant Professor, Ph.D., Iowa State University, 2017, M.A., Tianjin University, 2010, B.A., Tianjin University, 2007

Joffe, David, N, Associate Professor, Ph.D., Northwestern University, 2004, M.S., University of British Columbia, 1994, B.S., University of Toronto, 1992

Johnson, April, Assistant Professor, D.Phil., State University of New York at Stony Brook, 2014, M.S., Georgia Southern University, 2008

Johnson, Arvin, Assistant Professor, Ed.D., University of North Florida, 2008, M.Ed., University of North Florida, 2001, B.A., University of North Florida, 1998

Johnson, David, M, Professor, Ph.D., Purdue University, 1999, M.A., Texas A&M University, 1994, B.A., University of Dallas, 1990

Johnson, John, D, Associate Professor, Ph.D., The University of Southern Mississippi, 2004, M.S., The University of Southern Mississippi, 2002, B.S., Auburn University at Montgomery, 1999

Johnson, Joshua, M, Lecturer, Ph.D., State University of New York at Stony Brook, 2014, B.A., Creighton University, 2008

Johnson, Monique, R, Lecturer, M.A., Pacific Oaks College, 2012, B.S., San Diego State University, 2005

Johnson, Ping, H, Professor, Ph.D., Southern Illinois University at Carbondale, 1997, M.S., Western Illinois University, 1994, B.S., Bengbu Medical College, 1982

Johnson, Sarah, Lecturer, M.A.P.W., Kennesaw State University, 2009, B.S., Kennesaw State University, 2003

Johnson, Wendell, A, Lecturer, Ph.D., Northwestern University, 1994, M.A., Northwestern University, 1984

Jonaiddi, Mohammad, Assistant Professor, Ph.D., University of Sydney, 1998, M.S., Amirkabir University of Technology (Tehran Polytechnic), 1989, B.S.E., Amirkabir University of Technology (Tehran Polytechnic), 1985

Jones, David, E, Professor, Ph.D., The University of Hawaii at Manoa, 1988, M.A., Washington State University, 1975, A.B., Adrian College, 1973

Jones, Jackie, H, Professor, Ed.D., The University of Georgia, 2005, M.S.N., Vanderbilt University, 1991

Jones, Sandra, H, Senior Lecturer, M.B.A., Mercer University, 2005

Jones, Tonya, C, Assistant Professor, M.S., Emory University, 1993, B.S., Georgia Southern University, 1991

Jordan, Esther, S, Associate Professor, Ph.D., University of Georgia, The, 2010, M.A., University of Georgia, The, 2005, B.A., University of California, Los Angeles, 1998

Jordan, Jeannette, Lecturer, M.A., Universitat Hamburg University of Hamburg, 2012, M.Div., Mercer University, 2006, B.S., Queens University of Charlotte, 1992

Jorin Abellan, Ivan, M, Professor, Ph.D., University of Valladolid, 2007, B.S.Ed., University of Valladolid, 2001

Joseph, Lori, A, Lecturer, M.A.T., Kennesaw State University, 2012, B.S., The University of Alabama, 1993

Juneja, Parminder, K, Associate Professor, Ph.D., Georgia Institute of Technology, The, 2010, Bachelor of Architecture, Chandigarh College of Architecture, 1996, M.Tech, Indian Institute of Technology, 2000

Jung, Edward, Associate Professor, Ph.D., University of Minnesota, 1994, B.S., University of Minnesota, 1987

Jung, Kyunghun, Assistant Professor, Ph.D., University of New Mexico, 2013, M.A., Korea University – Seoul, 2006, B.A., Korea University – Seoul, 2004

Jurchenko, Jacqueline, A, Senior Lecturer, M.S., Michigan State University, 1996, B.A., Barat College, 1991

Kalamas, Maria, Professor, Ph.D., Concordia University, 2008, M.B.A., Clarkson University, 1996, M.S., Clarkson University, 1997, B.A., McGill University, 1991, B.S., McGill University, 1989

Kaledin, Martina, Associate Professor, Ph.D., Slovak Technical University, 1995, M.S., Slovak Technical University, 1991, B.S., Slovak Technical University, 1991

Kane, Victor, E, Associate Professor, Ph.D., Florida State University, 1975, M.B.A., The University of Tennessee, 1982, B.S., Emory University, 1970

Kang, Charles, Y, Lecturer, Ph.D., University of California – Irvine, 2007, M.S., University of California – Irvine, 2004, B.S., Washington State University, 2001

Kang, Lu, Associate Professor, Ph.D., Wesleyan University, 2004, B.S., Xiamen University, 1994

Kang, Mingon, Assistant Professor, Ph.D., University of Texas – Austin, 2015, M.S., University of Texas – Austin, 2010, B.S., Hanyang University, 2006

Kang, Sunny, Lecturer, M.S., California State University – Pamona, 2004, B.S., University of California, Santa Barbara, 1999

Kang, Taewoo, Lecturer, M.A., Washington State University, 2013, M.A., Dong-A University, 2012, B.A., Dong-A University, 2010

Kantor, Sarah, Librarian Assistant Professor, M.L.I.S., Dominican University, 2016, B.A., University of Wisconsin – Madison, 2006

Karim, Mohammed, A, Associate Professor, D.Eng., Cleveland State University, 2000, M.S., Bangladesh University of Engineering and Technology, 1992, B.S.C.E., Bangladesh University of Engineering and Technology, 1989

Karimi, Zamila, R, Lecturer, Bachelor of Architecture, Southern California Institute of Architecture, 1982, M.ARCH, McGill University, 2013, M.F.A., University of Georgia, The, 2007

Kastello, Lisa, L, Assistant Professor, Ed.D., Northern Illinois University, 2011, M.S., Illinois State University, 1994, B.S., Illinois State University, 1987

Katzman, Brett, E, Professor, Ph.D., Duke University, 1996, M.A., Duke University, 1993, B.S., Georgia State University, 1991

Keating, Kenneth, Senior Lecturer, M.S., Emory University, 2008, M.S., Georgia State University, 2004, B.S., The Pennsylvania State University, 1993

Keefe, Alison, M, Associate Professor, Ph.D., Auburn University, 2002, M.S., Auburn University, 1998, B.S., Auburn University, 1995

Keen, Diane, L, Clinical Assistant Professor, D.S.N., Kennesaw State University, 2017, M.S.N., Kennesaw State University, 2011, B.S.N., Kennesaw State University, 2008

Kehler, David, T, Professor, D.M.A., The University of Texas at Austin, 2009, M.M., Michigan State University, 1992, B.M., Michigan State University, 1987

Kelani, Zeynep, A, Lecturer, M.S., Southern Polytechnic State University, 2002, B.S., Mimar Sinan University, 1994

Keleher, Michael, Associate Professor, Ph.D., Georgia State University, 2013, M.A., University of South Carolina, 1997, B.A., University of South Florida, 1993

Kelley, Jennifer, M, Lecturer, M.S., Georgia State University, 2011, B.S., University of West Georgia, 2008

Kelly-Jackson, Charlease, P, Associate Professor, Ed.D., University of South Carolina, 2008, M.A.T., South Carolina State University, 2004, B.S., Claflin University, 1998

Keltner, Stacy, K, Professor, Ph.D., The University of Memphis, 2002, B.A., University of Evansville, 1997

Kennedy, Charles, R, Lecturer, M.B.A., Liberty University, 2010, M.S.S.E, Kennesaw State University, 2016, B.S., Southern Polytechnic State University, 1989

Kennett, Naynette, M, Lecturer, M.S.W., California State University, Long Beach, 2006, B.S., California State University, Fullerton, 2002

Kersey, Timothy, E, Lecturer, Ph.D., Indiana University, 2011, B.A., University of Illinois at Springfield, 2001

Keyser, Robert, S, Assistant Professor, Ph.D., University of Tennessee Knoxville, The, 2008, M.B.A., East Tennessee State University, 1992, M.S., University of Tennessee Knoxville, The, 2005, B.S.B.A., University of Tennessee Knoxville, The, 1988

Khalid, Adeel, S, Associate Professor, Ph.D., Georgia Institute of Technology, The, 2006, M.S., Georgia Institute of Technology, The, 2004, M.S., Georgia Institute of Technology, The, 2005, B.S., GIK Institute of Technology, 2000

Khayati, Amine, Clinical Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2010, M.S., University of Memphis, 2003, B.A., University of Tunis, 2000

Khazaei, Ali, Professor, Ph.D., Tehran Azad University, 1998, M.S.M.E., University of Tehran, 1987, B.S., University of Tehran, 1982

Khote, Nihal, Assistant Professor, Ph.D., University of Georgia, The, 2014, M.Ed., Kennesaw State University, 2008, B.S., Kennesaw State University, 2004

Kidonakis, Nikolaos, Professor, Ph.D., The State University of New York at Stony Brook, 1996, MAST, University of Cambridge, 1991, B.S., California Institute of Technology, 1990

Kiernan, Philip, J, Assistant Professor, Ph.D., Ruprecht-Karls Universitat, 2007, M.A., University of Cincinnati, 2003, B.A., University of Western Ontario, The, 2001

Kim, Dong-Hyun, Associate Professor, Ph.D., University of Texas at Dallas, The, 2010, M.S., Hanyang University, 2005, B.S., Hanyang University, 2003

Kim, Heeman, Associate Professor, Ph.D., Temple University, 2005, M.A., Northern Illinois University, 2000, B.A., The University Of Toledo, 1997

Kim, Helen, H, Professor, M.M., The Juilliard School, 1997, B.M., The Juilliard School, 1995

Kim, Hyun, C, Librarian Associate Professor, M.L.S., Valdosta State University, 2007, B.A., University of Washington, 1992

Kim, Jihye, Assistant Professor, Ph.D., Georgia State University, 2011, M.S., Georgia State University, 2004, B.S., San Diego State University, 1997

Kim, Jin, H, Assistant Professor, Ph.D., University of Georgia, The, 2009, M.Ed., University of Georgia, The, 2004, B.S.Ed., Ewha Women's University, 1999

Kim, Na Lae, Assistant Professor, Ph.D., University of Minnesota, 2016, B.A., Handong Global University, 2006

Kim, Yang Hee, Associate Professor, Ph.D., University of Maryland, 1996, M.A., Ewha Women's University, 1988, B.A., Ewha Women's University, 1986

Kimitei, Symon, K, Senior Lecturer, M.S., Georgia State University, 2008, B.S., Kennesaw State University, 1998, B.S., Kennesaw State University, 1999

King, David, A, Professor, Ph.D., Georgia State University, 2001, M.A., Georgia State University, 1992, A.B., The University of Georgia, 1990

King, Stephen, H, Associate Professor, Ph.D., The University of Georgia, 2009, M.S.W., The University of Georgia, 1990, B.A., Warren Wilson College, 1985

King McKenzie, Ethel, L, Associate Professor, Ph.D., Louisiana State University and Agricultural and Mechanical College, 1999, Ed.S., Louisiana State University and Agricultural and Mechanical College, 1993, M.A., Louisiana State University and Agricultural and Mechanical College, 1992, B.Ed., University of the West Indies Mona Campus, 1982

Kirby, Vivian, S, Senior Lecturer, M.A., Boston University, 1999, M.B.A., Boston University, 1999, B.S., San Jose State University, 1997

Kirk, Alan, B, Professor, Ph.D., Florida State University, 1986, M.S.W., The University of Alabama, 1972, B.S., Samford University, 1970

Kirk, Nancy, J, Senior Lecturer, Ph.D., The Georgia Institute of Technology, 1984, B.S., Emory University, 1977

Kirsner, Beth, R, Associate Professor, Ph.D., The University of Arizona, 2005, M.A., The University of Arizona, 1999, B.A., Amherst College, 1988

Kirwan, James, V, Assistant Professor, Ph.D., Illinois State University, 2015, M.A., Eastern Illinois University, 2009, B.A., Eastern Illinois University, 2007

Klingler, Lori, Clinical Assistant Professor, Ph.D., University of Maryland at College Park, 1984, B.S., Texas A&M University, 1979

Kluszczewicz, Brian, M, Associate Professor, Ph.D., Auburn University, 2014, M.S., University of Florida, 2010

Knapp, Denise, R, Lecturer, M.S., Oklahoma State University, 2013, B.S., Kansas State University, 2011

Knox, Lori, A, Lecturer, Ph.D., Louisiana State University and A & M College, 2007, M.A., Louisiana State University and A & M College, 2002

Kochman, Ladd, M, Professor, D.B.A., University of Kentucky, 1980, M.B.A., West Virginia University, 1972, B.S., West Virginia University, 1967

Koepfer Lock, Elisabeth, Assistant Professor, M.F.A., California Institute of Arts, 1993, B.F.A., California Institute of Arts, 1991

Koether, Marina, Professor, Ph.D., Queen's University at Kingston, 1994, B.S., McMaster University, 1989

Kokil, Uttam, Assistant Professor, M.F.A., Rochester Institute of Technology, 2004, B.F.A., University of Bombay, 1997

Kolenko, Thomas, A, Associate Professor, Ph.D., University of Wisconsin-Madison, 1986, M.B.A., Michigan State University, 1975, B.I.A., General Motors Institute, 1974

Koz, Olga, O, Librarian Associate Professor, D.Mgt., Colorado Technical University, 2014, M.L.S., Emporia State University, 2010

Kperogi, Farooq, A, Associate Professor, Ph.D., Georgia State University, 2011, M.S., University of Louisiana at Lafayette, 2006, B.A., Bayero University Kano, 1996

Kraegel, Rebecca, H, Lecturer, M.A.P.W., Kennesaw State University, 2012, B.A., Mercer University, 1987

Kremer, Mark, S, Professor, Ph.D., The University of Chicago, 1995, M.A., University of Toronto, 1986, B.A., University of Toronto, 1985

Krueger, Charae, Lecturer, B.M., New England Conservatory of Music, 1992

Kuemmerle, Daniel, L, Lecturer, M.S., Georgia Institute of Technology, The, 1999, B.S., University of Alabama, The, 1997

Kuhel, Karen, A, Associate Professor, Ph.D., University of Florida, 2005, M.A., American University, 1995, B.A., The Catholic University of America, 1993

Kulasiri, Ratnappuli, L, Assistant Professor, Ph.D., University of Cincinnati, 2005, M.S., University of Cincinnati, 1999, B.S., University of Colombo, 1996

Kuykendal, Dorothy, L, Senior Lecturer, Ph.D., The University of North Carolina at Greensboro, 2009, M.A., The University of North Carolina at Greensboro, 2004, B.A., Wake Forest University, 2002

Kwon, Jayhyun, Assistant Professor, Ph.D., University of Illinois at Urbana-Champaign, 2007, M.S., University of Illinois, 2001, B.S., Hanyang University, 1999

Lahey, Michael, D, Associate Professor, Ph.D., Indiana University, 2013, M.A., Indiana University, 2006, B.A., University of Florida, 2001

Lamle, Keaton, K, Lecturer, M.A.P.W., Kennesaw State University, 2015, B.A., Cameron University, 2013

Lands, LeeAnn, B, Professor, Ph.D., The Georgia Institute of Technology, 2001, M.A., Florida Atlantic University, 1995, B.S.E., University of Florida, 1991

Lang, Donald, G, Senior Lecturer, M.B.A., Georgia State University, 1988, B.A., Lafayette College, 1975

Langub, Lee, W, Associate Professor, Ed.D., Georgia Southern University, 2005, M.Ed., West Georgia College, 1994, B.S.Ed., The University of Georgia, 1991

Laposata, Matthew, M, Professor, Ph.D., The Pennsylvania State University, 1998, M.S., Bowling Green State University, 1994, B.S., Indiana University of Pennsylvania, 1992

Larisch, Scott, Assistant Professor, M.S.E.E., University of Southern California, 1985, B.S.E.E., University of Colorado at Denver, 1981

Larsen, Carolee, A, Lecturer, Ph.D., Northwestern University, 1996, M.A., The University of Kansas, 1989, B.A., The University of Kansas, 1986

Latino, Peter, G, Lecturer, M.S., The University of Southern Mississippi, 1991, B.A., Louisiana State University, 1989

Latino, Robin, C, Professor, Ph.D., Louisiana State University and Agricultural and Mechanical College, 2004, M.B.A., The University of New Orleans, 1994, B.A., Southeastern Louisiana University, 1992

Laval, Philippe, B, Associate Professor, Ph.D., Emory University, 1998, M.S., Emory University, 1995, B.A., Mercer University, 1986

Lawler, Brian, R, Associate Professor, Ph.D., University of Georgia, The, 2008, M.A., California State University, Dominguez Hills, 1999, M.A., University of Georgia, The, 2006, B.S., Colorado State University, 1992

Lawless, John, Senior Lecturer, B.M., Georgia State University, 1983

Laws, Michael, E, Lecturer, M.S., North Carolina State University, 2006, B.S., North Carolina Agricultural and Technical State University, 2002

Lawson, M, L, Professor, Ph.D., The University of Alabama at Birmingham, 1998, M.P.H., The University of Alabama at Birmingham, 1994, B.S., Florida State University, 1981

Lebaron, Alan, V, Professor, Ph.D., University of Florida, 1988, M.A., University of Maryland at College Park, 1978, B.A., Boise State University, 1974

Lebish, Alan, R, Librarian Professor, M.A., The University of Arizona, 1979, M.L.S., The University of Arizona, 1982, B.A., The University of Arizona, 1981, B.A., Brooklyn College, 1977

Lee, Gang, Professor, Ph.D., University of Florida, 1998

Lee, Hoseon, Assistant Professor, Ph.D., Georgia Institute of Technology, The, 2013, M.S., Georgia Institute of Technology, The, 2005, B.S.E.E., Georgia Institute of Technology, The, 2002

Lee, Jeongyi, Assistant Professor, Ph.D., The University of Georgia, 2005, M.A., The University of Texas at Arlington, 2000

Leeper, Thomas, C, Assistant Professor, Ph.D., University of Missouri-Columbia, 2001, B.S., Truman State University, 1995

Lefebvre, Rebecca, K, Senior Lecturer, Ph.D., Kennesaw State University, 2013, M.S., Walden University, 1994, B.S., Rice University, 1986

Leger, Thierry, A, Professor, Ph.D., Washington University, 1995, M.A., Universite De Caen, 1987, B.A., Universite De Caen, 1985, AM, Washington University, 1989, A.S., Universite De Caen, 1984

Lemberg, Mary, T, Lecturer, M.S., Stanford University, 2006, B.S., Cornell University, 2005

Lepadatu, Elena, D, Professor, Ph.D., University of Kentucky, 2007, M.S., University of Bucharest, 2000, B.A., University of Bucharest, 1999, B.A., University of Bucharest, 1998

Lester, Deborah, H, Professor, Ph.D., Texas Woman's University, 1982, M.S., Florida State University, 1976, B.S., Florida State University, 1975

Levy, Aaron, H, Associate Professor, Ph.D., Arizona State University, 2004, M.F.A., Arizona State University, 1994, B.A., Arizona State University, 1991

Lewin, Jonathan, W, Professor, Ph.D., University of Wisconsin–Madison, 1970, M.A., University of Wisconsin–Madison, 1969, B.S., University of the Witwatersrand, 1964, B.S., University of the Witwatersrand, 1962

Lewis, Amelia, C, Lecturer, Ph.D., Auburn University, 2015, M.A., University of West Georgia, 2009, B.A., University of West Georgia, 2006

Lewis, Catherine, M, Professor, Ph.D., The University of Iowa, 1997, M.A., The University of Iowa, 1995, B.A., Emory University, 1990

Li, Chien-Pin, Professor, Ph.D., The University of Iowa, 1988, B.A., National Taiwan University, 1982

Li, Lei, Professor, Ph.D., Georgia State University, 2007, M.S., Georgia State University, 2002, B.S., China University of Mining and Technology, 1995

Li, Lin, Assistant Professor, Ph.D., Columbia University in the City of New York, 2007, M.Phil., Columbia University in the City of New York, 2007, M.S., Columbia University in the City of New York, 2004, B.S., University of Science and Technology of China, 2002

Li, Zhigang, Assistant Professor, Ph.D., University of Central Florida, 2011, M.A., University of Central Florida, 2006, B.E., Lanzhou University, 1999

Lieberman, Robbie, Professor, Ph.D., University of Michigan at Ann Arbor, 1984, AM, University of Michigan at Ann Arbor, 1981

Lindsey, Douglas, B, Assistant Professor, D.M.A., University of Wisconsin–Madison, 2012, M.M., Yale University, 2010, B.M., University of Arkansas, 2008

Link, Tanja, C, Associate Professor, Ph.D., The University of Georgia, 2006, M.A., The University of Georgia, 2001

Liu, Xuepeng, Professor, Ph.D., Syracuse University, 2006, M.A., Syracuse University, 2004, M.A., Renmin University of China, 2001, B.A., Renmin University of China, 1998

Livingston, Molly, A, Lecturer, Ph.D., Georgia State University, 2015, M.Ed., University of Georgia, The, 2005, B.A., Oglethorpe University, 2003

Lo, Dan, C, Professor, Ph.D., Illinois Institute of Technology, 2001, M.A., National Chung-Hsing University, 1990, M.S., National Taiwan University, 1992

Loe, Terry, W, Professor, Ph.D., The University of Memphis, 1996, M.B.A., Mississippi State University, 1981, B.S., Mississippi State University, 1980

Logan, Monique, C, Lecturer, M.S., Southern Polytechnic State University, 2004, B.A., Spelman College, 1986

Long, Harrison, Professor, M.F.A., Southern Methodist University, 1991, B.F.A., Florida State University, 1988

Loomis, Kimberly, S, Professor, Ed.D., The University of Tennessee, 1992, M.S., The University of Tennessee, 1987, B.S., East Tennessee State University, 1985

Loreto, Giovanni, Assistant Professor, Ph.D., Universita Degli Studi di Napoli Federica II, 2011, Bachelor of Architecture, Universita Degli Studi di Napoli Federica II, 2006

Louten, Jennifer, R, Associate Professor, Ph.D., Brown University School of Medicine, 2006, B.S., Rochester Institute of Technology, 2000

Loverde-Dropp, Jo Ann, M, Lecturer, M.F.A., Spalding University, 2010, B.S., State University College at Brockport, 1991

Lowder, Margaret, L, Associate Professor, Ph.D., Georgia Institute of Technology, The, 2007, M.S., Georgia Institute of Technology, The, 2005, B.S., Georgia Institute of Technology, The, 2001

Lu, Zhongjing, Associate Professor, Ph.D., North Carolina State University, 2002, M.S., North Carolina State University, 1999, B.S., Yunnan University, China, 1978, B.S., Louisiana State University Health Shreveport, 1996

Lundy, Brandon, D, Associate Professor, Ph.D., The State University of New York at Buffalo, 2009, Ph.D., Universite des Sciences et Technologies de Lille, 2009, M.A., The State University of New York at Buffalo, 2005, B.A., University of Pittsburgh, 1998, B.A., University of Pittsburgh, 1998

Luther, Michael, E, Librarian Associate Professor, M.S., Syracuse University, 2010, B.A., Georgia State University, 1999

Lynn, Kathy, A, Senior Lecturer, M.A.P.W., Kennesaw State University, 1997, B.S., Southern Polytechnic State University, 1985

Lyon, Jonathan, T, Associate Professor, Ph.D., University of Virginia, 2007, B.S., Michigan State University, 2002

Lyons, Linda, M, Associate Professor, Ed.D., The University of Georgia, 2013, M.S., Georgia State University, 2003

MacDonald, Leo, T, Associate Professor, Ph.D., University of Western Ontario, 2007, M.S., University of Guelph, 1995, B.S., Ryerson Polytechnic University, 1991

Macenczak, Lee, A, Clinical Assistant Professor, D.B.A., Kennesaw State University, 2014, M.S., Georgia State University, 2011, B.B.A., Georgia State University, 1984

Maddox, Beverly, B, Assistant Professor, Ed.D., The University of Southern Mississippi, 1976, M.S., The University of Southern Mississippi, 1974, B.S., The University of Southern Mississippi, 1969

Maguire, MaryBeth, R, Assistant Professor, D.S.N., Kennesaw State University, 2016, M.S.N., Case Western Reserve University, 2002, B.S.N., Otterbein College, 1995

Mainella, Felicia, C, Lecturer, Ph.D., University of Maryland at College Park, 2003, M.A., Bowling Green State University, 1992, B.S., University of Evansville, 1990

Majumder, Sarasij, Associate Professor, Ph.D., Rutgers, The State University of New Jersey, 2009, M.A., University of Delhi, 1999, M.A., Rutgers, The State University of New Jersey, 2006, B.A., University of Calcutta, 1996

Makus, Rebecca, M, Associate Professor, M.F.A., California Institute of the Arts, 2007, B.F.A., Smith College, 2000

Malewski, Erik, L, Professor, Ph.D., The Pennsylvania State University, 2003, M.Ed., The Pennsylvania State University, 1998, B.A., Loyola University Chicago, 1995

Malgeri, Linda, M, Associate Professor, M.B.A., Stetson University, 1977, B.A., The State University of New York at Stony Brook, 1975

Mallavarapu, Suma, Associate Professor, Ph.D., The Georgia Institute of Technology, 2009, M.S., The Georgia Institute of Technology, 2004, B.S., Southern Illinois University, 2001

Malluck, John, F, Senior Lecturer, Ph.D., The Georgia Institute of Technology, 1976, M.S., The Georgia Institute of Technology, 1973, B.A.E., The Georgia Institute of Technology, 1972

Maloni, Michael, J, Professor, Ph.D., The Ohio State University, 1997, M.A., The Ohio State University, 1995, B.S., The Pennsylvania State University, 1991

Mangine, Gerald, T, Assistant Professor, Ph.D., University of Central Florida, 2015, M.Ed., The College of New Jersey, 2006, B.S., The College of New Jersey, 2002

Mann, Betty Acheson Alison, Associate Professor, Ph.D., University of Oregon, 2008, M.Ed., Florida State University, 2004, B.Ed., Florida State University, 2001

Marcano, Nashieli, Librarian Associate Professor, Ph.D., University of Pittsburgh, 2013, M.L.I.S., Florida State University, 2004, M.A., Bowling Green State University, 2007

Marchisio, Gaia, G, Associate Professor, Ph.D., Università Degli Studi di Pavia Includes all Schools, 2006, B.A., Università Commerciale L Bocconi, 1998

Marek, Pam, J, Professor, Ph.D., University of Florida, 1998, M.S., University of Florida, 1995, B.S., University of Central Florida, 1993

Markle, Gail, S, Associate Professor, Ph.D., Georgia State University, 2011, M.S., University of North Texas, 2004, B.S.B.A., East Carolina University, 1981

Marks, Beth, W, Senior Lecturer, M.Ed., Kennesaw State University, 2000, B.B.A., The University of Texas at Austin, 1987

Marktanner, Marcus, Professor, Ph.D., Technische Universität Ilmenau, 1997, M.A., Universität Bayreuth University of Bayreuth, 1992, M.S., University of North Texas, 1999

Marshall, Matthew, Assistant Professor, Ph.D., Georgia Institute of Technology, The, 2013, M.S., University of Florida, 2003, B.S., University of Florida, 2001

Marsil, Dorothy, F, Professor, Ph.D., University of Kentucky, 2003, M.S., The University of Tennessee at Chattanooga, 1999, B.A., The University of Tennessee, 1995

Martin, Allison, L, Assistant Professor, Ph.D., Georgia Institute of Technology, The, 2016, M.S., Georgia Institute of Technology, The, 2008, B.S., Kennesaw State University, 2003

Martin, Elizabeth, G, Associate Professor, Bachelor of Architecture, Tulane University, 1987, M.ARCH, Southern California Institute of Architecture, 1992, M.ARCH, Tulane University, 1987

Martin, Nicole, G, Associate Professor, Ph.D., The University of New Mexico, 2005, M.A., Golden Gate University, 1999, M.S., The University of New Mexico, 2001, B.A., Mills College, 1996

Martin, Robert, A, Senior Lecturer, M.B.A., Kennesaw State University, 1991, B.S., Indiana University Bloomington, 1979

Martin, Tim, Associate Professor, Ph.D., The University of New Mexico, 2005, M.A., New Mexico State University, 1999, B.A., New Mexico State University, 1995

Mathews, Timothy, M, Professor, Ph.D., The State University of New York at Stony Brook, 2002, M.A., University of Virginia, 1998, B.A., Wilkes University, 1996

Mathisen, Richard, E, Professor, Ph.D., Michigan State University, 1977, M.B.A., Michigan State University, 1970, B.S., Michigan State University, 1969

Matson, Ronald, H, Professor, Ph.D., University of California, Los Angeles, 1987, M.S., California State University, Long Beach, 1980, B.S., California State University, Long Beach, 1976

Matthews, Kathy, L, Assistant Professor, M.A., University of California, Santa Cruz, 1978, B.A., San Jose State University, 1976

Matthews, Richard, A, Lecturer, M.S., Florida International University, 2010, B.S.B.A., University of Tennessee – Knoxville, The, 1990, AOS, Culinary Institute of America, 2002

Mattord, Carola, L, Lecturer, Ph.D., Georgia State University, 2009, M.A., Georgia State University, 2003, B.A., Kennesaw State University, 2000

Mattord, Herbert, J, Associate Professor, Ph.D., Nova Southeastern University, 2012, M.B.A., Texas State University, 1982, B.B.A., Texas State University, 1979

Matute Castro, Arturo, Assistant Professor, Ph.D., University of Pittsburgh, 2015, M.A., University of Pittsburgh, 2015, M.A., La Universidad de la Habana, 2000, B.A., La Universidad de la Habana, 1994

Mauge-Lewis, Carole, Professor, M.F.A., Howard University, 1989, B.F.A., Howard University, 1984

Mayeed, Mohammed, S, Associate Professor, Ph.D., University of Tokyo, The, 2002, M.S.E., Bangladesh University of Engineering and Technology, 1997, B.S.E., Bangladesh University of Engineering and Technology, 1995

Mayo, Charles, M, Professor, Ph.D., The University of Alabama, 1993, M.A., The University of Alabama, 1989, M.S., The University of Southern Mississippi, 1976, B.S., The University of Southern Mississippi, 1975

Mays, Valerie, W, Professor, Ph.D., Cornell University, 1985, B.A., Hampton University, 1980

Mazzotta, Stefano, Professor, Ph.D., McGill University, 2005, M.B.A., McGill University, 2000, B.S., Bologna University, 1992

McAlpine, Cheryl, G, Associate Professor, Ed.D., University of Virginia, 1995, M.A., Old Dominion University, 1984, B.A., Old Dominion University, 1978

McCafferty, James, T, Assistant Professor, Ph.D., University of Cincinnati, 2013, M.S., University of Cincinnati, 2007, B.A., Lycoming College, 2003

McCandless, Jamie, A, Lecturer, Ph.D., Western Michigan University, 2015, M.A., University of Utah, 2004, B.S., Southern Utah University, 1999

McClane, Leslie, M, Clinical Assistant Professor, M.A., Appalachian State University, 1981, M.A., Loyola College in Maryland, 1997, B.A., Centre College of Kentucky, 1978

McClatchey, Irene, S, Associate Professor, Ph.D., The University of Georgia, 2006, M.S.W., The University of Georgia, 1989

McClintock, Diana, L, Associate Professor, Ph.D., Emory University, 1998, M.A., Emory University, 1986, B.A., Duke University, 1983, B.A., Duke University, 1983

McComb, James, M, Senior Lecturer, M. Acc., Kennesaw State University, 1996, B.A., Kennesaw State University, 1989

McCormick, Caroline, B, Lecturer, M.S., Clemson University, 2014, B.S., Presbyterian College, 2016, B.S., Presbyterian College, 2012

McDaniel, Brent, A, Associate Professor, Ph.D., The Georgia Institute of Technology, 2005, M.S., Georgia State University, 1997, B.S., The Georgia Institute of Technology, 1995

McDaniel, Paul, N, Assistant Professor, Ph.D., University of North Carolina – Charlotte, 2013, M.A., University of Alabama at Birmingham, The, 2007, M.S., University of Tennessee Knoxville, The, 2006, B.S., Samford University, 2004

McElroy, Thomas, C, Associate Professor, Ph.D., Mississippi State University, 1999, M.S., Mississippi State University, 1995, B.S., Bloomsburg University of Pennsylvania, 1991

McFall, Kevin, S, Associate Professor, Ph.D., Georgia Institute of Technology- Lorraine Campus, The, 2006, M.S., Massachusetts Institute of Technology, 1997, B.S., Virginia Polytechnic Institute and State University, 1995

McGarey, Donald, J, Professor, Ph.D., University of South Florida, 1991, M.S., Louisiana State University and A&M College, 1987, B.S., Louisiana State University and A&M College, 1984

McGovern, Bryan, P, Professor, Ph.D., University of Missouri–Columbia, 2003, M.A., University of Cincinnati, 1997, B.A., Northern Kentucky University, 1990

McGrath, Laura, L, Professor, Ph.D., The University of Georgia, 2003, B.A., Smith College, 1998

McKelvey, Stephen, C, Senior Lecturer, M.A., The University of Georgia, 1983, A.B., The University of Georgia, 1981

McLaughlin, Noah, J, Assistant Professor, Ph.D., The Pennsylvania State University, 2007, M.A., University of Pittsburgh, 2002, B.A., James Madison University, 2000

McLester, Cherilyn, N, Associate Professor, Ph.D., The University of Tennessee at Knoxville, 2007, M.S., The University of Tennessee at Knoxville, 2004, B.S., San Diego State University, 1998

McLester, John, R, Professor, Ph.D., The University of Alabama, 2000, M.A., The University of Alabama, 1997, B.S., Jacksonville State University, 1994

McMahon, Jennifer, J, Associate Professor, Ph.D., The University of Georgia, 2009, M.A., The University of Georgia, 2005, A.B., The University of Georgia, 2000, B.S., The University of Georgia, 2000

McMahon, Tara, Lecturer, M.A., University of Louisville, 2017, B.A., Hanover College, 2014, B.A., Hanover College, 2014

McMorran, Andrew, G, Associate Professor, Ph.D., Old Dominion University, 1990, M.S., Old Dominion University, 1986, B.S., Heriot-Watt University, 1984

McMurry, Jonathan, L, Professor, Ph.D., University of Connecticut, 2002, M.S., The University of North Carolina at Chapel Hill, 1996, B.S., The University of North Carolina at Chapel Hill, 1991

McNamara, Corinne, L, Professor, Ph.D., The University of Mississippi, 2004, M.A., Baylor University, 2000, B.A., The University of Mississippi, 1997

McNeal, Joel, R, Assistant Professor, Ph.D., The Pennsylvania State University, 2005, B.A., Vanderbilt University, 1999

McNeill, Stephen, J, Senior Lecturer, Ph.D., European Graduate School EGS, 2009, M.A., University of Canterbury, 2004, B.S., Southern Illinois University, 2001

Meadati, Pavankumar, Professor, Ph.D., University of Nebraska – Lincoln, 2007, M.S., Indian Institute of Technology – Madras, 2000, B.E., Osmania University, 1998

Meadows, Feland, L, Professor, Ph.D., Instituto Internacional de Estu, 1970, B.A., Wittenberg University, 1951

Meades, Glen, D, Lecturer, Ph.D., Louisiana State University and Agricultural and Mechanical College, 2010, M.S., Louisiana State University and Agricultural and Mechanical College, 2005, B.S., Louisiana State University and Agricultural and Mechanical College, 1999

Mei, Chao, Assistant Professor, Ph.D., The University of Texas at San Antonio, 2016, M.S.S.E., University of Wisconsin–LaCrosse, 2011, B.S., South–Central University for Nationalities, 2009

Meimandi Parizi, Reza, Assistant Professor, Ph.D., Universiti Putra Malaysia, 2012, M.S., Universiti Putra Malaysia, 2008, B.S., Shahid Bahonar University of Kerman, 2005

Melnik, Mikhail, Professor, Ph.D., Georgia State University, 2003, M.A., Boston University, 1998, B.S., Georgia State University, 1995

Meng, Louis, L, Professor, Ph.D., University of British Columbia, 2003, M.A., The State University of New York at Oswego, 1996, B.A., People's University of China, 1982

Mesbahi, Mehrdad, Associate Professor, M.S.C.E., University of Alabama, The, 1983, B.S.C.E., Clemson University, 1979

Meurs, James, A, Associate Professor, Ph.D., Florida State University, The, 2008, M.B.A., Grand Valley State University, 1999, B.A., Grand Valley State University, 1998

Miles, Elizabeth, Assistant Professor, Ph.D., Yale University, 2017, M.A., Yale University, 2010, M.A., University of San Francisco, 2008, M.Phil., Yale University, 2013, B.A., University of California, Berkeley, 2002

Miles, Michelle, R, Assistant Professor, Ph.D., Emory University, 2011, M.Phil., Trinity College, 2002, B.A., Montana State University, 1999, B.A., Montana State University, 1999

Miller, Jonathon, A, Lecturer, M.S., University of Delaware, 2009, B.S., Salisbury University, 2006

Miller, Stephanie, K, Lecturer, M. Acc., The University of Georgia, 1999, B.B.A., The University of Georgia, 1998

Miller, Tom, W, Professor, D.B.A., Indiana University Bloomington, 1974, M.A., Ball State University, 1968, M.B.A., Indiana University Bloomington, 1973, B.S., Ball State University, 1965

Mills, Ann, Librarian Assistant Professor, M.L.I.S., Valdosta State University, 2017, B.S., Southern Polytechnic State University, 2003

Mims, La Shonda, Assistant Professor, Ph.D., University of Georgia, The, 2012, M.A., University of North Carolina – Charlotte, 2003, B.A., Georgia State University, 1992

Miner, Leslie, M, Clinical Assistant Professor, M.S.N., Medical University of South Carolina, 1993, B.S.N., The University of North Carolina at Charlotte, 1985

Mirzakhani, Karolin, Lecturer, Ph.D., DePaul University, 2016, M.A., DePaul University, 2012, B.A., St. Edward's University, 2008, B.A., St. Edward's University, 2008

Misoc, Florian, Associate Professor, Ph.D., Kansas State University, 2007, M.S., Pittsburg State University, 1999, B.S.E., University of Bucharest, 1989

Mitchell, David, B, Professor, Ph.D., University of Minnesota, 1982, M.A., Wake Forest University, 1978, B.A., Furman University, 1976

Mitchell, Mark, B, Professor, Ph.D., The University of Utah, 1984, B.S., Northwest Missouri State University, 1978

Mitchelson, Matthew, L, Associate Professor, Ph.D., The University of Georgia, 2010, M.A., East Carolina University, 2005, B.B.A., University of Kentucky, 2001

Mixson-Brookshire, Deborah, Associate Professor, M.B.A., Kennesaw State University, 2000, B.B.A., Kennesaw State University, 1996

Moazzez, Babak, Assistant Professor, Ph.D., Carleton University, 2014, M.S., Sharif University, 2008, B.S., Shiraz University, 2006

Molitoris-Miller, Susanna, Assistant Professor, Ph.D., University of Delaware, 2013, M.S., University of Delaware, 2009, B.S., The University of Scranton, 2007

Monaghan, Marietta, Lecturer, M.A., University of Alabama at Birmingham, The, 2004, M.S., Georgia Institute of Technology, The, 2009, B.F.A., University of Georgia, The, 1970, B.F.A., University of Georgia, The, 1970

Montalvo, Maria, Clinical Assistant Professor, Ed.D., Kennesaw State University, 2011, Ed.S., Kennesaw State University, 2008, M.A., Teachers College, Columbia University, 1983, B.A., Queens College, 1979

Montgomery, Robert, C, Associate Professor, Ph.D., University of California, Santa Barbara, 2009, M.A., University of California, Santa Barbara, 2001, B.S., Miami University, 1995

Moodie, Douglas, R, Professor, Ph.D., Syracuse University, 1996, M.B.A., Cornell University, 1987, M.S., Cornell University, 1989, B.S., Bristol University, 1973

Moore, Julie, A, Associate Professor, Ph.D., Indiana University Bloomington, 2003, M.Ed., University of North Texas, 1989, B.S.Ed., The University of Texas, 1985

Moran, Clarice, M, Assistant Professor, Ph.D., North Carolina State University, 2014, M.A., North Carolina State University, 1998, B.A., University of Georgia, The, 1986

Moran, John, P, Professor, Ph.D., The George Washington University, 1998, M.A., University of London, 1987, M.Phil., The George Washington University, 1995, B.S., Georgetown University, 1986

Moremen, Eileen, S, Lecturer, M.Mus., University of Michigan, 1978, B.M., University of Rochester, 1976

Morgan, Amanda, W, Assistant Professor, M.F.A., University of Central Florida, 2009, B.A., Florida State University, 2006, B.A., Florida State University, 2006

Morgan, Nina, Y, Associate Professor, Ph.D., University of California, Riverside, 1994, M.A., University of California, Riverside, 1989, B.A., University of California, Riverside, 1987

Morley, Patrick, R, Lecturer, M.S., Georgia Southern University, 2015, B.S., Georgia Southern University, 2012

Morris, Daniel, P, Research Associate Professor

Morris, Doris, J, Lecturer, M.S., California University of Pennsylvania, 2008, B.S., Kennesaw State University, 2000

Morrissey, Julia, J, Assistant Professor, Ph.D., The University of North Carolina at Chapel Hill, 1983, M.A., The University of North Carolina at Chapel Hill, 1979, B.A., The State University of New York at Binghamton, 1974

Mosholder, Richard, S, Associate Professor, J.D., Capital University, 1980, Ph.D., The Ohio State University, 2007, M.A., The Ohio State University, 2006, M.S., The Ohio State University, 1976, B.A., The Ohio State University, 1972

Msimanga, Huggins, Z, Professor, Ph.D., The Georgia Institute of Technology, 1988, M.S., Clark Atlanta University, 1983, B.Ed., University of Zululand, 1979, B.S., University of Zululand, 1975

Munson, April, S, Associate Professor, Ph.D., University of Illinois at Urbana-Champaign, 2009, M.A., University of Kentucky, 2005, B.A., University of Kentucky, 2001

Murray, Mary, G, Professor, Ph.D., Nova Southeastern University, 1999, M.B.A., Morehead State University, 1997, M.S., University of Kentucky, 1983, B.S., Skidmore College, 1978

Mutchler, Troy, R, Assistant Professor, Ph.D., Mississippi State University, 2004, M.S., University of Oregon, 1998

Mutlu, Canan, Assistant Professor, Ph.D., University of Texas at Dallas, The, 2015, B.A., Bogazici University, Turkey, 2007

Mutlu, Sunay, Assistant Professor, Ph.D., University of Texas at Dallas, The, 2015, B.A., Bogazici University, Turkey, 2007

Myers, Marrielle, Assistant Professor, Ph.D., North Carolina State University, 2014, M.Ed., North Carolina State University, 2007, B.S., Hampton University, 2003

Myers, Rachel, E, Associate Professor, Ph.D., University of South Florida, 2010, M.S.N., George Mason University, 1999, B.S.N., Florida State University, 1990

Myers, Tara Wynn, S, Associate Professor, Ph.D., University of Pittsburgh, 2006, M.A., University of Pittsburgh, 2006, B.A., University of Pittsburgh at Johnstown, 1999

Naidu, Bhupinder, Assistant Professor, Ph.D., Georgia State University, 2013, M.B.A., The University of Texas at San Antonio, 1988, B.S., Leicester Polytechnic, 1982

Nandan, Monica, Professor, Ph.D., Florida State University, 1996, M.B.A., Augusta State University, 1989, M.S.W., Florida State University, 1991, B.COM., University of Pune (Poona), 1984, MDBA, University of Pune (Poona), 1986

Napshin, Stuart, A, Associate Professor, Ph.D., Drexel University, 2009, M.B.A., Drexel University, 2003, M.S., Drexel University, 2003, B.S., University of South Florida, 1988

Nasseri, Simin, Professor, Ph.D., University of Sydney, 1998, M.S.M.E., Iran University of Science and Technology, 1992, B.S., Iran University of Science and Technology, 1987

Nava, Angela, O, Lecturer, Ph.D., Old Dominion University, 2014, M.S., University of Tennessee at Chattanooga, The, 2008, B.S., Kennesaw State University, 2005

Neal, Teresa, A, Lecturer, Ph.D., Walden University, 2012, Ed.S., Indiana University, 2003, M.S.Ed., Indiana University, 2001, B.A., Purdue University, 1999

Negash, Solomon, Professor, Ph.D., Claremont Graduate University, 2001, M.B.A., Pepperdine University, 1992, M.S., California State Polytechnic University, Pomona, 1987, M.S., Claremont Graduate University, 1998, B.Sc., Addis Ababa University, 1981

Negrelli, Kathryn, K, Assistant Professor, Ph.D., The University of Georgia, 1996, M.A., International Christian University, 1989

Nelson, Pauline, M, Clinical Assistant Professor, M.S., Virginia Commonwealth University, 1989, B.S., Virginia Commonwealth University, 1983

Neuby, Barbara, L, Professor, Ph.D., Southern Illinois University at Carbondale, 1993, M.A., Southern Illinois University at Carbondale, 1989, B.A., Eastern Illinois University, 1978

Newell, Julie, Professor, Ph.D., University of Wisconsin – Madison, 1993, M.A., University of Wisconsin – Madison, 1987, M.S., Kennesaw State University, 2016, B.A., Boise State University, 1983, B.S., Boise State University, 1983

Nguyen, Shelbee, Associate Professor, Ph.D., The University of Texas at San Antonio, 2012, M.A., Texas State University, 2009, B.A., Trinity University, 2007

Ni, Huan, Associate Professor, Ph.D., The State University of New York at Stony Brook, 2006, M.A., The State University of New York at Stony Brook, 2001, B.A., Wuhan University, 1999

Ni, Xuelel, Professor, Ph.D., The Georgia Institute of Technology, 2006, M.S., The Georgia Institute of Technology, 2004, B.S., Nanjing University, 2000

Niederjohn, Daniel, M, Associate Professor, Ph.D., The University of Tennessee at Knoxville, 2002, M.A., The University of Tennessee at Knoxville, 1999, A.B., Dartmouth College, 1997

Niemann, Linda, G, Professor, Ph.D., University of California, Berkeley, 1975, M.A., University of California, Berkeley, 1972, B.A., University of California, Santa Cruz, 1968

Nisley, Thomas, J, Professor, Ph.D., University of Florida, 2002, M.A., Old Dominion University, 1993, B.S., Christopher Newport University, 1988

Noiset, Luc Professor, Ph.D., Tulane University, 1991, M.A., Tulane University, 1983, B.A., University of Connecticut, 1979

Noring, Jon, E, Lecturer, Ph.D., University of Minnesota, 1981, M.S., University of Minnesota, 1979, B.M.E., University of Minnesota, 1977

North, Max, M, Professor, Ph.D., Clark Atlanta University, 1995, M.S., Jackson State University, 1980, B.S., UNDEFINED, 1978

North, Sarah, M, Senior Lecturer, Ed.D., Clark Atlanta University, 1998, M.S., Clark Atlanta University, 1987, B.S., Girls College (Iran), 1981

Nowak, Kristine, F, Lecturer, Ph.D., Johns Hopkins University, 2004, B.S., Harvey Mudd College, 1997

Nowak, Scott, J, Associate Professor, Ph.D., Johns Hopkins University, 2003, B.S., Michigan State University, 1997

OKelley, David, M, Assistant Professor, M.F.A., University of California – Irvine, 2013, B.A., University of South Carolina, 2011

Oakley, Eric, O, Lecturer, Ph.D., University of North Carolina – Greensboro, 2017, M.A., University of North Carolina – Greensboro, 2009, B.A., University of North Carolina, 1999

Obeidat, Mohammed, A, Professor, Ph.D., Illinois Institute of Technology, 1993, M.S., Western Michigan University, 1988, B.S., Yarmouk University, 1984

Oberlton, Mia, F, Lecturer, Ed.D., Walden University, 2013, M.A., University of Phoenix, 2006, B.S., Kennesaw State University, 2004, B.S., Middle Tennessee State University, 1996

Odeleye, Ayokunle, Professor, M.F.A., Howard University, 1975, B.F.A., Howard University, 1973

Odom, Mary, L, Professor, Ph.D., University of Wisconsin–Madison, 2004, M.A., Virginia Commonwealth University, 1998, B.A., University of Richmond, 1994

Oguzmert, Metin, Associate Professor, Ph.D., Syracuse University, 2006, M.S., Istanbul Technical University, 2002, B.S., Istanbul Technical University, 1998

Okhio, Cyril, B, Assistant Professor, Ph.D., University of London, 1982, B.S., University of London, 1977

Okie, William, T, Associate Professor, Ph.D., The University of Georgia, 2012

Olovson, Brian, M, Assistant Professor, Ph.D., University of Iowa, 2018, M.A., Western Michigan University, 2013, B.S.Ed., Central Michigan University, 2010

Olsen, Adam, G, Librarian Assistant Professor, M.A., Indiana University, 2012, M.L.S., Indiana University, 2012, B.A., The University of Georgia, 2006

Olson, Mitch, W, Assistant Professor, M.F.A., Brooks Institute, 2012, B.A., Florida State University, 2010

Omachonu, John, O, Professor, Ph.D., Howard University, 1989, M.A., Howard University, 1984, B.S., Howard University, 1981

Omidvar, Iraj, Professor, Ph.D., Iowa State University of Science and Technology, 2004, M.A., Iowa State University of Science and Technology, 2001, B.A., Iowa State University of Science and Technology, 1996

Oncul, Fatih, Associate Professor, Ph.D., University of Colorado, 2001, M.S., University of Colorado, 1995, B.S., Middle East Technical University, 1992

Orlova Shokry, Ludmila, Lecturer, M.S., Moscow State University, 1992

Padukka, Prabha, Lecturer, Ph.D., Georgia State University, 2015, M.S., Georgia State University, 2014, B.S., University of Colombo, 2004

Pallas, Christopher, L, Associate Professor, Ph.D., The London School of Economics and Political Science, 2010, M.Sc., University of Edinburgh, 2003, B.A., Grinnell College, 1998

Palmer, Christopher, C, Associate Professor, Ph.D., University of Michigan at Ann Arbor, 2009, M.A., University of Michigan at Ann Arbor, 2002, B.A., Furman University, 1999

Palmer, Laura, A, Associate Professor, Ph.D., Texas Tech University, 2007, M.A., Texas Tech University, 2001, B.A., University of British Columbia, The, 1983

Paracka, Daniel, J, Professor, Ph.D., Georgia State University, 2002, M.S., West Chester University of Pennsylvania, 1991, B.A., St. Andrews Presbyterian College, 1984

Paris, Nita, A, Professor, Ph.D., The University of Georgia, 2000, M.A., Texas Woman's University, 1983, M.Ed., University of North Texas, 1994, B.S., Northwestern State University, 1980, B.S., Texas Woman's University, 1985

Park, Jungkyu, Assistant Professor, Ph.D., Case Western Reserve University, 2016, B.S., Hanyang University, 2004

Parker, David, B, Professor, Ph.D., The University of North Carolina at Chapel Hill, 1988, M.A., The University of North Carolina at Chapel Hill, 1982, A.B., Duke University, 1979

Parker, Nathaniel, F, Assistant Professor, D.M.A., Michigan State University, 2009, M.M., Bowling Green State University, 2003, B.M., Arizona State University, 2001

Parrott, Charles, T, Associate Professor, Ph.D., Southern Illinois University at Carbondale, 2011, M.A., Ball State University, 2002, B.A., Hastings College, 2000, B.A., Hastings College, 2000

Pascu, Nicolae, R, Professor, Ph.D., Babes-Bolyai University, 2001, M.S., University of Connecticut, 2000, M.S., Transilvania University of Brasov, 1996, B.S., Transilvania University of Brasov, 1995

Pate, Alice, K, Professor, Ph.D., The Ohio State University, 1995, M.A., Auburn University, 1986, B.A., Auburn University, 1982

Patrono, Michael, F, Senior Lecturer, M.S., Florida State University, 1989, B.S., Florida State University, 1980

Patterson, Mark, W, Professor, Ph.D., The University of Arizona, 1998, M.A., University of Guelph, 1994, B.S., University of Victoria, 1993 (*on leave*)

Patton, Randall, L, Professor, Ph.D., The University of Georgia, 1990, M.A., The University of Georgia, 1985, B.A., The University of Tennessee at Chattanooga, 1982

Paul, Jomon, A, Professor, Ph.D., The State University of New York at Buffalo, 2006, M.S., The State University of New York at Buffalo, 2004, B.E., Maharaja Sayajirao University of Baroda, India, 2002

Payne, Lois, C, Professor, Ph.D., The University of Texas at Austin, 1987, M.S.N., The University of Alabama at Birmingham, 1979, B.S.N., Medical College of Georgia, 1976

Payne, Stella, M, Lecturer, M.S., University of North Texas, 2016, B.S., Tennessee State University, 1984

Pearcey, Sharon, M, Professor, Ph.D., Georgia State University, 2000, M.A., Georgia State University, 1994, B.S., Georgia State University, 1985

Peltsverger, Svetlana, B, Professor, Ph.D., Southern-Ural National University and Institute of System Analysis of Russian Academy of Sciences, 2004, B.S., Chelyabinsk Polytechnic Institute, 1990

Pendergrass, Margaret, B, Senior Lecturer, M.F.A., The University of Iowa, 2000, B.A., University of Virginia, 1990

Perez, Jorge, Professor, Ph.D., Florida State University, 1997, M.B.A., Florida State University, 1988, B.A., Florida State University, 1986

Perissi, Keith, F, Senior Lecturer, B.S., Kennesaw State University, 2012

Peters, Ardith, A, Associate Professor, Ph.D., Emory University, 1985, M.A., Northern Illinois University, 1979, B.A., Wheaton College, 1976

Petersen, Rebecca, D, Associate Professor, Ph.D., Arizona State University, 1997, M.S., Arizona State University, 1992, B.S., Truman State University, 1990

Peterson, Shane, D, Assistant Professor, Ph.D., Washington University in St. Louis, 2012, M.A., Brigham Young University, 2006, B.A., Brigham Young University, 2004

Petrillo, Jane, A, Associate Professor, Ed.D., University of Cincinnati, 1995, M.S., Slippery Rock University, 1986, B.S.Ed., Slippery Rock University, 1983

Pettigrew, Justin, E, Assistant Professor, Ph.D., University of Georgia, The, 2013, M.A., University of Georgia, The, 2008, B.S., Georgia Southern University, 1992

Phillips, Jan, R, Senior Lecturer, M.A.P.W., Kennesaw State University, 1997, B.S., Kennesaw State University, 1990

Piecuch, James, R, Professor, Ph.D., The College of William and Mary, 2005, M.A., University of New Hampshire, 1997, B.A., University of New Hampshire, 1994

Pieper, Andrew, L, Associate Professor, Ph.D., University of Connecticut, 2007, M.A., University of Connecticut, 2000, B.S., Aquinas College, 1998

Pierce, Patricia, R, Senior Lecturer, M.S., Southern Polytechnic State University, 2000, B.A., Dunbarton College, 1963

Pierquet, Sandra, L, Lecturer, M.B.A., Loyola University Chicago, 1982, B.S., University of Wisconsin, 1977

Pincock, Heather, A, Associate Professor, Ph.D., Syracuse University, 2011, M.A., Syracuse University, 2005, BHUM, Carleton University, 2003

Pittman, Willie, R, Associate Professor, M.ARCH, Georgia Institute of Technology, The, 1978, B.S., Georgia Institute of Technology, The, 1977

Pitts, Joshua, D, Associate Professor, Ph.D., Mississippi State University, 2010, M.A., Mississippi State University, 2007, B.S., Mississippi State University, 2006

Plate, Stephen, W, Professor, D.M.A., University of Cincinnati, 1986, M.M., University of Cincinnati, 1980, B.M.E., Evangel University, 1979

Plattner, Andrew, S, Lecturer, Ph.D., The University of Southern Mississippi, 2010, M.A., The University of Southern Mississippi, 1991, B.A., Kansas Newman University, 1987

Popova, Velina, K, Assistant Professor, Ph.D., University of Oklahoma, 2008, M. Acc., University of Oklahoma, 2003, B.S., University of Economics, Varna, 1999

Popovych, Svitlana, Lecturer, M.S., Uzhgorod State University Ukraine, 1990, B.S., Uzhgorod State University Ukraine, 1990

Porter, Kandice, J, Associate Professor, Ph.D., Indiana University Bloomington, 2000, M.S., University of Florida, 1995, B.S., University of Florida, 1993

Pournaghshband, Hassan, Professor, Ph.D., University of Oklahoma, The, 1980, M.S., Northwestern University, 1976, B.S., University of Tehran, 1968

Powell, Tamara, M, Professor, Ph.D., Bowling Green State University, 1999, M.A., University of Arkansas, 1994, B.A., Hendrix College, 1992

Powis, Terry, Associate Professor, Ph.D., The University of Texas at Austin, 2002, M.A., Trent University, 1996, B.Sc., Trent University, 1987

Poyraz, Altug, S, Assistant Professor, Ph.D., University of Connecticut, 2014, M.S., Bilkent University, 2009, B.S., Bilkent University, 2007

Pradhan, Kallol, Lecturer, Ph.D., University of Wisconsin – Milwaukee, 2013, M.S., Indian Institute of Technology, 2004, B.S., Indian Institute of Technology, 2004, B.S., University of Calcutta, 2001

Preston, Jon, A, Professor, Ph.D., Georgia State University, 2007, M.S., Georgia Institute of Technology, The, 1998, B.S., Georgia Institute of Technology, The, 1997

Price, Harry, E, Professor, Ed.D., Syracuse University, 1981, M.M.Ed, Florida State University, 1975, B.M.E., Florida State University, 1974

Priestley, Jennifer Carroll, L, Professor, Ph.D., Georgia State University, 2004, M.B.A., The Pennsylvania State University, 1991, B.S., The Georgia Institute of Technology, 1989

Pulinkala, Ivan, Professor, Ed.D., The University of Alabama, 2012, M.F.A., Mills College, 2000, B.COM., Hindu College, 1994

Pullen, Nancy, H, Professor, Ph.D., University of Colorado, 2008, M.A., Indiana State University, 2002, B.A., Valparaiso University, 1999, B.S., Valparaiso University, 1999

Purcell, Jennifer, W, Associate Professor, Ed.D., The University of Georgia, 2013, M.P.A., Valdosta State University, 2010, B.A., Mercer University, 2006

Pynn, Thomas, Senior Lecturer, M.A., The University of Mississippi, 1992, M.A., The University of Mississippi, 1992, B.A., Georgia State University, 1987

Qian, Kai, Professor, Ph.D., University of Nebraska, 1990, M.E., East China Normal University, 1982, B.S., Harbin Engineering College, 1970

Qu, Hong, Assistant Professor, Ph.D., Carnegie Mellon University, 2010, M.S., University of London, 2003, M.S., University of Essex, 2002

Queen, Trina, M, Lecturer, M.A., Loyola University, 2009, B.A., Southern Polytechnic State University, 2003

Quinet, Gregory, R, Associate Professor, M.S., Southern Polytechnic State University, 1992, B.S., Embry-Riddle Aeronautical University, 1988

Quosigk, Benedikt, M, Assistant Professor, Ph.D., The University of Texas at San Antonio, 2013, M.B.A., Kennesaw State University, 2008, B.B.A., Kennesaw State University, 2007

Racel, Masako, N, Associate Professor, Ph.D., Georgia State University, 2011, M.A., Georgia State University, 1998, B.A., Kennesaw State University, 1996, B.A., Kennesaw State University, 1996

Raczek, Teresa, P, Associate Professor, Ph.D., University of Pennsylvania, 2007, M.A., The University of Chicago, 2001, B.A., Columbia University in the City of New York, 1991 (*on leave*)

Raines, Susan, S, Professor, Ph.D., Indiana University Bloomington, 2002, M.A., University of Idaho, 1995, B.A., California State University, Sacramento, 1992

Rajagopalan, Ramya, Assistant Professor, Ph.D., University of Hawaii at Manoa, 2009, M.S., University of Madras, 2001, B.S., University of Madras, 1998

Rajan, Kristin, B, Lecturer, Ph.D., Case Western Reserve University, 2000, M.A., Old Dominion University, 1990, B.A., Old Dominion University, 1983, B.A., Old Dominion University, 1983

Ramirez, Gabriel, Professor, Ph.D., Georgia State University, 1989, M.B.A., Georgia State University, 1983, B.S., Instituto Tecnológico y de Estudios Superiores de Monterrey, 1980

Ranasinghe, Kisa, S, Associate Professor, Ph.D., University of Missouri – Rolla, 2002, M.S., University of Missouri – Rolla, 2000, B.S., University of Colombo, 1996

Randall, Christopher, K, Professor, Ph.D., University of Kentucky, 1995, M.S., University of Kentucky, 1992, B.A., Wabash College, 1989

Randolph, Adriane, B, Associate Professor, Ph.D., Georgia State University, 2007, B.S., University of Virginia, 1999

Ray, Herman, E, Associate Professor, Ph.D., University of Louisville, 2011, M.S., Middle Tennessee State University, 2004, B.S., Middle Tennessee State University, 2001

Redish, Traci, C, Professor, Ph.D., Georgia State University, 1997, Ed.S., Georgia State University, 1994, M.B.E., Georgia State University, 1990, B.S., Georgia State University, 1988

Reed, Cynthia, J, Professor, Ed.D., University of Pittsburgh, 1997, M.S., State University of New York at Oswego, 1985, B.S., State University of New York at Oswego, 1978

Reese, Scott, A, Associate Professor, Ph.D., The University of Alabama, 2002, B.S., University of Wisconsin-Superior, 1998

Reeves, Teresa, B, Associate Professor, Ph.D., The University of Georgia, 2008, M.F.A., Virginia Commonwealth University, 1984, B.F.A., The University of Georgia, 1976

Reichert, Nancy, L, Associate Professor, Ph.D., Florida State University, The, 1995, M.A., Florida State University, The, 1991, B.A., University of Dayton, 1983 (*on leave*)

Reidy, Joseph, J, Lecturer, Ph.D., Saint Louis University, 2015, M.A., Saint Louis University, 2009, B.A., Kennesaw State University, 2004

Remillard, Joseph, H, Professor, J.D., Albany Law School, 1981, M.F.A., The University of Georgia, 1986, B.A., Siena College, 1978 (*on leave*)

Rendini, Virginia, A, Senior Lecturer, M.A., San Diego State University, 1994, B.A., University of Denver, 1980

Renfro, Crystal, L, Librarian Associate Professor, M.A., Georgia State University, 1992, M.L.S., Southern Connecticut State University, 2004, B.A., Spalding University, 1983

Rhea, James, W, Senior Lecturer, M.B.A., Troy State University, 2000, B.B.A., Kennesaw State University, 1987

Rhodes, Jason, R, Lecturer, Ph.D., The University of Georgia, 2013, M.A., Georgia State University, 2001, B.A., Rutgers, The State University of New Jersey, 1996

Rice, Herbert, W, Professor, Ph.D., The University of Georgia, 1993, M.A., Auburn University, 1978, B.A., Huntingdon College, 1974

Richards, Anne, R, Professor, Ph.D., Iowa State University of Science and Technology, 2003, M.A., Iowa State University of Science and Technology, 1986, B.A., Grinnell College, 1983

Richardson, Ronny, L, Professor, Ph.D., Georgia State University, 1991, M.B.A., Georgia State University, 1982, M.S., Georgia State University, 1984, B.S., University of Southern Mississippi, 1980

Richey, Amanda, B, Associate Professor, Ph.D., Tennessee Technological University, 2011, B.S., Tennessee Technological University, 2003

Riemann, Paul, R, Lecturer, M.B.A., Columbia University in the City of New York, 1989, B.A., Dickinson College, 1987

Ritchie, James, S, Associate Professor, Ph.D., The University of Georgia, 2010, M.Ed., Antioch University New England, 2000, A.B., The University of North Carolina at Chapel Hill, 1994

Ritter, Laura, R, Associate Professor, Ph.D., Northwestern University, 2003, M.S., University of Texas at Dallas, The, 1999, B.S., University of Texas at Dallas, The, 1998

Rizzuto, Anthony, P, Associate Professor, Ph.D., Georgia Institute of Technology, The, 2010, M.ARCH, University of Illinois at Chicago, 1990, B.A., University of Florida, 1985

Roach, Amy, P, Clinical Assistant Professor, M.S.N., Kennesaw State University, 2013, B.S.N., Samford University, 2009

Roberts, Allen, D, Associate Professor, Ph.D., University of Maryland at College Park, 2010, M.S., University of Delaware – Newark, 2000, B.S., North Carolina Agricultural and Technical State University, 1997

Robertson, Patricia, R, Senior Lecturer, M.B.A., Kennesaw State University, 2008, B.S., Florida State University, 1982

Robinson, Karen, Professor, M.F.A., New York University, 1984, B.A., University of Colorado at Boulder, 1980, B.A., University of Colorado at Boulder, 1980

Robinson, Laura, L, Lecturer, M.B.A., The University of Georgia, 1980, B.A., American University, 1977

Robinson, Samuel, G, Senior Lecturer, B.S., Eastern Michigan University, 1993

Robinson-Dooley, Vanessa, M, Associate Professor, Ph.D., The University of Georgia, 2005, M.P.A., Drake University, 1991, M.S.W., The University of Georgia, 2000, B.A., Spelman College, 1989

Robson, Donald, L, Associate Professor, M.F.A., Edinboro University of Pennsylvania, 1991, B.F.A., Indiana University of Pennsylvania, 1986

Rodgers, Charner, L, Assistant Professor, Ph.D., Georgia Institute of Technology, The, 2011, Master of Engineering, Tennessee State University, 2006, B.S., University of Memphis, 2000

Rodriguez, Sanjuana, C, Assistant Professor, Ph.D., Georgia State University, 2014, M.S., The University of Tennessee at Knoxville, 2006, B.S., Mercer University, 2005

Rodriguez-Montero, Pamela, Assistant Professor

Rodriguez-Schaefer, Darlene, X, Assistant Professor, Ph.D., The University of Georgia, 2008, M.P.A., Rutgers, The State University of New Jersey, 2000, M.S.W., The University of Georgia, 2007, B.A., Florida International University, 1995

Roebuck, Deborah, M, Professor, Ph.D., Georgia State University, 1990, M.A., Northeast Missouri State College, 1975, B.S., Northeast Missouri State College, 1974

Rogers, Daniel, T, Professor, Ph.D., The University of Tennessee, 2003, M.A., The University of Tennessee, 2000, B.A., Johns Hopkins University, 1998

Rogers, Maryan, E, Lecturer, M.A., Wesleyan College, 1999, B.A., Wesleyan College, 1997

Roman, Suzanna, Clinical Assistant Professor, M.Ed., Georgia State University, 2011, B.Sc., University of Puerto Rico – Mayaguez, 2004

Roman, Tiffany, Assistant Professor, M.Ed., University of Notre Dame, 2004, B.F.A., University of Notre Dame, 2002

Ronnenberg, Ryan, P, Associate Professor, Ph.D., University of Wisconsin-Madison, 2007, M.A., University of Wisconsin-Madison, 2003, B.A., University of Wisconsin-Madison, 2000, B.A., University of Wisconsin-Madison, 2000, B.A., University of Wisconsin-Madison, 2000

Rorabaugh, Peter, W, Assistant Professor, Ph.D., Georgia State University, 2011, M.Ed., Georgia State University, 1999, B.A., University of Georgia, The, 1995

Rotnem, Thomas, Professor, Ph.D., Ohio State University, The, 1996, M.A., Ohio University, 1989, M.B.A., Georgia State University, 2003, B.A., Ohio University, 1986, B.A., Ohio University, 1986

Rouse, Mary, S, Professor, Ph.D., Florida State University, 1992, B.A., Florida State University, 1978

Roy, Abhra, Associate Professor, Ph.D., West Virginia University, 2004, M.A., University of Delhi, 1998, B.S., University of Calcutta, 1996

Ruhala, Laura, A, Associate Professor, Ph.D., Pennsylvania State University, The, 1999, B.S., GMI Engineering and Management Institute, 1991

Ruhala, Richard, J, Professor, Ph.D., Pennsylvania State University, The, 1999, B.S., Michigan State University, 1991

Rumsey, E Christine, Senior Lecturer, M.B.A., Loyola University Chicago, 1977, M.Ed., Loyola University Chicago, 1974, A.B., University of Illinois at Urbana-Champaign, 1972

Russov, Olga, Librarian Associate Professor, M.L.S., Leningrad State University, 1978

Rustamova, Zaya, Assistant Professor, Ph.D., Georgetown University, 2016, M.A., University of Missouri–Kansas City, 2003, B.A., Moscow Open State University, 1996

Rutherford, James, Senior Lecturer, M.S., Indiana State University, 1973, B.A., Indiana State University, 1966

Rutherford, Rebecca, Professor, Ed.D., Indiana State University, 1975, M.S., Southern Polytechnic State University, 1995, M.S., Indiana State University, 1972, B.S., Indiana State University, 1971

Rutherford, Brian, N, Associate Professor, Ph.D., Georgia State University, 2007, M.B.A., State University of West Georgia, 2002, B.B.A., State University of West Georgia, 2001

Sachs, Daniel, E, Associate Professor, Ph.D., Case Western Reserve University, 1996, M.A., The City University of New York, Hunter College, 1990, B.A., The State University of New York at Stony Brook, 1978

Sadre-Orafai, Jenny, R, Professor, M.A., The University of Tennessee at Chattanooga, 2002, M.F.A., Georgia State University, 2010, B.A., The University of Tennessee at Chattanooga, 2000

Salman, Muhammad, Assistant Professor, Ph.D., Georgia Institute of Technology, The, 2012, M.S., Georgia Institute of Technology, The, 2008, B.S., University of Engineering and Technology – Lahore, 1997

Sanchez, Wendy, B, Professor, Ph.D., The University of Georgia, 2001, M.Ed., The University of Georgia, 1997, B.S.Ed., The University of Georgia, 1992

Sandefur, Amy, F, Senior Lecturer, Ph.D., Louisiana State University and Agricultural and Mechanical College, 2003, M.A., West Georgia College, 1995, B.A., LaGrange College, 1993

Sanford, Christopher, Professor, Ph.D., University of London, 1988, B.S., University of London, 1982

Santini, Federica, Professor, Ph.D., University of California, Los Angeles, 2004, B.A., University of Siena, Italy, 1996

Scafidi, Benjamin, P, Professor, Ph.D., University of Virginia, 1998, M.A., University of Virginia, 1992, B.A., University of Notre Dame, 1990

Scapolo, Andrea, Assistant Professor, Ph.D., Indiana University, 2010, M.A., Indiana University, 2007, B.S., Università degli Studi di Padova, 2003

Schaab, Katharine, Assistant Professor, Ph.D., Bowling Green State University, 2015, M.A., Northern Illinois University, 2011, M.A., Sarah Lawrence College, 2008, B.A., Miami University of Ohio, 2004, B.A., Miami University of Ohio, 2004

Schafer, Brad, A, Associate Professor, Ph.D., The University of Utah, 2003, M. Acc., The University of Georgia, 1995, B.B.A., North Georgia College and State University, 1993

Schafer, Jennifer, B, Associate Professor, Ph.D., University of South Carolina, 2003, M. Acc., University of Florida, 1994, B.S., University of Florida, 1992

Scheck, Lori, E, Senior Lecturer, M.S., The University of Arizona, 1983, B.S., Ithaca College, 1982

Scherer, Heidi, L, Associate Professor, Ph.D., University of Cincinnati, 2011, M.S., University of Cincinnati, 2007, B.S., Indiana University, 2006

Scherrer, Christina, R, Professor, Ph.D., Georgia Institute of Technology, The, 2005, M.S., Georgia Institute of Technology, The, 2001, B.I.E., Georgia Institute of Technology, The, 1999

Schlesinger, Nora, C, Assistant Professor, Ph.D., Arizona State University, 2016, M.Ed., Arizona State University, 1998, B.S., Colorado State University, 1981

Schmidt, David, M, Senior Lecturer, M.A.P.W., Kennesaw State University, 2005, B.A., Kennesaw State University, 2001

Schulzke, Kurt, S, Associate Professor, J.D., Georgia State University, 1998, B.S., Brigham Young University, 1986, MAC, Brigham Young University, 1986

Schwaig, Kathy, S, Professor, Ph.D., University of South Carolina at Columbia, 1996, M.B.A., Baylor University, 1986, M.L.A., Johns Hopkins University, 2017, B.B.A., Baylor University, 1984

Schwartz, Jesse, A, Professor, Ph.D., University of Maryland at College Park, 1999, M.A., The University of North Carolina at Greensboro, 1994, B.A., The University of North Carolina at Charlotte, 1992

Schweikhard, April, J, Librarian Associate Professor, M.L.I.S., University of Oklahoma, 2011, B.A., Abilene Christian University, 2008

Scott, Gail, Senior Lecturer, Ed.D., University of Florida, 1976, M.Ed., University of Florida, 1968, B.A., University of Florida, 1967

Scott, Heather, I, Assistant Professor, Ph.D., Mercer University, 2010, M.Ed., The University of Georgia, 2001, B.A., Agnes Scott College, 1999

Seelarbokus, Chenaz, B, Associate Professor, Ph.D., Georgia State University, 2005, M.A., Georgia State University, 2002, M.P.A., Georgia State University, 2002, M.S., Louisiana State University and Agricultural and Mechanical College, 1998, B.S., University of Mauritius, 1990, B.S., University of Mauritius, 1990

Selden, Gary, L, Professor, Ed.D., The University of Georgia, 1998, M.B.A., Kennesaw State University, 1988, B.A., Ithaca College, 1969

Sen, Debarati, Associate Professor, Ph.D., Rutgers, The State University of New Jersey, 2009, M.A., University of Delhi, 2000, M.A., Rutgers, The State University of New Jersey, 2006, M.Phil., University of Delhi, 2002, B.A., University of Calcutta, 1998

Seo, Youngguk, Assistant Professor, Ph.D., North Carolina State University, 2003, M.S., Seoul National University, 1996

Serkedakis, Michael, G, Senior Lecturer, M.B.A., Georgia State University, 1974, B.B.A., Georgia State University, 1971

Setiawan, Arief, B, Assistant Professor, Ph.D., Georgia Institute of Technology, The, 2010, Bachelor of Architecture, Gadjah Mada University, 1997, M.C.P., University of Cincinnati, 2001

Severson, Marvin, J, Senior Lecturer, Ph.D., Tulane University, 2013, M.A., Tulane University, 2008, B.A., The University of Tennessee, 2003, B.S., The University of Tennessee, 2003

Shabo, Rebecca, L, Associate Professor, Ph.D., Georgia State University, 1998, M.S.N., The University of Alabama at Birmingham, 1989, B.S.N., University of North Alabama, 1985

Shade, Sherri, L, Associate Professor, M.S.I.S., Kennesaw State University, 2000, B.S., Kennesaw State University, 1990

Shahriar, Hossain, M, Associate Professor, Ph.D., Queen's University at Kingston, 2012, M.S., Queen's University at Kingston, 2008

Sharma, Divesh, S, Professor, Ph.D., Griffith University, 1999, M.A., University of Canterbury, 1992, B.A., University of Canterbury, 1988

Sharma, Vineeta, D, Associate Professor, Ph.D., Griffith University, 2006, B.A., Griffith University, 1997

Sharpe, Christopher, R, Librarian Associate Professor, M.I.L.S., Valdosta State University, 2008, M.P.A., Kennesaw State University, 2013, B.A., Kennesaw State University, 1999

Shaver, Russell, T, Senior Lecturer, M.S., The University of Texas at San Antonio, 1978, M.S., St. Mary's University, 1975, B.S., North Georgia College and State University, 1970

Shaw, Alan, Assistant Professor, Ph.D., Massachusetts Institute of Technology, 1995, M.S., Massachusetts Institute of Technology, 1988, A.B., Harvard College, 1985

Shaw, Janet, L, Associate Professor, Ph.D., The University of Akron, 2005, B.S., Baldwin Wallace College, 2000

Shelden, Ashley, T, Associate Professor, Ph.D., Tufts University, 2009, M.A., Tufts University, 2007, B.A., Ithaca College, 2002

Sherer, Robert, Professor, M.F.A., Edinboro University of Pennsylvania, 1992, B.F.A., Georgia State University, 1986

Sherr, Laurence, E, Professor, D.M.A., University of Illinois at Urbana-Champaign, 1988, M.M., University of Illinois at Urbana-Champaign, 1981, B.A., Duke University, 1978

Shi, Xiaohui, Lecturer, Ph.D., University of North Texas, 2013, M.S., Sun Yat-sen University, 2006, B.S., Xiamen University, 2004

Shi, Yong, Associate Professor, Ph.D., The State University of New York at Buffalo, 2006, M.E., University of Science and Technology of China, 1999, B.E., University of Science and Technology of China, 1996

Shinall, Cheryl, A, Lecturer, M.A., Kennesaw State University, 1998, B.A., Emory University, 1980

Shirke, Snehal, Lecturer, M.S., Missouri University of Science and Technology, 2016

Shock, David, R, Professor, Ph.D., Miami University, 2002, M.A., Miami University, 1997, B.A., Kent State University, 1996

Shpuza, Ermal, Associate Professor, Ph.D., Georgia Institute of Technology, The, 2006, M.S., University College London, 1995, B.S., Polytechnic University of Tirana, 1997

Shumate, Laura, S, Lecturer, M. Acc., Auburn University, 2001, B.S., Auburn University, 2000

Sichler, Karen, A, Lecturer, M.A., The Pennsylvania State University, 2005, A.B., The University of Georgia, 1998

Siddiqi, Khalid, M, Professor, Ph.D., Georgia Institute of Technology, The, 1997, Master of Engineering, Asian Institute of Technology, 1980, B.E., University of Engineering and Technology, 1978

Siha, Samia, Professor, Ph.D., Iowa State University of Science and Technology, 1989, M.S., Ain Shams University, 1976, B.S., Alexandria University, 1968

Silva, Ernesto, P, Associate Professor, Ph.D., University of California, Irvine, 2004, M.A., University of California, Irvine, 1996, B.A., University of California, Irvine, 1993

Simon, Robert, Professor, Ph.D., The University of Texas at Austin, 2006, M.A., Boston University, 2000, B.A., Boston University, 2000

Simpson-Wilkey, LaJuan, E, Professor, Ph.D., Louisiana State University and A & M College, 1999, M.A., Louisiana State University and A & M College, 1996, B.A., Fisk University, 1994

Singh, Rajnish, Associate Professor, Ph.D., Case Western Reserve University, 1999, M.S., Nagpur University, 1991, B.S., Nagpur University, 1989

Sinha, Mona, Associate Professor, Ph.D., Texas A&M University, 2008, Master of Management Studies, University of Bombay, 1993, B.B.A., S.N.D.T. University, 1991

Sipp, George, C, Professor, M.F.A., Clemson University, 2000, B.F.A., University of Florida, 1982

Sitton, Lara, S, Assistant Professor, Ph.D., Georgia State University, 2015, B.A., Georgia State University, 2006

Skaggs, Carmen, T, Professor, Ph.D., University of Georgia, The, 2006, M.A., University of Georgia, The, 2002, M.T.S., Duke University, 2000, B.A., Mercer University, 1998

Skelton, Samuel, B, Senior Lecturer, B.M., Georgia State University, 1990

Skott Myhre, Hans, A, Professor, Ph.D., University of Minnesota, 2002, Ph.D., University of Minnesota, 2008, M.Ed., University of Washington, 1980, B.A., University of Washington, 1976

Sledd, Erin, J, Lecturer, M.A., Georgia State University, 1995, B.A., Furman University, 1988

Slinger-Friedman, Vanessa, Professor, Ph.D., University of Florida, 2002, M.A., University of Florida, 1996, B.A., University of Florida, 1994

Smalt, Steven, W, Associate Professor, Ph.D., The Union Institute, 2000, M. Acc., University of Florida, 1981, B.B.A., Columbus College, 1979

Smith, Andrew, P, Clinical Assistant Professor, M.Ed., The University of Georgia, 1998, B.S.Ed., The University of Georgia, 1995

Smith, Deborah, N, Professor, Ph.D., Georgia State University, 1995, M.Ed., The University of Georgia, 1989, B.A., Furman University, 1986

Smith, Garrett, Associate Professor, Ph.D., University of California, Davis, 1995, M.I.M., American Graduate School of International Management, 1983, B.A., University of the Pacific, 1982

Smith, Herb, J, Professor, Ph.D., Kent State University, 1980, M.A., Northeastern University, 1970, B.A., Northeastern University, 1968

Smith, Keith, W, Associate Professor, M.F.A., University of Florida, 1999, B.S., Morgan State University, 1994

Smith, Sabine, Professor, Ph.D., University of California, Davis, 1996, M.A., Johannes Gutenberg – Universitat Mainz, 1989

Smith, Susan, K, Associate Professor, Ph.D., Indiana University Bloomington, 1998, M.A., Indiana University Bloomington, 1993, B.A., Florida State University, 1986

Smith, Susan, M, Professor, Ph.D., Rensselaer Polytechnic Institute, 1994, M.S., Rensselaer Polytechnic Institute, 1990, B.S., Stanford University, 1984

Smith, Wendy, S, Lecturer, M.A., University of South Florida, 1995, B.A., Florida Southern College, 1992

Smith McKoy, Sheila, Professor, Ph.D., Duke University, 1994, M.A., University of North Carolina – Chapel Hill, 1991, B.A., North Carolina State University, 1989

Sneha, Sweta, Professor, Ph.D., Georgia State University, 2008, B.S., University of Maryland at College Park, 2000

Snook, Carl, D, Lecturer, Ph.D., Michigan State University, 2013, M.A., Michigan State University, 2007, M.A., Kent State University, 2003, B.A., Kent State University, 2000

Soldatenko, Gabriel, M, Associate Professor, Ph.D., The State University of New York at Binghamton, 2011, M.A., The State University of New York at Binghamton, 2004, B.A., Arizona State University, 1999, B.A., Arizona State University, 1999

Soleimani, Arash, Assistant Professor, Ph.D., Clemson University, 2015, Bachelor of Architecture, Art University of Isfahan, 2008, M.ARCH, University of Nottingham, 2010

Solohub, Jennifer, S, Clinical Assistant Professor, M.S.N., Mercer University, 2015, B.S.Ed., Western Illinois University, 1979, B.S.N., Mercer University, 2005

Son, Junggab, Assistant Professor, Ph.D., Hanyang University, 2014, M.S., Hanyang University, 2011, B.S., Hanyang University, 2009

Sooklal, Valmiki, K, Associate Professor, Ph.D., Tulane University, 2007, M.S., Tulane University, 2002, B.S., University of the West Indies, 1994

Sowell, Richard, L, Professor, Ph.D., Medical College of Georgia, 1990, M.S.N., Medical College of Georgia, 1983, B.S.N., Georgia State University, 1980

Speakman, Burton, C, Assistant Professor, Ph.D., Ohio University, 2017, M.A., University of Nebraska – Lincoln, 2011, B.S., Bowling Green State University, 2002

Spinks, M'Lyn, K, Clinical Assistant Professor, M.S.N., University of West Georgia, 2015, B.S.N., Georgia State University, 1988

Spoletini, Paola, Professor, Ph.D., Politecnico di Milano, 2005, M.S., University of Illinois at Chicago, 2001, M.S., Politecnico di Milano, 2001, B.S., Politecnico di Milano, 2001

St Pierre, Peter, E, Associate Professor, Ph.D., The University of Georgia, 2001, M.S., University of New Hampshire, 1997, B.S., University of New Hampshire, 1995, B.S., University of New Hampshire, 1995

Stachura, Eric, C, Assistant Professor, Ph.D., Temple University, 2016, M.A., Temple University, 2013, B.S., University of Illinois, 2011

Stallings, Lucy, L, Professor, Ph.D., The University of Georgia, 1995, M.Ed., Auburn University at Montgomery, 1990, B.S., Auburn University, 1984

Starks, Brian, M, Associate Professor, Ph.D., Indiana University, 2005, M.A., Indiana University, 2000

Steiner, Hillary, H, Associate Professor, Ph.D., The University of Georgia, 2003, M.A., The University of Georgia, 2000

Stepakoff, Jeffrey, Associate Professor, M.F.A., Carnegie Mellon University, 1988, B.A., The University of North Carolina at Chapel Hill, 1985
Stephens, Cristina, S, Associate Professor, Ph.D., Georgia State University, 2005, M.A., University of Oxford, 1998, B.S., Academy of Economic Studies, Romania, 1996

Stephens, Jacqueline, F, Assistant Professor, Bachelor of Architecture, Southern Polytechnic State University, 2009, M.S., Southern Polytechnic State University, 2011

Stephenson, Charlotte, Lecturer, M.A., University of Alabama, The, 1966, B.A., Judson College, 1964

Stephenson, Jessica, J, Associate Professor, Ph.D., Emory University, 2006, M.A., Emory University, 2000, B.A., University of the Witwatersrand, 1993

Stephenson, Sandra, S, Assistant Professor, Ph.D., University of Georgia, The, 2008, M.B.A., Florida Agricultural and Mechanical University, 1998

Steppe, Johnathan, D, Clinical Assistant Professor, M.S.N., Kennesaw State University, 2013, B.A., University of Kentucky, 1995, B.S.N., Kennesaw State University, 2010

Sterling, Evelina, W, Assistant Professor, Ph.D., Georgia State University, 2013, M.H.S., Johns Hopkins University, 1995, B.S., Mary Washington College, 1992

Stewart, Linda, S, Associate Professor, M.A., University of New Hampshire, 1997, M.A.T., University of New Hampshire, 1991, B.A., University of New Hampshire, 1990

Stewart, Tracie, L, Professor, Ph.D., Purdue University, 1995, M.S., Purdue University, 1993

Stiles, Cheryl, Librarian Professor, MLN, Emory University, 1983, B.A., Duke University, 1980

Stockdale, Susan, L, Professor, Ph.D., The University of Tennessee, 2003, M.Ed., University of North Dakota, 1995, B.S.Ed., University of North Dakota, 1987, B.S.Ed., University of North Dakota, 1987

Stokes, Kevin, L, Professor, Ph.D., Rensselaer Polytechnic Institute, 1995, M.S., University of New Orleans, 1989, B.S., Mississippi State University, 1985

Stollberg, David, W, Assistant Professor, Ph.D., The Georgia Institute of Technology, 2000, M.S., Vanderbilt University, 1990, B.E., Vanderbilt University, 1988

Stollenz, Michael, Assistant Professor, Ph.D., Friedrich-Schiller University Jena, 2003, M.Sc., Friedrich-Schiller University Jena, 1998

Story, Paul, A, Associate Professor, Ph.D., Virginia Commonwealth University, 2008, M.S., Virginia Commonwealth University, 2004

Stotz, Daniel, Lecturer, M.S., Colorado State University, 1980, B.B.A., Eastern Michigan University, 1976

Strieker, Toni, S, Professor, Ph.D., Southern Illinois University at Carbondale, 1981, M.A., The University of Alabama at Birmingham, 1979, B.A., University of West Florida, 1973

Stringer, Richard, J, Assistant Professor, Ph.D., Old Dominion University, 2018, M.A., Old Dominion University, 2013, B.A., Old Dominion University, 2011

Stuart, Randy, S, Associate Professor, M.B.A., The University of Hawaii at Manoa, 1989, B.S., Northern Illinois University, 1974

Sumner, Melanie, D, Associate Professor, M.A., Boston University, 1987, B.A., The University of North Carolina at Chapel Hill, 1986

Suther, Bradley, E, Assistant Professor, Ph.D., The University of Georgia, 2013, M.S., The University of Georgia, 2006, B.S., North Carolina State University, 2000

Sutton, Heather, Assistant Professor, Ph.D., Clemson University, 1996, B.Sc., University of Toronto, 1990

Sutton, Linda, J, Clinical Assistant Professor, M.S., University of Rochester, 1989, B.S.N., The University of Texas Health Science Center at Houston, 1985

Sutton-Brown-Fox, Camille, A, Assistant Professor, Ph.D., Georgia State University, 2011, M.Ed., Georgia State University, 2006, B.S., University of Guelph, 2003

Swaim, James, A, Clinical Assistant Professor, D.B.A., Kennesaw State University, 2013, M.B.A., California State University, Long Beach, 1981, B.S.B.A., California State University, Long Beach, 1979

Swain, Brian, S, Assistant Professor, D.Phil., Ohio State University, The, 2014, M.A., Ohio State University, The, 2009, B.A., Sewanee: The University of the South, 2006

Sweigart, John, Associate Professor, M.S., University of Missouri – Rolla, 1983, B.S., University of Missouri – Columbia, 1976

Swint, Kerwin, C, Professor, Ph.D., Georgia State University, 1995, M.Ed., The University of Georgia, 1990, A.B., The University of Georgia, 1984

Taasoobshirazi, Gita, Assistant Professor, Ph.D., The University of Georgia, 2007, M.A., The University of Georgia, 2005, M.S., Kennesaw State University, 2014, B.A., Emory University, 2002

Taglialatela, Jared, P, Associate Professor, Ph.D., Georgia State University, 2004, B.A., University of Virginia, 1997

Taglialatela, Lauren, A, Professor, Ph.D., Georgia State University, 2005, M.A., Georgia State University, 2000, B.A., Furman University, 1995

Tapu, Daniela, Professor, Ph.D., The University of Alabama, 2005, M.S., Technische Universitat Braunschweig, 2000, B.S., Alexandru Ioan Cuza University, 1998

Tashchian, Armen, Professor, Ph.D., The University of Texas at Austin, 1980, M.B.A., The University of Texas at Austin, 1978, B.B.A., The University of Texas at Austin, 1975

Tatum, Dawn, Lecturer, M.S., Southern Polytechnic State University, 2012, B.S., University of Central Florida, 1986

Taylor, James, B, Assistant Professor, Ph.D., Georgia State University, 2013, M.A., Georgia State University, 2009, A.B., Georgia State University, 2007

Taylor, Katherine, J, Lecturer, M.Ed., Saint Mary's University, 1993, B.A., Saint Mary's University, 1991

Tekes, Ayse, Assistant Professor, Ph.D., Istanbul Technical University, 2012, M.S., Istanbul Technical University, 2007, B.S., Istanbul Technical University, 2003

Thackston, Michael, G, Professor, Ph.D., Georgia Institute of Technology, The, 1981, M.S., Georgia Institute of Technology, The, 1976, B.S., Georgia Institute of Technology, The, 1974

Thain, Walter, E, Associate Professor, Ph.D., Georgia Institute of Technology, The, 1994, M.S., Georgia Institute of Technology, The, 1982, B.E.E., Georgia Institute of Technology, The, 1981

Thomas, Dominic, Associate Professor, Ph.D., University of Georgia, The, 2005, B.A., Brandeis University, 1994

Thomas, Griselda, D, Associate Professor, Ph.D., Temple University, 2008, M.A., Temple University, 2002, M.A., Northeastern University, 1996, B.A., Kennesaw State University, 1994

Thomas, Joe, A, Professor, Ph.D., The University of Texas at Austin, 1992, M.A., Southern Methodist University, 1988, B.F.A., University of North Texas, 1982

Thomas, Lawrence, B, Senior Lecturer, M.S., Auburn University, 1972, B.S., Auburn University, 1967

Thorne, Charles, J, Lecturer, M.A., Long Island University, 2008, B.A., Kennesaw State University, 2006

Thornton, Natasha, A, Assistant Professor, Ph.D., Georgia State University, 2014, M.Ed., Albany State University, 2004, B.S., East Tennessee State University, 2002

Thorpe, Kimberly, M, Lecturer, Ed.S., Cambridge College, 2009, M.S., Johns Hopkins University, 2002, B.A., Spelman College, 1998

Thrash, Mary, K, Clinical Assistant Professor, D.N.P., Georgia Regents University, 2014, M.S.N., Vanderbilt University, 1999, B.S., Furman University, 1995

Tian, Xin, Assistant Professor

Tift, Kristyl, D, Assistant Professor, Ph.D., University of Georgia, The, 2017, M.F.A., The New School for Social Research, 2007, B.A., Georgia Southern University, 2004

Tillman, Mark, D, Professor, Ph.D., University of Florida, 1999, M.S., University of Florida, 1995, B.S., University of Florida, 1994

Tippens, Scott, Professor, M.S., Georgia Institute of Technology, The, 1989, B.E.E., Georgia Institute of Technology, The, 1988

Tis, Laurie, L, Professor, Ph.D., University of Virginia, 1992, M.Ed., University of Virginia, 1989, B.S., University of Vermont and State Agricultural College, 1987

Tomita, Kei, Assistant Professor, Ph.D., Indiana University, 2017, M.A.Ed., International Christian University, 2012, B.A., International Christian University, 2010

Tompkins, James, Professor, Ph.D., The Ohio State University, 1994, M.B.A., University of Pennsylvania, 1986, B.S., United States Merchant Marine Academy, 1979

Torkornoo, Hope, K, Professor, Ph.D., Georgia State University, 1992, M.B.A., Mississippi State University, 1982, B.S., University of Ghana, 1979

Toson, Sonia, J, Associate Professor, J.D., American University, 2000, M.B.A., American University, 2000, B.A., University of Illinois at Urbana-Champaign, 1997

Totten, Christopher, D, Associate Professor, J.D., Georgetown University, 2000, L.L.M., Georgetown University, 2002, A.B., Princeton University, 1997

Traficante, Debra, L, Associate Professor, D.M.A., The University of Oklahoma, 2010, M.M., University of Florida, 2007, B.M., University of Florida, 2001

Traille, Ethel, K, Associate Professor, Ph.D., University of London, 2006, M.A., University of London, Birkbeck, 1988, B.A., University of London, 1980

Treiber, Linda, A, Professor, Ph.D., North Carolina State University, 2005, M.S., The Ohio State University, 1997, B.A., Miami University, 1979, B.S.N., Ashland University, 1989

Tresham, Harriet, Senior Lecturer, M.S., State University College at Brockport, 1981, B.S., Roberts Wesleyan College, 1976

Trivedi, Nirmal, H, Assistant Professor, Ph.D., Boston College, 2009, B.A., University of California, Irvine, 2000

Troia, Matthew, J, Assistant Professor, Ph.D., Kansas State University, 2014

True, Sheb, L, Professor, Ph.D., The University of Mississippi, 1992, M.B.A., University of Houston - Clear Lake, 1987, B.B.A., Stephen F. Austin State University, 1985

Tsay, Bor-Yi, Professor, Ph.D., University of Houston, 1986, M.B.A., Eastern Washington University, 1982, B.S., National Taiwan University, 1977

Tseng, Tsai-Tien, Associate Professor, Ph.D., University of Illinois at Urbana-Champaign, 2005, M.S., University of California, San Diego, 1999, B.S., University of California, San Diego, 1998

Tu, Jun, Associate Professor, Ph.D., The City University of New York, 2008, M.E., Nanjing University, 1998, M.Phil., The City University of New York, 2006, B.S., Nanjing University, 1995

Tudor, Robert, K, Professor, Ph.D., The University of Mississippi, 1992, M.B.A., Augusta College, 1985, B.A., The University of Georgia, 1980

Turner, Ariel, K, Librarian Associate Professor, M.I.LS, Valdosta State University, 2012

Turner, Nancy, J, Senior Lecturer, M.S.C.E., Purdue University, 1980, B.S.E., Purdue University, 1979

Tutterow, Roger, C, Professor, Ph.D., Georgia State University, 1990, M.A., Georgia State University, 1988, B.S., Berry College, 1983

Uddin, Mohammed, S, Professor, Ph.D., University of Sheffield, 1999, Bachelor of Architecture, Bangladesh University of Engineering and Technology, 1981, M.ARCH, Kent State University, 1988

Ukeje, Ikechukwu, C, Professor, Ed.D., Rutgers, The State University of New Jersey, 1990, M.B.A., Rutgers, The State University of New Jersey, 1992, M.S., University of Ibadan, 1985, M.S., University of Nigeria, 1985, B.A., The George Washington University, 1981

Ukuku, Afekwo, M, Assistant Professor, Ph.D., University of Georgia, The, 2015, M.P.H., Emory University, 2008, B.S., Georgia Southern University, 2004

Usher, Carlton, A, Associate Professor, Ph.D., Clark Atlanta University, 2002, M.A., Clark Atlanta University, 1994, B.S., Virginia State University, 1991

Utschig, Tristan, T, Associate Professor, Ph.D., University of Wisconsin - Madison, 2001, M.S., University of Wisconsin - Madison, 1994, B.S., University of Wisconsin - Madison, 1994

Vaezi, Seyed, M, Associate Professor, Ph.D., University of Houston, 2013, M.S., University of Nevada, Las Vegas, 2007

Van Horne, Wayne, W, Associate Professor, Ph.D., The University of Georgia, 1993, M.A., The University of Georgia, 1987, B.A., University of Central Florida, 1981

VanBrackle, Anita, S, Professor, Ed.D., Virginia Polytechnic Institute and State University at Blacksburg, 1991, M.A., Virginia Polytechnic Institute and State University at Blacksburg, 1977, B.S., Radford University, 1969

VanBrackle, Lewis, N, Professor, Ph.D., Virginia Polytechnic Institute and State University at Blacksburg, 1991, M.S., The Georgia Institute of Technology, 1972, M.S., Virginia Polytechnic Institute and State University at Blacksburg, 1977, B.S., The Georgia Institute of Technology, 1970

VanDusseldorp, Trisha, A, Assistant Professor, Ph.D., University of New Mexico, 2016, M.S., University of Wisconsin-LaCrosse, 2013, B.S., Southwest Missouri State University, 2011

VanDyke, Michael, W, Associate Professor, Ph.D., California Institute of Technology, 1984, B.A., Monmouth College, 1979

VandeVen, Susan, H, Senior Lecturer, M.B.A., University of Akron, The, 1985, M.S., Georgia Institute of Technology, The, 1993, B.S., Purdue University, 1979

Vandenbussche, Jennifer, R, Associate Professor, Ph.D., University of Illinois at Urbana-Champaign, 2008, M.S., University of Illinois at Urbana-Champaign, 2005, B.MUS., State University of New York, 2000

Varagona, Lynn, M, Assistant Professor, Ph.D., Georgia State University, 1997, M.B.A., Emory University, 2005, M.S.N., Yale University, 1987, B.S.N., University of Florida, 1983

Vasquez, Anete, Associate Professor, Ph.D., University of South Florida, 2008, M.Ed., University of Florida, 1992, B.A., University of Florida, 1990

Vaught, Seneca, D, Associate Professor, Ph.D., Bowling Green State University, 2006, M.A., Bowling Green State University, 2003, B.A., Oakwood College, 2001

Veazie, David, R, Professor, Ph.D., Georgia Institute of Technology, The, 1993, M.S., Georgia Institute of Technology, The, 1987, B.S., Southern University, 1986

Vega, Anissa, L, Associate Professor, Ph.D., Georgia State University, 2010, M.S., The University of Tennessee, 2002, B.S., The University of Tennessee, 2001

Veliyath, Rajaram, Professor, Ph.D., University of Pittsburgh, 1985, M.B.A., Indian Institute of Management, 1978, M.B.A., Indian Institute of Management, 1978, B.S., Indian Institute of Technology, 1973

Verma, Monisha, Lecturer, M.B.A., Bentley University, 2007, M.S., University of Pune, 1999, B.S., University of Pune, 1999

Viakinnou-Brinson, Lucie, Professor, Ph.D., Emory University, 2006, M.A., University of North Florida, 1987, M.A., University of Florida, 2001, B.A., Universite Nationale du Benin, 1985

Vickrey, Mark, D, Senior Lecturer, M.A., Appalachian State University, 1987, B.A., University of Central Florida, 1979

Vizcarrondo, Thomas, E, Assistant Professor, Ph.D., Louisiana State University and A & M College, 2013, M.A., University of Central Florida, 2004, B.S.B.A., University of Tulsa, 1983

Vladimirov, Katya, Professor, Ph.D., Georgetown University, 1998, M.A., George Mason University, 1993, M.A., Moscow State Institute for History and Archives, 1985, B.A., Moscow State Institute for History and Archives, 1982

Vogelien, Dale, Professor, Ph.D., The University of Tennessee, 1993, M.S., The University of Tennessee, 1987, B.S., The State University of New York at Plattsburgh, 1981

Voogt, Pieter, G, Professor, Ph.D., Georgia State University, 1997, M.A., Vrije University Amsterdam, 1980, B.S., Vrije University Amsterdam, 1976

Wade-Berg, Jennifer, A, Associate Professor, Ph.D., The University of Georgia, 2000, M.P.A., The University of Georgia, 1995, B.A., Wesleyan University, 1992

Wadsworth, Benjamin, K, Associate Professor, Ph.D., University of Rochester, 2008, M.A., University of Rochester, 2003, B.M., Oberlin College, 1998

Wagner, Jeffrey, H, Assistant Professor, M.S.E.E., Georgia Institute of Technology, The, 1990, B.E.E., Georgia Institute of Technology, The, 1989

Wagner, Vanda, D, Professor, Ph.D., University of South Florida, 2007, M.S., Georgia State University, 1993, A.S.N., Tallahassee Community College, 1984

Wakeling, Victor, K, Senior Lecturer, M.B.A., Georgia State University, 1989, B.A., The Pennsylvania State University, 1973, B.A., The Pennsylvania State University, 1973

Wakeman, Paul, R, Lecturer, Ph.D., Marquette University, 2013, M.A., St. Bonaventure University, 2007, B.A., Michigan State University, 1993

Wallace, Carolyn, S, Professor, Ed.D., University of Michigan, 1993, M.S., Arizona State University, 1983, B.S., University of California, Irvine, 1978

Waller, Matthew, T, Lecturer, M.A., Georgia State University, 2010, M.Ed., The University of Georgia, 1997, B.S.Ed., The University of Georgia, 1995

Wang, Liancheng, Professor, Ph.D., Mississippi State University, 2000, M.S., Jilin University, 1989, B.S., Jilin University, 1984

Wang, Long, Professor, Ph.D., University of Wisconsin – Milwaukee, 1995, M.S., University of Wisconsin – Milwaukee, 1989, B.S., Shanxi Teachers University, 1984

Wang, Min, Assistant Professor, Ph.D., Northern Illinois University, 2011, M.S., Northern Illinois University, 2010, M.S., Ocean University of Qingdao, 2006, B.S., Ocean University of Qingdao, 2003

Wang, Ying, Associate Professor, Ph.D., University of British Columbia, The, 2008, M.S., Shanghai Jiao Tong University, 1999, B.S., Shanghai Jiao Tong University, 1991

Ward, Jennifer, Assistant Professor, Ph.D., University of South Florida, 2017, M.S., University of New York College at Geneseo, 2007, B.A., University of New York College at Geneseo, 2005

Warner, Mark, L, Professor, Ed.D., Appalachian State University, 1997, M.Ed., Antioch College, 1974, B.S., University of Pennsylvania, 1970

Warren, John, A, Associate Professor, B.M., University of Cincinnati, 1984

Washington, Lynn, M, Lecturer, Ph.D., Morgan State University, 2013, M.A., Jackson State University, 2004, B.A., Jackson State University, 2003

Watanabe, Tadanobu, Professor, Ph.D., Florida State University, 1991, M.S., Purdue University, 1986, B.A., Taylor University, 1984

Watkins, Jacqueline, M, Librarian Assistant Professor, M.L.I.S., Valdosta State University, 2016, B.A., Kennesaw State University, 2013

Watson, Steven, C, Associate Professor, Ph.D., Vanderbilt University, 1996, M.A., Vanderbilt University, 1992, B.A., Furman University, 1991

Watson, Virginia, R, Associate Professor, Ph.D., Clemson University, 1988, M.S., Clemson University, 1986, B.S., Mars Hill College, 1984

Watts, Alan, P, Lecturer, M.A., University of Tennessee – Knoxville, The, 2005, B.A., University of Tennessee – Knoxville, The, 2003, B.S., University of Tennessee – Knoxville, The, 2003

Way, Albert, G, Associate Professor, Ph.D., The University of Georgia, 2008, M.A., The University of Mississippi, 1999, B.A., Mercer University, 1995

Way, Irene, H, Lecturer, Ph.D., The University of Georgia, 2010, M.A., The University of Georgia, 2001, A.B., The University of Georgia, 1995, A.B., The University of Georgia, 1995

Weand, Matthew, Associate Professor, Ph.D., University of Kentucky, 2010, M.S., Ohio University, 2001, B.S., Tufts University, 1997

Webb, Catherine, A, Lecturer, M.A., Georgia State University, 2014, B.A., University of Georgia, The, 1999

Wedge, Todd, Assistant Professor, M.M., Northwestern University, 2005, B.M., Oberlin College, 2003

Weidner, Maureen, M, Senior Lecturer, M.S., Texas A&M University, 1980, B.S., Texas A&M University, 1978

Wells, Jennifer, B, Assistant Professor, Ph.D., The University of Georgia, 2015, M.A., Michigan State University, 2013, B.A., Albion College, 2001

Welty, Christopher, Associate Professor, M.ARCH, Georgia Institute of Technology, The, 1996, B.S., Georgia Institute of Technology, The, 1990

Wen, Jianming, Assistant Professor, Ph.D., University of Maryland, 2007, B.S., Shandong University, 2001

Wermert, James, F, Senior Lecturer, M.B.A., Harvard University, 1978, B.A., Cornell University, 1971

Wertz, Emma, K, Associate Professor, Ph.D., The University of Tennessee at Knoxville, 2008, M.S., The University of Tennessee at Knoxville, 2005, B.S., The University of Tennessee at Knoxville, 1997

Westlund, Erik, E, Associate Professor, Ph.D., Michigan Technological University, 2010, M.S., Michigan Technological University, 2006, B.S., Northland College, 2003

Wetherhead, Debra, L, Lecturer, M.A., Kennesaw State University, 2015, B.S.J., University of Florida, 1979

White, Denise, C, Senior Lecturer, Ph.D., Georgia State University, 2012, M.A., University of Charleston, 2000, B.A., College of Charleston, 1998

White, Katherine, R, Assistant Professor, Ph.D., University of Texas, The, 2012, M.A., University of Texas, The, 2009, B.S., University of Texas, The, 2007

White, Kenneth, M, Associate Professor, J.D., University of San Diego, 2001, M.A., San Diego State University, 2004, B.A., San Jose State University, 1998

White, Mary, A, Professor, Ph.D., The University of Alabama at Birmingham, 2000, M.N., Emory University, 1980, B.S., Florida State University, 1975

White, William, A, Lecturer, Ph.D., Georgia State University, 1996, M.S., Georgia State University, 1991, B.S., University of California, Davis, 1989

Whitehead, Andrew, K, Associate Professor, Ph.D., University College Cork, 2012, M.A., Brock University, 2008, B.A., Brock University, 2007

Whitlock, Reta, U, Professor, Ph.D., Louisiana State University, 2005, M.Ed., Coppin State University, 2001, B.S.Ed., Athens State College, 1987

Whitlock, Susan, B, Assistant Professor, M.Ed., The University of Georgia, 1979, B.S., Mars Hill College, 1976

Whitman, Michael, E, Professor, Ph.D., Auburn University, 1994, M.B.A., Auburn University, 1991, B.S.B.A., Auburn University, 1986

Widmier, Scott, Associate Professor, Ph.D., Arizona State University, 1999, B.A., Texas Christian University, 1991

Wikstrom, Jan, K, Assistant Professor, M.F.A., The George Washington University, 2011, B.F.A., The University of Southern California, 1974

Wilcox, Daren, R, Assistant Professor, M.S.E.E., University of Central Florida, 1992, B.S.E.E., University of Central Florida, 1990

Wiles, Gregory, L, Associate Professor, Ph.D., Walden University, 2014, M.S., Georgia Institute of Technology, The, 1992, B.S., University of Tennessee, The, 1981

Willard, Jennifer, L, Professor, Ph.D., Iowa State University of Science and Technology, 2008, M.S., Iowa State University of Science and Technology, 2006, B.A., University of Northern Iowa, 2002

Willett, Jennifer, B, Associate Professor, Ph.D., The University of Southern Mississippi, 2002, M.S., The University of Southern Mississippi, 1999, B.S., Towson University, 1998

Williams, Brandi, L, Assistant Professor, M.Ed., University of Georgia, The, 2012, M.S., Southern Polytechnic State University, 2011, B.S., Southern Polytechnic State University, 2008

Williams, Stacey, G, Lecturer, M.A., Clark Atlanta University, 1992, B.A., University of South Carolina at Columbia, 1988

Williamson, Adrienne, L, Professor, Ph.D., The University of Memphis, 2006, M.S., Augusta State University, 1995, B.S., University of South Carolina at Aiken, 1991

Williamson, Jo, Professor, Ph.D., University of Illinois at Urbana-Champaign, 2002, M.A., The University of Kansas, 1991, B.A., Olivet Nazarene University, 1987

Williamson, Kenneth, M, Associate Professor, Ph.D., The University of North Carolina at Chapel Hill, 2005, B.A., Carleton College, 1988

Wills, Brian, Professor, Ph.D., The University of Georgia, 1991, M.A., The University of Georgia, 1985, B.A., University of Richmond, 1981

Wilson, Matthew, L, Assistant Professor, Ph.D., University of Florida, 2018, M.A.T., Willamette University, 2007, B.A., University of Oregon, 1997

Wilson, Matthew, M, Professor, M.S., University of Florida, 1993, B.S., Southern Polytechnic State University, 1991

Wilson, Maurice, Associate Professor, Ed.D., The University of Tennessee, 2002, M.S., Tennessee State University, 1996, B.S., Tennessee State University, 1994

Wilson, Ralph, T, Professor, Ph.D., The University of Utah, 1993, M.A., Kansas State University, 1983, B.A., Baldwin Wallace College, 1979

Winsor, Aubrey, B, Lecturer, Bachelor of Industrial Design, Auburn University, 1986, M.S., Troy University, 2009

Witt, Leonard, Professor, M.A., University of New Hampshire, 1978, B.S., High Point University, 1966

Wolf, Erin, L, Lecturer, M.B.A., Harvard University, 1984, B.A., Duke University, 1979

Wolfe, Amanda, M, Lecturer, Ph.D., Georgia State University, 2012, Ed.S., Georgia State University, 2007, M.A., Georgia State University, 2011, M.S., Georgia State University, 2006, B.S., The University of Georgia, 2003, B.S., The University of Georgia, 2003

Womack, Deanna, F, Professor, Ph.D., The University of Kansas, 1982, M.A., The University of Kansas, 1980, B.A., University of Houston, 1971

Wood, Barbara, A, Librarian Associate Professor, M.L.I.S., Wayne State University, 2001, B.S., Northern Michigan University, 1978

Wood, Patricia, P, Senior Lecturer, M.A., Universidad de Salamanca, 2008, M.B.A., Middle Tennessee State University, 1987, B.S., Politecnico College, 1983

Wooten, M, B, Assistant Professor, M.P.A., Kennesaw State University, 2001, B.A., Furman University, 1994

Worthy, Roneisha, Assistant Professor, Ph.D., Vanderbilt University, 2014, Master of Engineering, Tennessee State University, 2008, B.S., Tennessee State University, 2006

Woszczyński, Amy, B, Professor, Ph.D., Clemson University, 2000, M.B.A., Kennesaw State University, 1991, B.S., The Georgia Institute of Technology, 1988

Wright, Charles, W, Senior Lecturer, M.M., Georgia State University, 2002, B.A., The University of Georgia, 1995

Wright, James, M, Associate Professor, Ed.D., Kennesaw State University, 2012, Ed.S., Kennesaw State University, 2008, Ed.S., The University of Georgia, 1993, M.Ed., Vanderbilt University, 1990, B.S.Ed., The University of Georgia, 1989

Wuertz Hurley, Stefanie, C, Senior Lecturer, M.A., Universitat Trier, 2007

Wynn, Charles, T, Associate Professor, Ph.D., Georgia State University, 1989, M.A., West Georgia College, 1983, A.B., West Georgia College, 1981

Xie, Ying, Professor, Ph.D., University of Louisiana at Lafayette, 2004, M.S., University of Louisiana at Lafayette, 2001, M.S., Chongqing University, 1998, B.S., Chongqing University, 1995
(on leave)

Xu, Xiaohua, Assistant Professor, Ph.D., Illinois Institute of Technology, 2012, M.S., Illinois Institute of Technology, 2011, B.E., Zhejiang University, 2007

Yang, Bo, Professor, Ph.D., Mississippi State University, 2002, M.S., Ocean University of Qingdao, 1994, B.S., Shandong University, 1991

Yang, Jidong, Associate Professor, Ph.D., University of South Florida, 2004, M.S.C.E., University of South Florida, 2001, B.S.C.E., Heibei Agricultural University, 1996

Yang, Ming, Professor, Ph.D., Wright State University, 2006, M.E., Tianjin University, 2000, B.S., Tianjin University, 1997

Yarde, Cheryl, A, Clinical Assistant Professor, M.S.N., Kennesaw State University, 2011, B.S., Pace University, 1988

Yee, Tien, M, Assistant Professor, Ph.D., University of Kentucky, 2009, M.S.C.E., University of Kentucky, 2001, B.S.C.E., University of Kentucky, 1999

Young, Jana, Associate Professor, M.M., Northeast Louisiana University, 1985, B.M., Baylor University, 1976, B.M.E., Baylor University, 1976

Young, Susan, L, Assistant Professor, Ph.D., Ohio State University, The, 2012, M.B.A., Northern Illinois University, 2003, B.A., University of Michigan, The, 1989

Yunek, Jeffrey, S, Assistant Professor, Ph.D., Louisiana State University and Agricultural and Mechanical College, 2013, M.M., Florida State University, 2009, B.A., Concordia College, 2006

Zafar, Humayun, Associate Professor, Ph.D., The University of Texas at San Antonio, 2010, M.S., Rochester Institute of Technology, 2005, B.S., Saint Mary's University, 2003

Zamani, Pegah, Associate Professor, Ph.D., Georgia Institute of Technology, The, 2008, M.ARCH, Azad University, 1996, M.Phil., University of Tehran, 2001

Zhan, Ginny, Q, Professor, Ph.D., Cornell University, 1995, M.A., Cornell University, 1991, B.A., East China Normal University, 1986

Zhan, Zhaoguo, Assistant Professor, Ph.D., Brown University, 2011, M.A., Brown University, 2007, M.S., London School of Economics, 2005, B.S., Renmin University of China, 2003

Zhang, Chi, Associate Professor, Ph.D., University of Nebraska at Omaha, 2009, M.S., University of Nebraska at Omaha, 2000, M.S.Ed., University of Nebraska – Kearney, 1998, B.S., Beijing Normal University, China, 1990

Zhang, Jiayan, Professor, Ph.D., University of California, Los Angeles, 2004, M.A., Nanjing Agricultural University, 1990, M.A., University of California, Los Angeles, 2000, B.A., Hubei Agricultural College, 1984

Zhang, Minjiao, Associate Professor, Ph.D., Ohio State University, The, 2013, M.S., Ohio State University, The, 2010, B.E., Xi'an Jiaotong University, 2009, B.S., Xi'an Jiaotong University, 2009

Zheng, Binyao, Professor, Ph.D., The University of Memphis, 1996, M.S., The University of Memphis, 1991, B.A., Central China Normal University, 1982

Zheng, Guangzhi, Associate Professor, Ph.D., Georgia State University, 2009, M.S., San Francisco State University, 2003, B.A., Southwestern University of Finance and Economics, 1999

Zhou, Wei, Associate Professor, Ph.D., Texas Tech University, 2005, M.S., Tongji University, 2000, B.S., Tongji University, 1998

Ziegler, Christine, B, Professor, Ph.D., Syracuse University, 1982, M.S., Syracuse University, 1981, B.S., Syracuse University, 1978

Ziegler, Marcella, Y, Clinical Assistant Professor, M.S.N., Loyola University New Orleans, 2009, B.S., William Carey International University, 1990

Zimmer, Katherine, E, Associate Professor, Ph.D., University of Florida, 2013, M.Ed., University of Central Florida, 2007, B.A., Saint Leo University, 2002

Zimmermann, Ulf, Professor, Ph.D., The University of Texas at Austin, 1971, M.A., The University of Texas at Austin, 1967, M.A., University of Maryland at College Park, 1981, B.A., The University of Texas at Austin, 1965

Zong, Guichun, Professor, Ed.D., Florida International University – Fort Lauderdale Campus, 1999, M.A., Beijing Normal University, China, 1991, B.A., Beijing Normal University, China, 1988

Emeriti Faculty

Name	Emeritus Title
Abusaid, Ahmad	Associate Professor Emeritus
Adams, Janet	Professor Emeritus
Akanbi, Linda	Professor Emeritus
Alexander, Carole	Assistant Professor Emeritus
Alsup, Rodney	Professor Emeritus
Anderson, Jeffrey	Associate Professor Emeritus
Anderson, Thomas	Associate Professor Emeritus
Aronoff, Craig	Professor Emeritus
Ash, Charles	Professor Emeritus
Astrachan, Joseph	Professor Emeritus
Atkinson, Melvis	Professor Emeritus
Aust, Charles	Professor Emeritus
Bachman, Charles	Professor Emeritus
Bailey, Bill	Associate Professor Emeritus
Baker, Virginia	Professor Emeritus

Banker, Teresa	Associate Professor Emeritus
Barnum, Carol	Professor Emeritus
Barrier, Robert	Professor Emeritus
Bennett, David	Professor Emeritus
Bennett, David	Professor Emeritus
Bernal, Barbara	Professor Emeritus
Bessette, Harriet	Professor Emeritus
Bill, M	Professor Emeritus
Blake, Barbara	Professor Emeritus
Bobia, Rosa	Professor Emeritus
Boeri, Miriam	Associate Professor Emeritus
Borders, A	Professor Emeritus
Bostick, Peter	Professor Emeritus
Bowden, Martha	Professor Emeritus
Bowen, Charles	Professor Emeritus
Brannan, Jane	Professor Emeritus
Brawley, Dorothy	Professor Emeritus
Bremner, Marie	Professor Emeritus

Brown, Susan	Professor Emeritus
Bumgarner, Mary	Professor Emeritus
Burke-Abowd, Meghan	Professor Emeritus
Burnett, William	Professor Emeritus
Butler, Frank	Professor Emeritus
Calloway, Jimmy	Professor Emeritus
Campbell, Jane	Professor Emeritus
Capozzoli, Ernest	Associate Professor Emeritus
Carmichael, Thomas	Professor Emeritus
Carpenter, William	Professor Emeritus
Casey, Rebecca	Associate Professor Emeritus
Chai, Nam-Yearl	Professor Emeritus
Chambers, Dennis	Professor Emeritus
Chan, Tak	Professor Emeritus
Clune, Richard	Professor Emeritus
Cole, Charles	Professor Emeritus
Collins, Mitchell	Professor Emeritus
Combs, Leon	Professor Emeritus

Conrey, Gregory	Associate Professor Emeritus
Cope, James	Professor Emeritus
Cowan, Clifford	Professor Emeritus
Currin, Thomas	Professor Emeritus
Dabundo, Laura	Professor Emeritus
Damico, Linda	Associate Professor Emeritus
Daniell, Beth	Professor Emeritus
Davis, Bowman	Professor Emeritus
Davis, Dorothy	Assistant Professor Emeritus
Davis, Herbert	Professor Emeritus
Davis, Kim	Professor Emeritus
Davis, Patricia	Professor Emeritus
Davis, Sidney	Professor Emeritus
de Chesnay, Mary	Professor Emeritus
Dejarnett, Patricia	Professor Emeritus
Desman, Robert	Associate Professor Emeritus
DeVillar, Robert	Professor Emeritus
Dibble, Valerie	Professor Emeritus

Dillon, Meighan	Professor Emeritus
Diong, Bill	Professor Emeritus
Dirnberger, Joseph	Professor Emeritus
Dollar, Edward	Associate Professor Emeritus
Dominick, Joan	Associate Professor Emeritus
Donovan, Thomas	Associate Professor Emeritus
Dreyer, Robert	Professor Emeritus
Drummond, Pamela	Professor Emeritus
Duggins, Sheryl	Professor Emeritus
Eaton, Arlinda	Professor Emeritus
Economopoulos, Marjorie	Professor Emeritus
Edwards, Steven	Professor Emeritus
Elango, Lovett	Professor Emeritus
Elledge, James	Professor Emeritus
Ensign, William	Professor Emeritus
Fadyn, Joseph	Professor Emeritus
Fallon, Thomas	Professor Emeritus

Farnsworth, Beverly	Professor Emeritus
Fatehi, Kamal	Professor Emeritus
Fausett, James	Professor Emeritus
Fay, Donald	Associate Professor Emeritus
Fedeli, Lynn	Professor Emeritus
Ferguson, Barbara	Professor Emeritus
Firment, Michael	Associate Professor Emeritus
Fischer, Robert	Professor Emeritus
Fleiszar, Kathleen	Professor Emeritus
Flynn, Janice	Professor Emeritus
Fowler, Joanne	Professor Emeritus
Fowler, Joel	Associate Professor Emeritus
Franklin, Patricia	Professor Emeritus
Frinzi, Pam	Professor Emeritus
Gabrielli, Alan	Professor Emeritus
Galliano, Grace	Professor Emeritus
Garner, Mary	Professor Emeritus
Gayler, Richard	Professor Emeritus

Gentile, John	Professor Emeritus
Gillis, Bryan	Professor Emeritus
Gordon, John	Professor Emeritus
Graham, Dorothy	Professor Emeritus
Gray, Kimberly	Professor Emeritus
Griffin, Roberta	Associate Professor Emeritus
Griffith, Martha	Associate Professor Emeritus
Grooms, Tony	Professor Emeritus
Haddle, Gillian	Professor Emeritus
Hair, Joseph	Professor Emeritus
Hall, Allan	Professor Emeritus
Hall, Kathleen	Professor Emeritus
Hall, Nancy	Professor Emeritus
Hall, Thomas	Professor Emeritus
Hall, Tommy	Professor Emeritus
Halstead-Nussloch, R	Professor Emeritus
Ham, Chan	Professor Emeritus
Harbort, Robert	Professor Emeritus

Harrell, Carol	Professor Emeritus
Harris, I	Professor Emeritus
Hein, Virginia	Professor Emeritus
Hendrix, Jerald	Professor Emeritus
Hepler, G	Professor Emeritus
Hicks-Coolick, Anne	Associate Professor Emeritus
Hightower, Linda	Professor Emeritus
Hill, Elliott	Associate Professor Emeritus
Hill, G	Professor Emeritus
Hill, Mary	Professor Emeritus
Hill, Robert	Professor Emeritus
Hoganson, Kenneth	Professor Emeritus
Holbein, Marie	Professor Emeritus
Holliday, Henry	Associate Professor Emeritus
Holtz, Carol	Professor Emeritus
Holzman, Judy	Professor Emeritus
Hopper, Eleanor	Associate Professor Emeritus
Hopper, Keith	Professor Emeritus

Hornbeck, David	Professor Emeritus
Horne, Christina	Professor Emeritus
Howell, Loretta	Professor Emeritus
Howton, Amy	Associate Professor Emeritus
Hoyt, Kristin	Associate Professor Emeritus
Hunt, Hugh	Associate Professor Emeritus
Hunt, Ruston	Associate Professor Emeritus
Iitzkowitz, Howard	Professor Emeritus
Jackson, Kenneth	Associate Professor Emeritus
Jarrell, Willoughby	Professor Emeritus
Johnston, Linda	Professor Emeritus
Jones, David	Associate Professor Emeritus
Jones, Jackie	Professor Emeritus
Joyce, Teresa	Professor Emeritus
Karcher, Barbara	Professor Emeritus
Kaufman, Harry	Professor Emeritus
Keene, Thomas	Professor Emeritus
King, Merle	Associate Professor Emeritus

Kropa, James	Professor Emeritus
Kuhel, Karen	Associate Professor Emeritus
Langub, Lee Woodham	Professor Emeritus
Lapides, Paul	Associate Professor Emeritus
Lasher, Harry	Professor Emeritus
Laval, June	Professor Emeritus
Laval, Philippe	Associate Professor Emeritus
Lebaron, Alan	Professor Emeritus
Lester, Army	Professor Emeritus
Lester, Deborah	Professor Emeritus
Lewin, Jonathan	Professor Emeritus
Lewis, Gary	Professor Emeritus
Lieberman, Robbie	Professor Emeritus
Lyons, Linda	Professor Emeritus
Ma, Yongli	Librarian Associate Professor Emeritus
Malgeri, Linda	Associate Professor Emeritus
Manners, George	Professor Emeritus

Marek, Pam	Professor Emeritus
Matson, Ronald	Professor Emeritus
Mauge-Lewis, Kathleen	Professor Emeritus
McAllister, Elaine	Professor Emeritus
McAlpine, Cheryl	Associate Professor Emeritus
McClatchey, Irene	Professor Emeritus
McCullagh, Steven	Associate Professor Emeritus
Mchaney, Jane	Professor Emeritus
Mckee, James	Associate Professor Emeritus
Meeks, Joseph	Professor Emeritus
Mitchell, Beverly	Professor Emeritus
Mitchell, David	Professor Emeritus
Mitchell, Judith	Professor Emeritus
Moore, John	Professor Emeritus
Morris, Paula	Professor Emeritus
Morrow, Susan	Professor Emeritus
Moses, Oral	Professor Emeritus
Murphy, Michael	Professor Emeritus

Newell, Julie	Professor Emeritus
Niemann, Linda	Professor Emeritus
Noble, Linda	Professor Emeritus
Norman, Claude	Associate Professor Emeritus
Nuhfer-Halten, Bernice	Professor Emeritus
Nystrom, Elsa	Professor Emeritus
Oliver, Betty	Professor Emeritus
Orlandella, Michael	Associate Professor Emeritus
Ortiz, Carlos	Professor Emeritus
Papageorge, Linda	Associate Professor Emeritus
Paracka, Daniel	Professor Emeritus
Paris, Nita	Professor Emeritus
Park, Jong-Heum	Professor Emeritus
Patrick, Russell	Professor Emeritus
Paul, Robert	Professor Emeritus
Payne, Lois	Professor Emeritus
Pearce, Britt	Professor Emeritus
Peterson, Laurence	Professor Emeritus

Pfeiffer, William	Professor Emeritus
Pierannunzi, Carol	Professor Emeritus
Price, Harry	Professor Emeritus
Pritchett, Thomas	Professor Emeritus
Prochaska, Nancy	Associate Professor Emeritus
Pullen, Ann	Professor Emeritus
Pusateri, Thomas	Professor Emeritus
Qian, Kai	Professor Emeritus
Reeve, Kay	Professor Emeritus
Reggio, Patricia	Professor Emeritus
Rhyne, Pamela	Professor Emeritus
Rice, Herbert	Professor Emeritus
Richards, Anne	Professor Emeritus
Robbins, Sarah	Professor Emeritus
Roberts, Carol	Professor Emeritus
Roberts, Gary	Professor Emeritus
Roberts, Vanice	Professor Emeritus
Robinson, George	Professor Emeritus

Robley, Lois	Professor Emeritus
Roebuck, Deborah	Professor Emeritus
Rogato, Mary	Assistant Professor Emeritus
Roper, Thomas	Associate Professor Emeritus
Rugg, Edwin	Professor Emeritus
Russ, Donald	Professor Emeritus
Russov, Olga	Librarian Associate Professor Emeritus
Rutherford, Rebecca	Professor Emeritus
Sabbarese, Donald	Professor Emeritus
Sawyer, Jerry	Professor Emeritus
Scales, Sam	Professor Emeritus
Schaufele, Christopher	Professor Emeritus
Schiffer, Gail	Professor Emeritus
Schlact, Shelby	Professor Emeritus
Schlesinger, Richard	Assistant Professor Emeritus
Schroeder, Ronald	Associate Professor Emeritus
Scott, Thomas	Professor Emeritus

Setzer, Charles	Professor Emeritus
Siddiqi, Khalid	Professor Emeritus
Siha, Samia	Professor Emeritus
Sims, Marlene	Associate Professor Emeritus
Sims, Stanley	Assistant Professor Emeritus
Slater-Moody, Judith	Associate Professor Emeritus
Smith, Ann	Professor Emeritus
Smith, Betty	Professor Emeritus
Smith, Garrett	Associate Professor Emeritus
Smith, Herbert	Professor Emeritus
Snyder, Alice	Associate Professor Emeritus
Sowell, Richard	Professor Emeritus
Sparks, Donald	Associate Professor Emeritus
Sperry, Jeanne	Associate Professor Emeritus
Spisak, Rita	Librarian Associate Professor Emeritus
Stevenson, Barbara	Professor Emeritus
Stewart, Linda	Associate Professor Emeritus

Stiles, Cheryl	Librarian Professor Emeritus
Stivers, Bonnie	Professor Emeritus
Stockdale, Susan	Professor Emeritus
Straley, Tina	Professor Emeritus
Strieker, Toni	Professor Emeritus
Stroud, Nancy	Professor Emeritus
Swan, William	Professor Emeritus
Tambe, Balkrishna	Professor Emeritus
Taylor, Gloria	Professor Emeritus
Taylor, Patrick	Professor Emeritus
Tebeest, Ronald	Assistant Professor Emeritus
Terry, Alice	Professor Emeritus
Thackston, Michael	Professor Emeritus
Thomas, Walter	Professor Emeritus
Thompson, William	Professor Emeritus
Thomson, Karen	Professor Emeritus
Tierce, Michael	Associate Professor Emeritus
Tippens, Paul	Professor Emeritus

Trendell, Harold	Associate Professor Emeritus
Troemel, Hans	Professor Emeritus
Tsay, Bor-Yi	Professor Emeritus
Tsui, Frank	Associate Professor Emeritus
Tucker, Lee	Professor Emeritus
Tudor, Robert	Professor Emeritus
VanBrackle, Lewis	Professor Emeritus
Verhoeven, Penelope	Associate Professor Emeritus
Vincent, Steven	Associate Professor Emeritus
Wachniak, Lana	Professor Emeritus
Walker, Gail	Associate Professor Emeritus
Wallace, Deborah	Professor Emeritus
Walls, June	Associate Professor Emeritus
Walters, Margaret	Associate Professor Emeritus
Walters, Michael	Associate Professor Emeritus
Wang, Jin	Professor Emeritus
Waterworth, Charles	Assistant Professor Emeritus
Watkins, J	Professor Emeritus

Webb, Linda	Professor Emeritus
Weeks, Charles	Professor Emeritus
Wess, Robert	Professor Emeritus
Whitenton, James	Professor Emeritus
Whittlesey, Valerie	Professor Emeritus
Willey, Diane	Professor Emeritus
Williams, Daniel	Professor Emeritus
Wilson, Astrid	Professor Emeritus
Witt, Leonard	Professor Emeritus
Wojnowiak, Paul	Professor Emeritus
Womack, Deanna	Professor Emeritus
Xu, Chong-wei	Professor Emeritus
Yancy, Robert	Professor Emeritus
Yow, Paula	Professor Emeritus
Zebich-Knos, Michele	Professor Emeritus
Zia, Omar	Professor Emeritus
Ziegler, Christine	Professor Emeritus
Ziegler, John	Professor Emeritus

Zimmermann, Ulf	Professor Emeritus
Zinsmeister, Dorothy	Professor Emeritus
Zumoff, Nancy	Professor Emeritus