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 Reinhardt University

2023-2024

GRADUATE

ACADEMIC CATALOG





Reinhardt University Graduate Academic Catalog 2023-2024

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

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

Reinhardt University is an equal opportunity institution. The University is committed to providing equal educational and employment opportunities to qualified persons regardless of economic situation or social status. Reinhardt does not discriminate in any of its policies, programs, or activities on the basis of race, age, culture, nationality, socioeconomic status, gender, religious belief, sexual orientation, physical disability, or ideology.

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

Office of Graduate Studies
website: [Graduate Programs - Reinhardt University](#)
July 1, 2023

WELCOME TO GRADUATE STUDIES AT REINHARDT UNIVERSITY

Reinhardt University is proud of its traditional emphasis on excellence in teaching, with small classes taught by scholars who act as mentors to their students.

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

In the Price School of Education, the Reinhardt **Master of Arts in Teaching (MAT)** program in Elementary Education trains candidates with knowledge with the latest theories about diverse learning styles. The **Master of Education (M.Ed.)** program provides advanced study for certified teachers, with an endorsement for gifted students or STEM programs.

Housed in the McCamish School of Business and Sports Studies, the **Master of Business Administration (MBA)** prepares students to be leaders with twenty-first century business theories and best practices. The **Master of Science in Sports Administration and Leadership (MS-SAL)** prepares candidates for management in sports and athletics.

The Reinhardt **Master of Public Administration (MPA)** program provides knowledge of current management theories and practices for engaging with the public sector, including topics like policy analysis, transparency and public ethics.

The **Etowah Valley Master of Fine Arts (MFA)** in Creative Writing is a low-residency program that allows writers to work with experienced, published authors and poets while honing skills in the craft.

Reinhardt's newest graduate degree is the **Master of Science in Nursing (MSN)** with a focus on Nurse Educator.

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

Reinhardt University is ready to help to you be successful from admission to graduation—when you will become a Master of your chosen discipline.

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GRADUATE STUDIES ACADEMIC CATALOG

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GRADUATE STUDIES ACADEMIC CALENDAR AUGUST 14, 2023 – MAY 5, 2024



Student Responsibility Statement

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

Fall Semester 2023—August 14 – December 3, 2023

Fall 2023 Session I

August 14 – October 8, 2023

July 31	<i>Tuition and fees due for fall 2023</i>
August 14	Classes Begin
August 21	Final day to change schedule; end of drop/add; <i>100% refund of tuition charges if classes are dropped by this date—no refunds of tuition are made if classes are dropped after this date</i>
August 28	Last day to submit an application for May 2024 degree completion without a late fee
September 4	Labor Day – University Closed
September 11	Final date to withdraw with a grade of W, Session I
October 2-6	Final Examinations – Session I
October 8	<i>End of Session I</i>
October 9	<i>Deadline for posting Session I grades</i>

Fall 2023 Session II

October 9 - December 3, 2023

October 9	Classes Begin
October 16	Final day to change schedule, end of drop/add; <i>100% refund of tuition charges if classes are dropped by this date—no refunds of tuition are made if classes are dropped after this date</i>
Oct 16-27	Advising / Registration for spring and summer semesters 2024
November 6	Final date to withdraw with a grade of W, Session II
Nov 22-24	Thanksgiving Holidays—no classes
Nov 23-24	University Closed
Nov 27-Dec 1	Final Examinations—Session II
December 3	<i>End of Fall Session II/End of term</i>
December 4	<i>Deadline for posting Session II grades</i>

Spring Semester 2024—January 8 – May 5, 2024

Spring 2024 Session I

January 8 – March 3, 2024

Dec 11, 2023	<i>Tuition and fees due for spring 2024</i>
January 8	Classes Begin
January 15	Martin Luther King, Jr. Day – University closed
January 16	Final day to change schedule; end of drop/add; <i>100% refund of tuition charges if classes are dropped by this date—no refunds of tuition are made if classes are dropped after this date</i>
January 16	Last day to submit an application for August 2024 degree completion without a late fee
February 5	Final date to withdraw with a grade of W, Session I
Feb 26-Mar 1	Final Examinations—Session I
March 3	<i>End of Session I</i>
March 4	<i>Deadline for posting Session I grades</i>

Spring 2024 Session II

March 11 – May 5, 2024

March 11	Classes Begin
March 18	Final day to change schedule, end of drop/add; <i>-no refunds of tuition are made if classes are dropped after this date</i>
Mar 18-28	Advising / Registration for summer and fall semesters 2024
March 29	Good Friday – University Closed
April 1	Final day to submit a graduation application for participation in May 2024 Commencement
April 8	Final date to withdraw with a grade of W, Session II
Apr 25- May 1	Final Examinations – Session II
May 3	Baccalaureate /Commencement+ (except MFA-CW)
May 5	<i>End of Spring Session II/End of term</i>
May 6	<i>Deadline for posting Session II grades</i>

Summer Semester—May 6– August 11, 2024

April 22	Tuition and fees due for summer 2024
May 6	Classes Begin
May 13	Final day to change schedule; end of drop/add; 100% refund of tuition charges if classes are dropped by this date—no refunds of tuition are made if classes are dropped after this date
May 20	Last day to submit an application for December 2024 degree completion –without a late fee
May 27	Memorial Day – University Closed
June 12-22	MFA-CW Residency
June 17	Final date to withdraw with grade of W, Summer Semester
June 19	Juneteenth – University closed
June 22	MFA-CW Commencement Ceremony
July 4	Independence Day – University closed
Aug 11	<i>End of Summer Semester/End of Term</i>
Aug 12	<i>Deadline for posting Summer Semester grades</i>

Summer 2024 Session I May 6 – June 23, 2024

April 22	<i>Tuition and fees due for summer 2024</i>
May 6	Classes Begin
May 13	Final day to change schedule; end of drop/add; 100% refund of tuition charges if classes are dropped by this date—no refunds of tuition are made if classes are dropped after this date
May 20	Last day to submit an application for December 2024 degree completion – without a late fee
May 27	Memorial Day – University Closed
June 3	Final date to withdraw with grade of W, Summer Session I
June 12-22	MFA-CW Residency and Commencement
June 17-20	Final exams Summer Session I
June 19	Juneteenth – University Closed
June 23	<i>End of Summer Session I</i>
June 24	<i>Deadline for posting Summer Session I grades</i>

Summer 2024 Session II June 24 – August 11, 2024

June 24	Classes Begin
July 1	Final day to change schedule; end of drop/add;—no refunds of tuition are made if classes are dropped after this date
July 4	Independence Day – University Closed
July 24-22	Final date to withdraw with grade of W, Summer Session II
Aug 5-9	Final Examinations Summer Session II
August 11	<i>End of Summer Sessison II/End of Term</i>
August 12	<i>Deadline for posting Summer Session II grades</i>

GRADUATE STUDIES GENERAL INFORMATION



Introduction to Reinhardt University

Reinhardt University is a private, four-year institution of higher education affiliated with the United Methodist Church. The Main Campus is located in Waleska, Georgia on approximately 540 acres of land in the foothills of the North Georgia mountains. Ninety acres are developed to offer a rich living and learning experience to a coeducational student population.

Accreditation

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

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

Baccalaureate (four-year) majors include art, biology, business administration, communication, education, English, history, interdisciplinary studies, music, nursing, organizational leadership, public safety leadership, psychology, religion, and sociology. A complete listing of majors and minors can be found in the *2023-2024 Reinhardt University Undergraduate Academic Catalog*.

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

in 2009 and the Master of Education in Elementary Education, in 2011.

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

The Georgia Professional Standards Commission (GAPCS)

The MAT is approved by the Georgia Professional Standards Commission (PSC) to recommend initial certification. The M.Ed. is approved by the PSC for an in-field certification upgrade. For information, please contact GAPSC at 404-232-2680 or Georgia Professional Standards Commission, Two Peachtree Street SW, Suite 6000, Atlanta, GA 30303 or www.gapsc.com.

The University Senate of the United Methodist Church

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

The Purposes of Graduate Study

Although each graduate program defines its own learning outcomes, the graduate programs at Reinhardt University prepare students to become confident leaders in their chosen disciplines with the following attributes:

- I. Mastery of the current literature, prevailing knowledge, and/or skill set of a specific discipline;
- II. Mastery of critical thinking through the practical application of theory;
- III. Mastery of skills to research a topic thoroughly;
- IV. The ability to foster new knowledge in a discipline; and
- V. The strong communication skills necessary to present research.

University History

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

Reinhardt Academy, as the school was then called, provided instruction for all ages and grade levels, and a curriculum designed to train teachers and ministers. The academy gradually evolved into a privately supported two-year college and was accredited to offer associate degrees as a Level I institution by the Southern Association of Colleges and Schools Commission on Colleges in 1953. In 1994, the Commission on Colleges accredited Reinhardt as a Level II institution, and that same year, the school

awarded the first bachelor's degrees in business administration. In the 21st century, bachelor degrees are offered in a number of disciplines including biology, business, education, English, fine arts, history, music, psychology, religion, and theatre.

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

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

The Vision, Mission and Values of Reinhardt University

Vision:

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

Mission:

To Educate the Whole Person with Challenge
and Care

Educational Ethos

To Do the Real Work
For the Good Life

Verum Opus ad Vitum Bonam

Values

Learning. Serving. Leading.

Statement of Faith

We believe in the freedom to explore and express faith.

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

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

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

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

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

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

Institutional Commitment

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

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

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

University Community

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

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

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

Facilities

The Waleska Campus

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

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

The **Office of Admissions** is located on the Waleska Campus at 7300 Reinhardt Circle in the Admissions House (faces Hwy 140).

Academic and Administrative Facilities

The **George M. Lawson Academic Center** contains classrooms, offices for the Vice President for Academic Affairs, the humanities faculty, the McCamish School of Business, two computer classrooms, and a student lounge. Also housed in the Lawson Center is the **Academic Support Office**, Reinhardt's accommodation program that ensures access and support for students with documented disabilities.

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

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

The Burgess Administration Building houses the **Hoke O'Kelley Auditorium** and offices for the

president, the registrar, financial aid, the business office, finance and administration, marketing and communications, human resources, support services, and information technology.

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

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

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

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

The library building also houses offices for career services and campus ministry well as the **Center for Student Success**, which provides tutorial help,

placement services, and assistance in goal setting, time management, organizational skills and study skills

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

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

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

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

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

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

Athletic Facilities

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

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

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

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

Student Activities, Student Health Services and Public Safety Facilities

The **William "Billy" G. Hasty, Jr. '67, Linda Nichols Hasty '90 and Hazel Wyatt Hasty Student Life Center** in the heart of the Reinhardt University

campus opened in May 2007. The facility includes the **Jewell Wyatt Bannister Glasshouse**, a popular space for meetings, studying between classes or meeting friends. The Center houses the campus bookstore, the Rec Room, and Reinhardt Central, which provides games, sporting equipment for check-out, as well as offices for counseling services, residence life, student government, student activities, and student affairs. The building is connected to the **W. Frank and Evelyn J. Gordy Center**.

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

Religious Facilities

The **Blanche Hagan Chapel**, a lovely Georgian house of worship, serves as the chapel for the Reinhardt community and the home of the Waleska United Methodist Church. The **Moore Chapel** in **Tarpley Education Center** provides a quiet place for worship, fellowship and study. Worship services are also often held in the **Bannister Glasshouse** in the **Hasty Student Life Center**.

Dining and Meeting Facility

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

Residence Halls

Nine residence halls provide living accommodations for approximately 800 students; they include **Herbert I. and Lilla W. Gordy Hall**, **Smith Johnston Hall**, **Roberts Hall**, two apartment-style residence halls (**East Hall** and **West Hall**), **Glen and Marjorie Humphrey Hubbard Blue and Gold Halls** and the most recent addition **Eagle View Hall**. **Roberts Hall** houses students in varied sized suites; each suite has a living room. **Smith Johnston Hall** houses students in two-room suites with connecting baths. It has a large lounge and laundry facilities. **Herbert I. and Lilla W. Gordy Hall** houses students in a mixture of four bedroom suites, but a limited

number of single rooms are also available. **West Hall and East Hall** accommodates both female and male students. The two and four- bedroom units are fully furnished and come equipped with a common area and full kitchen. **Glenn and Marjorie Humphrey Hubbard Blue and Gold Halls** as well as **Eagle View Hall** offer double occupancy rooms with private restrooms, and each two rooms share a study area.

Other University Facilities and Points of Interest

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

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

Park Service “Trail of Tears” interpretive site in 2013. The Center is a recipient of the Governor’s Awards in the Humanities (2010). It is open to the public, faculty, staff and students Tuesday through Sunday.

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

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

The **Burgess Echo Garden**, the unique sound garden between the library and student life center, was built in 1970 to honor former Reinhardt President Dr. J. Rowland Burgess, Jr. The garden features a circular seat from which one can speak and hear an echo in response. The Burgess Arboretum, which encompasses the entire campus, includes thousands of individually labeled trees and shrubs species, and celebrated a grand opening in 2009. Many plants were tagged by Dr. Burgess. The Arboretum’s index map is housed in the Hill Freeman Library and Spruill Learning Center.

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

Extended Sites

The MPA is offered at the **Cherokee County Sheriff’s Office**, 516 Chattin Drive Canton, GA 30115, and at the **Cobb County Police Department Training Center**, 2435 East-West Connector, Austell, GA 30106

Policy Statements

Title VI

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

Title IX

Reinhardt University does not discriminate on the basis of sex in its educational programs, activities or employment practices as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to Ms. Kristy DeBord, Human Resources Manager and Title IX Coordinator (kristy.debord@reinhardt.edu / ph. 770-720-9146). Students may also contact Public Safety or any “Responsible Employee” or “Campus Security Authorities,” all of whom must report complaints to Public Safety and the Title IX Coordinator.

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

Section 504 of the Rehabilitation Act of 1973

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

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

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

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

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

Access to Student Information

Family Educational Rights and Privacy Act

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

Directory Information

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

1. Name
2. Address, including
 - a. home
 - b. residence hall and room number
 - c. local off-campus address
3. Current telephone listing
4. Place of birth
5. Major field of study

6. Participation in officially recognized activities and sports
7. Weight and height, if a member of an athletic team
8. Dates of attendance, including current classification and year, matriculation and withdrawal dates
9. Degrees, awards and honors received, including dates granted
10. The most recent previous educational agency or institution attended

Release of Information

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

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

Students who wish to release to family members routine grade reports or other official correspondence must complete a signed authorization form with the Office of the Registrar.

GRADUATE STUDIES ADMISSION



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

Application Procedures

All admission documents should be sent to the following address:

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

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

Graduate applicants should follow these steps:

1. Complete Reinhardt University's online application through the application portal at https://reinhardt.my.site.com/apply/TX_SiteLogin?startURL=%2Fapply%2FTargetX_Portal_PB.
 - Each applicant will create a user account to complete the application for admission.
2. Submit all official final transcripts from each previously attended post-secondary institution.
 - Official transcripts may be sent to the Office of Admissions electronically through a professional, approved

transcript service used by the institution sending the transcript. Official transcripts can also be sent by mail or delivered in person in a sealed envelope from the previous institution.

- If a transcript includes graduate level courses, the applicant is required to be in good standing.

Additional policies:

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

Agreement. A student may only enroll for one term under stipulations of this agreement.

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

<http://www.reinhardt.edu/admissions>.

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

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

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

Reinhardt University Office of Admissions does not discriminate in any of its admissions policies, programs or activities on the basis of

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

Additional documents are required by individual programs.

- Master of Science in Nursing (MSN) with a Focus on Education – see p. 34.
- Master of Fine Arts (MFA) in Creative Writing – see p. 36
- Master of Arts in Teaching (MAT) in Elementary Education – see p. 43.
- Master of Business Administration (MBA) – see p. 48.
- Master of Science in Sports Administration and Leadership (MS-SAL) —see p. 51.
- Master of Public Administration (MPA) – see p. 55.

International Graduate Applicants

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

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

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

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

The application procedure is as follows:

1. Complete the Application Procedures 1-6 above.
2. If the applicant has attended college(s) outside of the United States, the student is required to submit an English translation of any transcript documenting collegiate work with a course-by-course evaluation.
 - The course-by-course evaluation must be completed by a credit evaluation service such as World Education Services (wes.org), or Josef Silney (jsilney.com).
 - Student athletes who participate on an NAIA team(s) at Reinhardt must have a course-by-course credit evaluation completed by InCred (incred.org) and sent to the Office of Admissions.
3. If English is not the student's native language, the student must demonstrate proficiency in the English language by submitting scores from one of these approved assessments:
 - Test of English as a Foreign Language (TOEFL)- Internet-based minimum score of 75 must be presented or a paper score minimum of 500, or computer score minimum of 173 .
 - Duolingo score of 90 or above.
 - IELTS score of 6 or above.
4. Complete the Financial Guarantee Statement form (sent to student by the DSO) with all relevant and accurate information and signed by relevant parties.
5. Submit a certified bank statement in English and U.S. dollars verifying financial responsibility of at least \$41,850 in U.S. dollars. The amount of financial responsibility includes tuition, fees, room and board, and personal expenses. The amount may be adjusted based on institutional and outside scholarships. Approval of the bank statement is determined by a designated school official.
6. F-1 students must arrive to Reinhardt no later than the semester start date listed on the I-20. Students must remain through the end of the last class or examination. Students must arrange travel plans to include being present on these dates.
7. SEVIS rules state students can enter the US no more than 30 days before the program start date.
8. SEVIS rules state students must be enrolled full-time each semester to maintain correct status and make satisfactory progression toward the degree program.

International Student Application and Acceptance Deadlines

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

Fall 2023 Application Deadline: July 1, 2023

Fall 2023 Completed Admissions File Deadline: July 15, 2023

Spring 2024 Application Deadline: November 27, 2023

Spring 2024 Completed Admission File Deadline: December 11, 2023

Non-Degree Seeking Graduate Applicants

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

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

Admission Statuses

Full Admission

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

Provisional Admission

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

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

GRADUATE STUDIES TUITION AND FEES



Business Office

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

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

Phone: 770-720-5520

Email: BusinessOffice@reinhardt.edu

Expenses

All charges are subject to change.

Fall 2023-Summer 2024

Tuition per credit hour:

<i>Master of Business Administration (MBA)</i>	\$585
<i>Master of Arts in Teaching (MAT) in Elementary Education</i>	\$560
<i>Master of Science in Nursing (MSN)</i>	\$560
<i>Master of Science in Sport Administration and Leadership (MS-SAL)</i>	\$515
<i>Master of Public Administration (MPA)</i>	\$400

Additional Required Fees

Program fee per semester	\$155
Technology Fee	\$110
Directed Study fee (per credit hour)	\$125
Graduation fee paid by deadline	\$125
Late graduation fee (+ \$25)	\$150

Master of Fine Arts (MFA) in Creative Writing:

Tuition per credit hour	\$585
Additional Fees	
Program fee per semester	\$155
Technology Fee	\$110
Directed Study fee (per credit hour)	\$125
Enrollment deposit (applied to tuition)	\$200
Orientation-Residency 2024 (1 day)	TBD
Orientation Meal Card (non-residents)	TBD
Summer Residency 2024 (10 days)	TBD
Residency Meal Card (non-residents)	TBD
Graduation fee paid by deadline	\$250
Late graduate fee (+\$25)	\$275
Experiential Learning Excursions	\$50

Miscellaneous Fees – all programs

Diploma Replacement Fee	\$75
Returned Check Charge	\$30
Official Transcript Fee per copy	\$7

Payment Policies

Tuition and Program fees are charged by the semester and are due approximately two weeks before the first day of class. Specific due dates may be found in **The Academic Calendar** (pp. 4-5). The Graduation fee of \$125 for the MAT, MBA, MSN, MS-SAL and MPA is due on August 28, 2023. The \$250 graduation fee for the MFA is due on the January due date before the summer of expected degree completion. Checks or money orders should be made payable to Reinhardt University.

Payment Due dates 2023-2024

Fall 2023

Tuition and fees July 31, 2023

Graduation fee for May 2024
degree completion

August 28, 2023

Spring 2024

Tuition and fees December 11, 2023

Graduation fee for August 2024
degree completion

January 16, 2024

Summer 2024

Tuition and fees April 22, 2024

Graduation fee for December 2024
degree completion

May 20, 2024

Payment options

- Cash, check, or money order
- Credit or debit cards—VISA, MasterCard, American Express, or Discover. To pay over the phone using one of the above cards, please call 770-720-5520. There is a 3% surcharge for all card transactions.

To pay online, login to EagleWeb > Current Students > Nelnet Enterprise > Pay Using Nelnet. All online card transactions are charged a 3% surcharge.

- Financial Aid loan—contact the RU Office of Financial Aid to confirm that all of your paperwork is complete—ph. 770-720-5667.
- Monthly payments plans can be set up with Nelnet Enterprise through your EagleWeb account. For more information, contact the Business Office at 770-720-5520.

Delinquent Student Accounts

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

Students who have not been cleared by the Business Office will not be allowed to register for the subsequent semester, graduate, or receive a diploma or transcripts. "Cleared" means that all financial aid requirements have been met and the account balance has been paid in full. Failure to satisfy financial obligations to the University may result in the delinquent account being assigned to a collection agency.

Refund Policies

Tuition Refund Policy

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

Tuition Refund period

Percentage of institutional charges refunded

Total withdrawal during the official drop/add period of the session

100 % less \$100 fee

Withdrawal after the drop/add period of the session

0%

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

Refund Checks

The Business Office disburses refund checks to the student once the student has attended class through the appropriate certification period and funds have been received. Whenever a school credits a student's account with funds from a Federal Student Aid (FSA) program and those funds exceed the student's allowable charges, a FSA credit balance occurs. A

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

for the last date to withdraw without academic penalty will receive an "F" or "U" depending on the program.

Withdrawal from the University

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

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

The academic withdrawal date differs from the drop/add and refund deadline. Students who complete the appropriate paperwork and withdraw before the official withdrawal date of each term (see **Academic Calendar**, pp. 4-5) will receive a "W" grade. Students not completing the appropriate paperwork will receive an "F" grade in the MAT, MBA, MPA, and MS-SAL programs or a "U" in the MFA program. A student who initiates a withdrawal after the published deadline

GRADUATE STUDIES FINANCIAL AID



Office of Student Financial Aid

Located in the Burgess Administration Building, the Office of Student Financial Aid is committed to assisting students in obtaining eligible financial resources.

The contact information is as follows:

Office of Student Financial Aid
Reinhardt University
Joseph Steelman, Director
7300 Reinhardt Circle
Waleska, GA 30183

phone: 770-720-5667

fax: 770-720-9126

email: financialaid@reinhardt.edu

Financial Aid Counselors

Wanda Olson,
Assistant Director of Financial Aid
Phone: 770-720-5531
E-Mail: wmo@reinhardt.edu

Types of Financial Aid

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

MFA students may also apply for one of a limited number of Etowah Writers Need-Based Scholarships (see p. 64).

Federal Student Loans

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

Loan information

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

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

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

Applying for a Direct Stafford Loan:

Before applying for a Direct Stafford Loan, the student should apply for graduate study at Reinhardt University. The federal student loan application

process begins with completion of the Free Application for Federal Student Aid (FAFSA). The student will also need to submit three loan forms.. The steps are as follows:

1. Submit a completed application for admission. Contact Graduate Admissions at 770-720-552 or gradadmissions@reinhardt.edu if you have questions about the application process.
2. Apply for a Federal FSA ID number that will serve as your electronic signature on federal forms. The FSA ID website is as follows: www.studentaid.gov. Please keep up with this number as you will use it every year.
3. Apply for federal student loans by completing the required forms. Links to all forms are available at www.reinhardt.edu by selecting *Financial Aid* from the “Quick Links” drop down box, then *Graduate* and then *Aid Forms*.
4. Complete the Free Application for Federal Student Aid (www.studentaid.gov). If you will be starting classes in May 2022 or later, you will need to complete the 2022-2023 FAFSA. Reinhardt’s federal code is 001589.
5. Complete the Master Promissory Note (MPN) for the Direct Stafford Loan (Subsidized/Unsubsidized) on the website www.studentaid.gov. Please **DO NOT** complete the PLUS MPN.
6. Complete the Entrance Counseling for Graduate Students at the website www.studentaid.gov.
7. Complete the Student Loan Request Form on the www.reinhardt.edu website. Contact the Reinhardt University Financial Aid Office at 770-720-5667 if you have any questions. A counselor will be happy to assist you.

External Sources of Financial Aid

Financial aid can also be provided by private foundations, corporations, service organizations and business associations. The process of applying for

these funds is as varied as the types of organizations offering them. .

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

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

More information on Outside Scholarship opportunities can be found [here](#) under the “Outside Aid” section:

Employee Reimbursement

Some companies offer employee reimbursement programs for tuition and books. Check with your employer. The Reinhardt Office of Financial Aid and the Business Office will work with you and your employer.

Renewal of Financial Aid

Financial aid is awarded each academic year. Students must reapply for loans or external scholarships every year. Students must meet the eligibility requirements and file the appropriate applications for each program. For student loan recipients this includes completing the Free Application for Federal Student Aid (FAFSA) annually, the FAFSA is available beginning October 1st each year to apply for the following year. The priority deadline for receipt of a completed financial aid file is July 1.

GRADUATE STUDIES ACADEMIC POLICIES



Academic Credit

Definition of Academic Credit

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

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

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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

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

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

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

Academic Program Length

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

Reinhardt Graduate Academic Program Lengths

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

Time limit for degree

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

Academic Integrity and Student Conduct

All graduate students are subject to the policies of the *Reinhardt Student Handbook*.

The Honor System

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

The Honor Pledge

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

Introduction to the Academic Integrity Policies

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

Academic Integrity falls under the jurisdiction of the Division of Academic Affairs. Reinhardt University provides an environment that encourages all students (undergraduate and graduate) to learn, create, and share knowledge responsibly. As society entrusts our students and faculty to pursue knowledge and report their discoveries truthfully, any deliberate falsehood or misrepresentation undermines the stature of the University. The following policies and procedures

pertaining to academic integrity are deemed necessary for fulfilling the University's mission.

Forms of Academic Dishonesty

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

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

Sanctions for Academic Dishonesty

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

However, a faculty member may propose a lesser sanction, according to his or her assessment of the evidence, the severity of the infraction and any extenuating circumstances. Because each case is unique, it is the faculty member's professional

responsibility to devise a fair sanction. A range of possible sanctions is as follows:

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

Procedure for Suspected Academic Dishonesty

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

LEVEL I: Faculty member meets with student

The faculty member will meet with the student within ten (10) working days after the accusation to discuss the suspicion and the evidence. If, after this conference, the faculty member determines that a

violation has not occurred, the matter will be resolved by the faculty member dropping the allegation.

However, if the faculty member decides that a violation of academic integrity has occurred and that there is sufficient evidence, the faculty member may directly propose a sanction. If both the faculty member and student agree on a resolution, the instructor must submit a signed/written agreement to the School Dean and to the Vice President for Academic Affairs within ten (10) working days. In all cases in which a faculty member is persuaded of academic dishonesty and proposes a sanction of any kind, he or she should submit a brief report of the evidence, the sanction, and the reasons for the sanction along with the signed agreement. (Violations that are purely technical in nature, without any perceived intent to achieve academic advantage, and which only require redoing the assignment without a grade sanction, may or may not be reported at the instructor’s discretion.)

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

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

LEVEL II: Hearing with the School Dean

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

The School Dean, acting as arbitrator, decides whether academic integrity was violated, and the appropriate sanction, if necessary. For a sanction less than expulsion, there should be substantial evidence

(adequate to support a conclusion); for expulsion there should be clear and convincing evidence (leading to a firm belief/conviction in the allegation).

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

LEVEL III: Vice President for Academic Affairs

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

Course Load

Full-time enrollment for graduate studies ranges from 6-18 credit hours a semester, depending on the program. A semester load of more than eighteen (18) credit hours must be approved by the advisor, the Program Coordinator/Director, and Dean of the School.

Grading Policies

Grades and Notations

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

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

Grade Point Average

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

Academic Performance

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

MAT, M.ED. MBA, MS-SAL, MPA candidates

Degree Completion Requirements

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

Individual degree programs may establish additional grade requirements, grade appeal processes, or requirements for degree completion (e.g. performance, reviews, exams, interviews). See more information at the individual program descriptions. Students must submit an application for degree completion by the appropriate date two semesters before expected degree completion. This date is posted as part of the **Academic Calendar** (p. 4-5) in this *Catalog*.

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

Commencement is held only at the end of spring semester (except for the MFA degree – see below).. All degree requirements, including satisfaction of

student financial obligations to the University, must be met at the end of spring semester for Commencement participation. Or, if course work is to be completed during summer semester, a petition to participate in graduation must be approved. This form is available from the Office of the Registrar. Attendance at the Commencement ceremony is expected of all students. A Baccalaureate service is held the evening before Commencement

Satisfactory Academic Progress

Graduate students in the MAT, MBA, MPA and MS-SAL programs are expected to earn grades of “A” or “B” in their course work. Only one (1) grade of “C” may be included in the computation for degree completion. A second course grade of “C” in a degree program will result in **Academic Probation**. A third course grade of “C” in a degree program or a first course grade of “F” will result in **Academic Dismissal**.

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

Academic Probation

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

Academic Dismissal

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

A student may appeal a dismissal by submitting a letter to the Vice President for Academic Affairs

describing the condition and identifying the reasons for seeking a positive decision of the appeal.

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

MFA candidates

Degree Completion Requirements

Graduate students in the MFA program are expected to earn grades of “S” (Satisfactory) in their course work. To graduate, the candidate must successfully complete a minimum of sixty (60) credit hours in the approved curricula with only one (1) grade of “U” (Unsatisfactory). See additional requirements at the MFA program discussion (p. 64).

Students must submit an application for degree completion by the appropriate date two semesters before expected degree completion. This date is posted as part of the **Academic Calendar** (p. 4-5) in this *Catalog*.

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

MFA Commencement is held only in the summer.

Satisfactory Academic Performance

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

A student may appeal a dismissal by submitting a letter to the Vice President for Academic Affairs describing the condition and identifying the reasons for seeking a positive decision of the appeal. See also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions**.

Academic Probation

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

Academic Dismissal

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

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

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

Appeals and Petitions

Grade Appeal

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

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

The student shall begin by discussing the disputed grade with the faculty member of the course to insure that the student understands the basis for the grade. If a resolution is not found, the student may appeal the grade to the Program Coordinator/Director and School Dean. The student must submit a written

letter of appeal to the School Dean. The letter will describe the basis for the appeal along with any relevant information or evidence. The Dean will give a copy to the Program Coordinator/Director and the faculty member. The Dean will ask the faculty member to submit a written response to the appeal and may also seek additional information from Reinhardt University administrators, especially if the case involves an allegation of discrimination.

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

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

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

Enrollment Related Appeals

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

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

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

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

Non-grade grievance

As stated in the policy statements under “General Information,” Reinhardt University subscribes to the principles of Title VI - The 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act.

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

Advising/Registration

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

Students should register themselves through their EagleWeb accounts. However, they may do so as a group during part of a class session.

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

A student who is not part of a cohort program needs to meet with the academic advisor to identify the course work needed for the next semester. Then the student may register individually.

A student who is part of a cohort program may meet with the advisor to clarify any questions about progress in the program. Cohort students may

register individually as part of class time, under the guidance of the instructor during the Advising/Registration period.

Drop/Add Policies

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

Students may not add classes after the published drop/add period. Each term’s deadline is printed in the **Academic Calendar**. It is the student’s responsibility to check the Graduate Catalog **Academic Calendar** (pp. 4-5) for deadlines that apply to the drop/add period and withdrawal from graduate classes.

The specific procedures and policies are as follows:

1. The Drop/Add Period is listed in the Graduate Catalog **Academic Calendar**. A student may drop any course and add another during the drop/add period. No course may be added beyond this time.
2. During the Drop/Add period, a student may add or drop courses by completing a drop/add form in the Office of the Registrar, or by Web Registration. The Program Coordinator/Advisor must sign the drop/add form.
3. After the Drop/Add period, a student may withdraw from a course up to the academic withdrawal date of the respective course, as designated on the **Academic Calendar**, by completing a drop/add form and submitting it to the Registrar’s Office. Tuition will be charged for course withdrawals after the drop/add period. A student who wishes to withdraw from a class must obtain the signature of the instructor of the course on the drop form. Students withdrawing after the drop/add period and prior to the academic withdrawal date of the term will

receive a “W.” After the academic withdrawal date, students who initiate a withdrawal receive an “F” or a “U” for the class, depending on the program. Students who do not follow this procedure will receive an “F” or a “U” depending on the program.

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

Residency

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

Transfer Credit

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

:

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

CAUBLE SCHOOL OF NURSING AND HEALTH SCIENCES



LINDA MORGAN, PH.D., MSN, RN. – INTERIM DEAN

Associate Professor of Nursing

Office: 91 DB Carroll Street, Jasper, GA 30143

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E-mail: ljm@reinhardt.edu

Website: <https://www.reinhardt.edu/schools-programs/cauble-school-of-nursing-health-sciences/>

The Cauble School of Nursing and Health Sciences offers the following graduate degree:

Master of Science in Nursing (MSN) with a Focus on Nursing Education

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

Program Coordinator

Kimberlin Zelinsky, B.S.N, M.S.N, CNE, DPN
Assistant Professor of Nursing and Health

Sciences

kgz@reinhardt.edu

770-720-5711

Accreditation

Reinhardt University is accredited by the Southern Association of Colleges and Schools

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

Mission

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

MSN Student Learning Outcomes

- Patient-centered care: Improve client or student outcomes and enhancing nursing practice through the identification of and

application of effective instructional strategies.

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

Admission Requirements

- See pp. 14-15 for General Admissions Procedures.

Additional Requirements for the MSN:

- Current unencumbered Georgia or compact state RN licensure at the time of the application deadline.
- Completion of a Bachelor of Science in Nursing, from an ACEN or CCNE accredited and state approved nursing program or with a previously earned Bachelor's degree in a field other than nursing. If the Bachelor's degree is in a field other than nursing, the applicant must complete or show evidence of completion of the following courses:

- Anatomy and Physiology I and 2 - 8 hours
- Microbiology - 3 or 4 hours
- Pathophysiology - 3 hours
- Any undergraduate statistics course - 3 hours

- Last 60 hours GPA of 3.0
- Cumulative science GPA (Anatomy and Physiology 1 and 2, statistics) of 3.0 on 4.0 scale preferred

Transfer Credit

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

Credit hour policy (Online)

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

Attendance

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

Graduation Requirements

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

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

Master of Science in Nursing (MSN) Curriculum

The Master of Science (MSN) Nursing with a Focus on Education requires a total of 36 credit hours of graduate course work delivered over five semesters

MSN Required Courses		<i>Credit hours</i>	<i>Total Credit hours</i>
Fall 1 – Session 1	NUR 500 – Professional Develop	2	
	NUR 501 – Advanced Pathology	2	
Fall 1 – Session 2	NUR 502 – Advanced Health Assessment	3	7
Spring 1 – Session 1	NUR 505 - Informatics	2	
	NUR 506 – Research and Theory	3	
Spring 1 – Session 2	NUR 503 – Advanced Pharmacology	3	8
Summer – Session 1	NUR 507 – Prevention and Population Health	2	
	NUR 508 – Leadership and Health Systems	2	
Summer – Session 2	NUR 504 – Teaching Styles and Distance Learning	3	7
Fall 2 – Session 1	NUR 509 – Curriculum Design	3	
	NUR 510 – Learning Assessment and Evaluation	2	
Fall 2 – Session 2	NUR 511 – Clinical Teaching, Simulation and Evaluation	3	8
Spring 2 (full semester)	NUR 512 - Practicum	6	6
Total Semester Credits Required in Degree			36

COLLEGE OF HUMANITIES, SCIENCES AND TECHNOLOGY

KENNETH H. WHEELER, PH.D., DEAN

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Price School of Education

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Master of Fine Arts (MFA) in Creative Writing

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

Story and Place in the New South

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

Program Director

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

Accreditation

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

The Reinhardt University MFA was approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 2016.

Admission Requirements

All admission documents should be sent to the following address:

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

General admission to Reinhardt University graduate studies:

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

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

Additional admission requirements for the Reinhardt MFA:

- A bachelor’s degree from a regionally accredited institution with an overall undergrad GPA of 2.75 minimum (on a 4.0 scale)
- A sample creative manuscript (10 pages of poetry OR 20 pages of fiction/non-fiction OR 30 pages of a script)
- A critical writing sample (4-5 pages): This sample may be a college research paper OR a detailed review of a recent book or film.
- A personal essay (2-4 pages) – an informal introduction to who you are and a description of your writing experiences, interests and goals.
- Two letters of recommendation from a professor, workplace supervisor, or fellow writer testifying to your character, intellect, commitment to completing tasks, ability to work independently, and writing ability.

Transfer Credit

A maximum of nine (9) credit hours of graduate work earned at a regionally accredited Commission on Colleges (COC) institution may be transferred in to Reinhardt University’s MFA program. The acceptance of any transfer credit is contingent upon approval of the MFA Director and/or the Dean of

Arts and Humanities. Transferred courses must correspond to those courses offered in Reinhardt’s MFA curriculum. Students will need to provide official transcripts of course work, course descriptions and course syllabi, and the amount of transfer credit awarded will be determined by the MFA Program Director.

Transfer credit will not be given for 1) course work that is more than five years old, 2) any course in which a grade of less than a “B” was earned, 3) course work already applied toward another degree, and 4) course work that was not applicable toward a graduate degree at the institution where the credit was earned. See **Transfer Credit** (p. 31) under “Academic Policies” for stipulations of Reinhardt University graduate transfer credit.

MFA Scholarships

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

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

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

Dr. Robert Driscoll Award for Regional Study

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

MFA Student Learning Outcomes

Upon completion of the program, MFA students will demonstrate

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

Attendance

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

Academic Performance

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

A student may appeal a dismissal by submitting a letter to the Vice President for Academic Affairs describing the condition and identifying the reasons for seeking a positive decision of the appeal. See also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions** (pp. 30-31).

Academic Probation

When a student receives a second "U" (Unsatisfactory) grade, the student will be placed on **Academic Probation** (p. 28-30). The student will be informed by the University Registrar of the probationary status, which may be removed by retaking the course and receiving a grade of "S."

Academic Dismissal

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

Graduation Requirements:

1. Successfully complete a minimum of sixty (60) credit hours in the approved curricula with only one (1) grade of "U" (Unsatisfactory).
2. Successfully complete the final portfolio and thesis defense. At the end of the program, each graduate will present and defend a thesis consisting of a portfolio of his or her best creative work introduced by a critical essay placing the corpus in the context of contemporary and/or historical literary movements.
3. Once the student has completed all course work, three (3) years (maximum) are allowed for the completion of the portfolio and thesis. Students not completing this requirement within the three-year period

may be required to complete additional course work.

4. Submission of Graduation Application and fee by the semester deadline before expected degree completion. For the MFA degree completion in summer 2023, this deadline is January 17, 2023.

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

Reinhardt University Master of Fine Arts (MFA) in Creative Writing – Degree Requirements

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

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

Semester	Required Courses	Credit hours	Total Credit hours
Semester- 1 Summer	<i>Twelve-Day On-Campus Orientation, Residency and Writing Workshops</i> ENG 500 – Orientation and Program Planning ENG 510 – Practice Writing Workshop ENG 501 – Experiential Learning ENG 520 – Writer’s Workshop: Poetry, Prose, or Script ENG 505 – Reading Place	1 hybrid 1 hybrid 1 hybrid 3 hybrid 3 hybrid	9
Fall-2	ENG 560 – Creative Writing I – Individual Study ENG 515 – Reading Story ENG 525 – Reading Image	3 ind.st. 3 online 3 online	9
Spring- 3	ENG 570 – Creative Writing II – Individual Study ENG 535 – Reading Voice ENG 545 – Reading Dialogue	3 ind.st. 3 online 3 online	9
Summer -4	<i>Eleven- Day On-Campus Residency</i> ENG 530 – Writer’s Workshop: Poetry, Prose, or Script ENG 555 – Reading Criticism ENG 502 – Experiential Learning ENG 585 – Critical Thesis Workshop	3 hybrid 3 hybrid 1 hybrid 1 hybrid	8
Fall-5	ENG 600 – Thesis Part I – The Critical Essay on Craft- Ind. Study ENG 580 – Creative Writing III – Individual Study	6 ind.st. 3 ind.st.	9
Spring - 6	ENG 650 – Thesis Part II – The Book-Length Creative Writing Project – Individual Study	9 ind.st.	9
Summer - 7	<i>Eleven-Day On-Campus Residency</i> ENG 590 – Internship or ENG 599 Capstone Craft Intensive ENG 540 – Writer’s Workshop: Poetry, Prose, or Script ENG 610 – Graduation Reading, Craft Seminar and Program Reflection; Program Assessment Completed with Writing Guide	3 hybrid 3 hybrid 1 hybrid	7
Total Semester Credits Required in Degree			60

Price School of Education GRADUATE PROGRAMS

TAMI SMITH, ED.S.– PSOE DIRECTOR
Office: 101 Paul Jones Hall
Telephone: 770-720-5759 Fax: 770-720-9173
Email - tjs@reinhardt.edu



The Price School of Education offers graduate degrees as well as advanced course work to enhance certification:

Master of Arts in Teaching (MAT) in Elementary Education
The Reading Endorsement Program

The Office of Admissions is accepting applications for the May 2024 MAT cohort.

Accreditation

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

Mission

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

The mission of all teacher preparation programs at Reinhardt University is to produce reflective, problem-solving teachers who respond to the diversity of student needs through differentiated instruction driven by ongoing assessment and adjustments within a nurturing environment.

DATA Model

The Reinhardt MAT in Elementary Education is built on the PSOE Differentiated Approaches to Teaching and Assessment (DATA) Model for Responsive Teaching.

Master of Arts in Teaching (MAT) in Elementary Education- Online with In-Person Clinical Residence

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

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

MAT Program Coordinator

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

MAT Mission

The mission of the Masters of Arts in Teaching (MAT) Program in Elementary Education at Reinhardt University is to develop our candidate teachers into effective teachers who provide quality 21st century classroom instructional skills and strategies that optimize successful learning for all students. In support of Price School of Education's mission and learning outcomes, the MAT program provides teacher candidates with the following instructional practices:

- **Collaboration and Support**

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

- **Differentiation and Assessment**

Differentiated instruction in a typical classroom recognizes that students vary in their academic abilities, learning styles, interests, background knowledge, experiences, and levels of motivation for learning. When a teacher differentiates instruction, he or she uses a variety of instructional and assessment strategies that generate critical data used to create different pathways that respond to the needs of all learners. Likewise, the MAT Program models these

beliefs, attitudes, and practices of differentiated instruction for our candidates and provides powerful examples of what a differentiated classroom looks like and how it positively impacts student learning.

- **Care and Challenge**

The MAT Program is based on the belief that student differences should be understood, appreciated, and engaged through respectful, fair, and authentic work. This is achieved in a collaborative, caring, and academically challenging classroom environment. Teaching practice is strengthened when each MAT candidate explores and implements multiple approaches and strategies for meeting the learning needs of all students. The MAT Program assists the candidate teacher in developing an academic setting that encourages critical thinking and problem-solving while challenging all students in an engaging, supportive, student-focused learning environment that celebrates the differences and talents of all students.

- **Classroom Field Experience, Clinical Practice, and Clinical Residency**

The MAT Program ensures that our MAT candidate teachers have numerous, highly-effective and well-designed field experience opportunities to examine quality curriculum, relevant and highly engaged instruction from our collaborative teachers. This active, hands-on experience is found within positive, supportive classroom environments. Extensive field experience and Clinical Practice will work toward preparing our MAT candidate teachers for successful Clinical Residency and a future of effective teaching and successful learning for all students.

MAT Initial Admission Requirements

All admission documents should be sent to the following address:

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

PHONE: 770-720-5526
e-mail: admissions@reinhardt.edu

The MAT Program in Elementary Education encourages you to apply early. New students are only accepted for summer term; the next entry point will be May of 2024. All admission documents should be submitted by April 15, 2024 for the May 2024 cohort.

Admission Steps

1. Complete and submit the [Online Application for Admission](#).
2. Contact all postsecondary schools (colleges, universities and technical schools) you attended, whether you earned credit or not, and have each send Reinhardt an official transcript.

If a transcript includes any graduate classes, you should have left the graduate program in good standing.

If your transcripts could be under a different last name or maiden name, please note on the appropriate line on the application. One transcript must reflect a Bachelor's Degree from a regionally accredited college or university with a minimum 2.75 GPA (on a 4.0 scale).

NOTE: Applicants with a GPA between 2.5 and 2.75 should contact the Office of Admissions for information about an appeals process.

3. The applicant must complete the [GACE Georgia Educator Ethics – Program Entry \(Test 350\) Assessment](#).

The applicant should add Reinhardt University as a score recipient when he or she registers for Test Code 350 in order for Reinhardt University to receive notice that the applicant has completed the assessment. For specific information about the new Educator Ethics Assessment, go to <http://gace.ets.org/ethics/about>.

4. The applicant should submit a signed consent form for a Criminal Background Check.

After completing these 4 steps, an applicant will receive a letter about his or her admission status from the Office of Admissions.

5. Applicants might be required to submit additional documentation as part of the admissions process and/or interview with Admissions Committee members before an admissions decision is completed. Applicants will be notified of these required steps if applicable.
6. Applicants who are admitted to the MAT will be sent the following forms to complete and return to the Office of Admissions: a Letter of Commitment, a Registration form, and an application for Pre-Service Certification by the Georgia Professional Standards Commission.

All documents should be submitted by April 15, 2024 for the May 2024 cohort.

Transfer Credit

Because the MAT Program follows a cohort model, no transfer courses are accepted for credit.

MAT Student Learning Outcomes

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

1. The MAT candidate uses knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to the same essential content.
2. The MAT candidate utilizes a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.
3. The teacher/candidate uses systematic formal/informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.
4. The teacher/candidate displays a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs and to maximize learning.

See also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions** (pp. 30-31).

Graduation Requirements:

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

See **Academic Performance** and **Degree Completion Requirements** (pp 28-30).

Attendance

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

Academic Performance

MAT students are expected to earn grades of “A” or “B” in their course work. Only one (1) course grade of “C” may be included in the computation for degree completion. A second course grade of “C” will result in **Academic Probation**. The course must be retaken to count toward degree completion. A third course grade of “C” or a first course grade of “F” will result in **Academic Dismissal** (pp. 28-30).

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

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

The MAT in Elementary Education requires candidates to complete 48 credit hours or 13 courses in three semesters.

Required Courses		<i>Credit hours</i>	<i>Total Credit hours</i>
Fall Semester Year 1			
Session I	EDU 510 - Transformative Change & Responsive Teaching	3 hybrid	
	EDU 525 - Technology Strategies to Enhance Responsive Teaching	3 online	
	EDU 530 - Strategy Instruction within a Structured Literacy Curriculum I	3 online	
Session II	EDU 520 - Responsive Teaching in an Inclusion Classroom	3 online	
	EDU 535 - Strategy Instruction within a Structured Literacy Curriculum II	3 online	
	EDU 550 - Curriculum, Instruction, & Assessment for Responsive Teaching	3 online	18
Spring Semester Year 1			
Session I	EDU 515 - The Culturally Responsive Classroom: Theory and Practice	3 online	
	EDU 540 - Managing a Responsive Classroom	3 online	
	EDU 560 - Language Arts Integration in the Culturally Responsive Classroom	3 online	
Session II	EDU 565 - Science & Inquiry-Based Learning	3 online	
	EDU 575 - Problem-Based Mathematics	3 online	
	EDU 570 - Social Studies and the Arts	3 online	18
Fall Semester Year 2			
	EDU 595 - MAT Clinical Residency with Capstone Seminars	12 online	12
Total Semester Credits Required in Degree			48

The Reading Endorsement Program

The Reinhardt University Reading Endorsement Program is designed for certified teachers who wish to enhance their professional certification by adding expertise in the teaching of reading, the primary building block for students to master all other content. The Program requires three (3) graduate courses:

EDU 544: Introduction to Reading

EDU 555: Reading Diagnosis

EDU 566: Literacy Instruction and ESOL

Flexible and convenient

The Reading Endorsement Program may be completed in one semester, or it may be spread out over several semesters. In addition, the courses include a mixture of online and face-to-face formats for teachers' convenience.

Admission Requirements

All admission documents should be sent to the following address:

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

PHONE: 770-720-5526

e-mail: admissions@reinhardt.edu

General admission to Reinhardt University graduate studies:

- The Graduate Admission Application online form
- Official transcripts from all institutions attended; proof of a baccalaureate degree from a regionally accredited institution should be on one transcript

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

Admission requirements and documents for the Reinhardt Reading Endorsement:

- An official transcript that documents a bachelor's degree in Education from a regionally accredited institution, with an undergraduate cumulative grade point average (GPA) of at least a 2.50 (on a 4.0 scale)
- A copy of your Georgia Teaching Certificate (clear renewable only). To print a copy of your Georgia clear renewable certificate, you may log onto www.gapsc.com. You must have a T-4 Certificate (**minimum**).

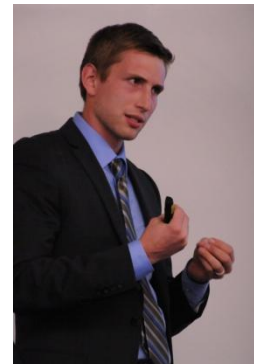
For more information regarding the Reading Endorsement Program, contact The Price School of Education:

Alison Attavar,
Administrative Coordinator
Price School of Education
alison.attavar@reinhardt.edu

Reinhardt University
770-720-9136
Paul Jones Hall

MCCAMISH SCHOOL OF BUSINESS AND PROFESSIONS

JOE MULLINS, Ph.D. – DEAN
Associate Professor of Sports Studies
Telephone: 770-720-5946
Email: jwm@reinhardt.edu
Website - <http://www.reinhardt.edu/mba>



The McCamish School of Business and Professions offers the following graduate degree programs:

Master of Business Administration (MBA) [online]

Master of Science (MS) in Sport Administration and Leadership [online]

Master of Public Administration (MPA)

Master of Business Administration (MBA)

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

Program Coordinator

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

Accreditation

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

The Master of Business Administration (MBA) degree was approved by SACSCOC in 2007.

Mission

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

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

MBA Student Learning Outcomes

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

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

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

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

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

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

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

Admission Requirements

All admission documents should be sent to the following address:

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

PHONE: 770-720-5526
e-mail: admissions@reinhardt.edu

General admission to Reinhardt University graduate studies:

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

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

Additional admission requirements for the Reinhardt MBA:

- A professional résumé.
- A 300-word essay on how an online MBA fits with the applicant's career goals
- Three letters of reference addressing the applicant's ability to carry out graduate course work, with one letter addressing the applicant's two (2) years of full-time, post-baccalaureate career experience.

And, either

- A Bachelor's Degree in Business from a regionally accredited university with a minimum 2.75 GPA (alternate discretion criteria: a greater than 3.0 GPA in the last 60 credits)
or
- An online interview with the MBA Program Coordinator or his/her designee may be required.

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

Admission for Current Reinhardt University Undergraduate Students

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

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

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

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

Transfer Credit

No transfer courses are accepted for credit.

Credit hour policy (Online)

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

Attendance

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

Academic Performance

MBA students are expected to earn grades of "A" or "B" in their course work. Only one (1) course grade of "C" may be included in the computation for degree completion. A second course grade of "C" will result in **Academic Probation..** The course must be retaken to count toward degree completion. A third course grade of "C" or a first course grade of "F" will result in **Academic Dismissal** (p. 28-30)

A student may appeal a dismissal by submitting a letter to the vice President for Academic Affairs describing the condition and identifying the reasons for seeking a positive decision of the appeal.

See also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions** (pp.30-31).

Graduation Requirements:

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

See **Academic Performance** (p. 27-29) and **Degree Completion Requirements** (p. 30-31).

The Reinhardt Master of Business Administration (MBA) Online Degree Requirements

The MBA Online is a 30-credit hour program, with ten 3-hour courses. The MBA Online program is self-paced. Candidates may begin course work in fall, spring, or summer semester.

Required Online Courses	MBA Learning Outcome #	Credit hours
BUS 603 – Organizational Leadership	M1, M2, M3, M4	3
BUS 605 – Operations Management	M1, M4, M5	3
BUS 610 – Organizational Communication	M1, M2	3
BUS 621 – Human Resource Management	M1, M6	3
BUS 625 – Managerial Accounting	M1, M3, M4, M6	3
BUS 640 – Law and Ethics	M1, M4, M6	3
BUS 641 – Quantitative Decision Making	M1, M3	3
BUS 661 – Managerial Economics	M1, M2, M3, M5	3
BUS 665 – Marketing	M1, M6	3
BUS 690 – Strategic Management (Capstone)	M1,M2, M5, M6	3
Total Semester Credits Required in Degree		30

Additional Capstone information:

Students will compile a portfolio throughout the program, which will consist of application of theoretical concepts. This information will be compiled and submitted with an analysis of the application techniques for each section during the course.

MBA CURRICULUM MAP

TERM	COURSE	SESSION
Semester #1	BUS 610 – Organizational Communication	1
	BUS 603 – Organizational Leadership	1
	BUS 625 – Managerial Accounting	2
	BUS 661 – Managerial Economics	2
Semester #2	BUS 665 – Marketing	1
	BUS 641 – Quantitative Decision-Making	1
	BUS 621 – Human Resource Management	2
	BUS 605 – Operations Management	2
Semester #3	BUS 640 – Law & Ethics	1
	BUS 690 – Strategic Management	2

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

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

MS-SAL Program Coordinator

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

Accreditation

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

The Reinhardt University Master of Science (MS) in Sports Administration and Leadership was approved by the Southern Association of Colleges and Schools (SACSCOC) in 2019.

Mission

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

and learning is essential. The University is committed to students who desire a small, caring community dedicated to personalized attention.

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

Admission Requirements

All admission documents should be sent to the following address:

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

PHONE: 770-720-5526

e-mail: admissions@reinhardt.edu

General admission to Reinhardt University graduate studies:

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

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

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

Additional admission requirements for the Reinhardt online MS-SAL:

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

Admission for Current Reinhardt University Undergraduate Students

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

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

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

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

Transfer Credit

No transfer courses are accepted for credit.

MS-SAL Student Learning Outcomes

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

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

Reinhardt Credit Hour Statement (Online)

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

Attendance

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

Academic Performance

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

A third course grade of “C” or a first course grade of “F” will result in **Academic Dismissal** (p. 28-30).

A student may appeal a dismissal by submitting a letter to the Vice President for Academic Affairs describing the condition and identifying the reasons for seeking a positive decision of the appeal. See also **Grade Appeal** and **Enrollment Related Appeals** under **Appeals and Petitions** (pp. 30-31).

Graduation Requirements:

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

See **Academic Performance** and **Degree Completion Requirements** (pp. 28-30).

The Reinhardt Master of Science in Sport Administration and Leadership (MS-SAL) Degree Requirements

Required Courses	<i>Credit hours</i>	<i>Total Credit hours</i>	
Semester 1 – Session 1	SAL 510 – Sport Leadership Ethics SAL 520 – Contemporary Issues in Sport	3 3	
Semester 1 – Session 2	SAL 600 – Methods of Research in Sport SAL 610 – Sport Financial Management	3 3	12
Semester 2 – Session 1	SAL 620 – Sport Facilities and Event Management SAL 630 – Legal Aspects in Sport	3 3	
Semester 2 – Session 2	SAL 640 – Managing Sport Organizations SAL 650 – Sport Marketing and Media	3 3	12
Semester 3	SAL 690 – Capstone in Sport Administration and Leadership	6	6
Total Semester Credits Required in Degree			30

Master of Public Administration (MPA)

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

Program Coordinator

[Dr. Duanne Thompson](#)

Executive Director of the Public Safety Institute

Phone: [770-720-5927](tel:770-720-5927)

Email: Duanne.Thompson@reinhardt.edu

Accreditation

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

The Master of Public Administration (MPA) was approved by SACSCOC in 2013.

Mission

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

Admission Requirements

All admission documents should be sent to the following address:

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

PHONE: 770-720-5526

e-mail: admissions@reinhardt.edu

General admission to Reinhardt University graduate studies:

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

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

Additional admission requirements for the Reinhardt MPA:

- A bachelor's degree from a regionally accredited institution with an overall undergrad GPA of 2.75 minimum (on a 4.0 scale)
- Official GRE scores in the upper 50th percentile
**See below for waiver information.
- A résumé
- Three letters of educational/professional reference

**GRE waiver

An applicant may request a waiver of this requirement with evidence of one of the following:

- an earned graduate degree from a regionally accredited college or university;

- an earned undergraduate degree with a GPA of 3.5 or higher from a regionally accredited college or university;
- an earned undergraduate degree with a minimum GPA of 3.0 from a regionally accredited college or university and employment for a minimum of 5 years in a full-time, relevant professional position; or
- employment for 10 or more years in a full-time, relevant supervisory position.

To file a request, an applicant must submit to the Admissions a completed GRE Waiver Request Form, along with official supporting documentation, which can include official transcripts and/or an employment letter stating one’s work roles, supervisory capacity and work accomplishments. The MPA Admissions Committee will evaluate the request, and the decision will be communicated to the applicant by the Office Admissions. The waiver is not guaranteed, and the decision of the MPA Admissions Committee is final.

Transfer Credit

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

Transfer credit will not be given for (1) any course in which a grade of less than a “B” was earned, (2) course work already applied toward another degree, (3) course work that is more than five years old, and (4) course work that was not applicable toward a graduate degree at the institution where the credit was earned. See **Transfer Credit** (p. 30) under “Academic Policies” for stipulations of Reinhardt University Graduate Studies.

MPA Program Goals

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

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

MPA Program Student Learning Outcomes (PLOs)

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

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

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

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

PLO 4: Graduates will define and discuss the public policy process at the federal, state and local levels as

well as identify and evaluate the effectiveness of the theories of public policy making.

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

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

The Master of Public Administration program provides the opportunity for qualified individuals to complete training requirements for the award of Management and Executive Career Development Certification through the Georgia Peace Officer Standards and Training Council (P.O.S.T.).

The program consists of 12 courses with 480 hours of direct instruction, which is supplemented with blended independent / interactive online assignments. Each course requires 40 hours of direct instruction delivered through a mandatory face-to-face residency component. The residency component cannot be waived.

Training credit will only be granted for Master of Public Administration coursework approved by the P.O.S.T. Council and completed through Reinhardt University. Training credit shall not be awarded for graduate courses completed at other institutions.

Individuals seeking the award of career development training credit must meet the following conditions:

- Be in good standing with the Georgia P.O.S.T. Council or cleared by P.O.S.T. for training and employment;
- Acceptance into the Master of Public Administration program as a degree seeking student;
- Maintain good standing as a degree seeking student in the Master of Public Administration program;

- Attend 90% or more of each course residency component as scheduled through Reinhardt University;
- Obtain a cumulative final average of 80% or higher in each course.

Curriculum

The MPA program is a 24-month program with a total of 36 credit hours. The courses have a 40 hour face-to-face component during each class. Students complete 6 credit hours per semester. The MPA is composed of core courses and an area of concentration.

MPA Core Courses (24 semester hours)

- MPA 600 Public Administration and Policy
- MPA 605 Leadership and Organizational Behavior
- MPA 610 Research Methods
- MPA 611 Applied Statistics for Public Decision-Making
- MPA 615 Special Topics in Public Administration
- MPA 620 Budgeting and Finance
- MPA 625 Human Services Administration
- MPA 635 Ethics in Public Service

MPA Approved Elective Courses

- MPA 660 Local Government Administration and Management
- MPA 665 Public Organization & Management
- MPA 670 Public Policy Process

Concentration in Criminal Justice (12 semester hours)

- MPA 630 Administrative Law
- MPA 640 Criminal Justice Administration
- MPA 645 Police Administration
- MPA 655 Criminal Justice Policy

Attendance

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

Academic Performance

MPA students are expected to earn grades of “A” or “B” in their course work. Only one (1) course grade of “C” may be included in the computation for degree completion. A second course grade of “C” will result in **Academic Probation**. The course must be retaken to count toward degree completion. A third course grade of “C” or a first course grade of “F” will result in **Academic Dismissal** (p. 28-30).

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

See also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions** (pp. 30-31).

Graduation Requirements:

- A cumulative GPA of at least 3.0, and
- No more than (1) one “C” in the program, counted toward degree completion, regardless of the GPA.
- Internship or Professional Work Experience in government and/or criminal justice administration in the public or nonprofit sector
- Professional Portfolio
- Comprehensive Examination
- A maximum of 5 years for completion

See **Academic Performance** and **Degree Completion Requirements** (pp. 28-30).

Internship/Professional Work Experience

Before graduating, students who have not had at least one year of experience in government and/or criminal justice administration must complete a public service internship and submit a written paper on the

experience within the professional portfolio. The internship must be paid, full-time equivalent work, and one semester long. Goals and objectives for the internship and research will be determined jointly by the student and supervising faculty or the MPA Director.

Internships help to ensure that MPA degree candidates can perform responsibly and proficiently at a professional or managerial level. Additionally, this requirement provides students with an experiential basis for linking their course work to their future careers as public service professionals.

Students who have worked for at least one year in a full-time professional or managerial position in a governmental agency, nonprofit organization and/or criminal justice department may apply to the MPA Director for a waiver of the internship requirement. The MPA Director will decide whether the applicant’s experience meets departmental requirements. An exemption from the internship does not, however, eliminate the requirement of a written paper within the professional portfolio.

Professional Portfolio

Each student will compile a professional portfolio to be submitted to the MPA faculty and Director during the last semester of the program. A student’s portfolio is separate from and concurrent with the normal course load and is due during MPA 615: Special Topics in Public Administration. The purpose of the MPA portfolio is for students to demonstrate and further develop their public service leadership and administrative potential through a collection of academic and professional products.

The MPA portfolio will consist of three parts: one best research paper from course work, a research paper describing the student’s internship/professional experience and how it relates to the MPA course work, and an analysis of a practical public policy question or issue in public administration and/or criminal justice administration.

Additionally, each student will deliver an oral presentation of his or her professional portfolio before MPA faculty and the Director at the end of the MPA 615 course. This professional portfolio taps the

student's knowledge, analytical abilities, writing and presentation skills, and the insights that have been acquired through the study, observation, and opportunities for direct involvement in the practice of public administration.

Comprehensive Examination

All students are required to complete a comprehensive examination. The comprehensive examination consists of written essays based on the general field of Public Administration. This examination is an opportunity for students to display an understanding of the discipline of Public Administration. Students are expected to integrate all course work (core Public Administration courses, approved electives, as well as the concentration in Criminal Justice Administration) into their examination answers. Program faculty and the MPA Director grade each examination, and the student's answers will be assigned one of three grades: pass with distinction, pass, or fail. Students failing the MPA comprehensive examination on their first attempt may retake it two additional times.

Master of Public Administration (MPA) Degree Requirements and Representative Schedule

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

MPA Representative Schedule		<i>Credit hours</i>	<i>Total Credit hours</i>
Semester - 1			
	MPA 600 – Public Administration and Policy	3	
	MPA 610 – Research Methods	3	
Semester - 2			
	MPA 611 – Applied Statistics for Public Decision-Making	3	
	MPA 630 – Administrative Law	3	
Semester - 3			
	MPA 625 – Human Services Administration	3	
	MPA 640 – Criminal Justice Administration	3	
Semester - 4			
	MPA 605 – Leadership and Organizational Behavior	3	
	MPA 635 – Ethics in Public Service	3	
Semester – 5			
	MPA 645 – Police Administration	3	
	MPA 655 – Criminal Justice Policy	3	
Semester – 6			
	MPA 620 – Budgeting and Finance	3	
	MPA 615 – Special Topics in Public Administration	3	
Total Semester Credits Required in Degree			36

GRADUATE COURSE DESCRIPTIONS



Courses at the 500-600 level are designed for master's degree students. Some 500-level courses may be designated pre-requisites to advance in the graduate program. Most 500-level and all 600-level courses have content that requires significant independent thinking, knowledge of the current literature of the discipline and ongoing student engagement in research and/or appropriate professional practice and training experiences.

Responsibility for determining appropriate course levels and methodologies rests with faculty in the discipline or major.

BUS - Business

BUS 500. Business Management 3

This course explores the basic concepts and processes employed by management to operate an organization. The course also deals with the impact of social, legal, technological and political environments on organizations. General managerial topics include planning and decision-making, organizing, leading and controlling, both nationally and internationally.

BUS 503. Advanced Accounting and Finance Principles 3

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

BUS 505. Statistics for Business Problem Solving 3

This course focuses on the development of effective problem-solving techniques for business. Descriptive

statistics, statistical distributions, parameter estimation, tests of hypotheses and simple regression models are emphasized to help students solve problems and evaluate solutions. Current statistical software packages for microcomputers are used to assist in problem-solving in realistic business situations.

BUS 507. Research Methods 3

This course examines the role of business research in management decision making. The course covers the following topics: business research process; use of secondary data analysis; primary data collection via questionnaire development, surveys, experiments, and observation methods; and how to use and interpret statistical data analysis.

BUS 603. Organizational Leadership 3

This course examines the theoretical concepts of leadership and their implication to the organizational environment. Emphasis is placed on various models of leadership and their implication to culture, ethics, organizational change, performance management, strategy, leadership pipelines, and organizational development. The topics are focused on the sustainability of the organization through the maintenance and enhancement of competitive advantage.

BUS 605. Operations Management 3

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

BUS 610. Organizational Communication 3

This course is an examination of modern concepts of effective business communications. Discussions focus on the theoretical bases of communication, the communication process, communication skills, case analysis, and development and implementation of business communication strategies.

BUS 621. Human Resource Management 3

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

BUS 625. Managerial Accounting 3

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

BUS 640. Law and Ethics 3

This course examines statutory laws, administrative regulations and the influence of ethics on business. More specifically, the course will explore legal, regulatory and ethical issues that have an impact on the conduct and management of business. Areas of exploration include administrative law, agency, antitrust, consumer protection, contracts dispute resolution, employment law and diversity regulation,

environmental protection, ethics and social responsibility, international trade, securities regulation, and, stakeholders - who they are, what they want, and what they are owed

BUS 641. Quantitative Decision Making 3

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

BUS 661. Managerial Economics 3

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

BUS 665. Marketing 3

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

BUS 690. Strategic Management 3

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

EDU - Education

EDU 510. Transformative Change and Responsive Teaching 3

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

EDU 515. The Culturally Responsive Classroom: Theory and Practice 3

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

EDU 520. Responsive Teaching in an Inclusion Classroom 3

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

EDU 525. Technology Strategies to Enhance Responsive Teaching 3

This course provides the tools to create a responsive classroom through technology, providing a multitude of examples that can be used in the PK-12

classroom to differentiate essential content, instructional practices, and student products. MAT candidates learn to address student differences through technology-rich, inquiry-based learning experiences. They also develop effective, efficient, and appealing technology-rich learning environments that meet individual differences. Laboratory sessions will be devoted to equipment operation, software production for multimedia presentations, creation of a personal website and an electronic portfolio. *Prerequisite: Stage I Admission (Candidacy)*

EDU 530. Strategy Instruction within a Structured Literacy Curriculum I 3

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

EDU 535. Strategy Instruction within a Structured Literacy Curriculum II 3

The goal of this course is to help MAT candidates learn to match assessment to instruction and to use assessment data to organize flexible reading groups for PK-8 students. Candidates will develop a deeper understanding of how to use formal and informal assessments that measure a variety of literacy skills from emerging concepts of print and alphabet knowledge to word recognition, decoding, oral reading fluency, and comprehension. become familiar with the developmental stages through which all children progress as they learn to read and

write, to learn to implement flexible and responsive strategies for helping all students make progress in literacy, and to learn how to effectively evaluate existing reading programs and recognize reading programs that are research-based, balanced (comprehensive) and based on best practice. The course activities focus especially on those students who are reading below grade level. MAT candidates will be introduced to powerful reading strategies that can be used with a large group, with a small group, or with individual students. Course topics include concepts of print, phonological & phonemic awareness, word identification, and response to literature, comprehension and vocabulary. Additionally, candidates will be introduced to formal and informal assessment options.
Prerequisite: Full Admission to the MAT Program

EDU 540. Managing a Responsive Classroom 3

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

EDU 544. Introduction to Reading 3

The goal of this course is to help teachers to not only become familiar with the developmental stages through which all children progress as they learn to read but also learn to implement flexible strategies for helping students who are reading below grade level. Participants will be introduced to powerful reading strategies that can be used with large or small group instruction or with individual students. Additionally, participants will examine a number of formal and informal assessment options. Participants will also evaluate existing reading programs and learn to recognize reading programs that are balanced

and based on best practice and the most recent research in reading instruction.

EDU 545. Characteristics of the Gifted 3

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

EDU 546. Curriculum of the Gifted 3

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

EDU 547. Methods and Materials of the Gifted 3

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

EDU 548. Identification and Assessment of the Gifted 3

The responsibilities of teachers of the gifted include the identification of students for this program. Course content will include helping teachers to identify gifted behaviors and academic performance most often exhibited by gifted students, as well as behaviors and characteristics that might be exhibited

by students from diverse backgrounds. Course participants will also learn how to formally identify gifted students through testing. This also involves selection, administration and interpretation of assessment instruments that meet the requirements specified by the Georgia State Board of Education Rule 160-04-02-.38.

EDU 550. Curriculum, Instruction, and Assessment for Responsive Teaching 3

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

EDU 551. STEM Pedagogical Orientation 3

This course is an introduction to STEM foundations, STEM literacy, STEM environment, and STEM integration. Candidates will be introduced to STEM pedagogy, strategies, learning environments, and integration, through problem-based learning and project learning. Using backwards design candidates will develop a STEM lesson plan to include integration, 21st Century Skills, connections to STEM professions, and the STEM learning environment.

EDU 552. STEM Integrative Validation 3

This course takes a deep dive into mindsets. Specifically, Growth Mindset as researched by Carol Dweck and the inquiry approach to learning resulting in an Inquiry Mindset. M.Ed. candidates will examine dispositions of Inquiry teachers, the inquiry cycle, and the four types of student inquiry. Candidates will design an inquiry-based lesson using one of the four pillars for entry into inquiry-based learning. After learning the Question Formation Technique (QFT) candidates will develop a plan to create a culture of questioning in their current

classroom. After exploring the importance of introducing STEM professionals to the lesson's candidates will interview a STEM professional directly related to the Inquiry lesson and present the process and findings with the class using technology to make the inquiry process visible.

EDU 553. Application of STEM 3

This course examines the Design thinking process. Specifically, the processes that facilitate creative thinking such as asking questions, brainstorming, failing, and giving and taking feedback to continue the journey. Candidates will design and teach a LAUNCH lesson. Candidates will evaluate the culture of questioning currently demonstrated in the classroom and provide a rationale for the next steps. A final presentation to share the artifacts and make a case for the level of implementation documented in their classroom will be defended by showing your evidence.

EDU 555. Reading Diagnosis 3

Focusing on classroom-based reading assessment, this course has been developed for teachers at all levels. Participants will learn to match assessment to instruction and to use assessment information to organize flexible reading groups. Participants will develop expertise in the use of formal and informal assessments that measure a variety of literacy skills from emerging concepts of print and alphabet knowledge to word recognition, decoding, oral reading fluency and comprehension.

EDU 560. Language Arts Integration in the Culturally Responsive Classroom 3

This MAT course will address general and specific guidelines for teaching language arts to elementary students of diverse cultural and linguistic backgrounds. Through reading, writing, listening, speaking, and viewing across content areas, teacher candidates will explore content literacy as it relates to the engagement, diversity, and special needs of the academically diverse child, especially the limited English proficient student. This course will examine how to integrate a balanced approach to literacy instruction in the content areas that promotes differentiation of content, instructional practices, and assessment products while encouraging student choice and meeting individual student needs. Topics

will include strategies that promote student success in reading and writing across the curriculum. During the course, candidates will have opportunities to plan, implement, and evaluate integrated lesson plans that address differentiation of essential content, instructional practices, and student products. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. *Prerequisite: Stage II Admission (Clinical Practice)*

EDU 565. Science and Inquiry-Based Learning 3

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

EDU 566: Literacy Instruction and ESOL 3

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

EDU 570. Social Studies and the Arts 3

This course presents MAT candidates with curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts content in the differentiated early childhood classroom. Candidates will investigate how to incorporate movement, music, drama, and the visual arts with the essential content, processes, and attitudes of social studies. In addressing the needs of a diverse student population through differentiated instruction, candidates will learn

how to target the multiple intelligences through social studies and fine arts integration. A major emphasis will be on the incorporation of differentiated instruction and Understanding by Design in the creation of an integrated Social Studies and Fine Arts unit. During Clinical Practice, MAT candidates will have opportunities to plan, implement, and evaluate an integrated social studies and fine arts lesson plan that addresses differentiation of essential social studies content, instructional practices, and student products. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. *Prerequisite: Stage II Admission (Clinical Practice)*

EDU 575. Problem-Based Mathematics 3

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

EDU 595. MAT Clinical Residency with Seminars 12

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

Prerequisite: Stage III Admission (Clinical Residency)

EDU 601. DATA Model for the Responsive Teacher, Action Researcher, and Instructional Leader 3

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

EDU 602. What Works in Schools: School Improvement Research 3

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

EDU 610. EE Curriculum Content I: Integrated Study 3

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

EDU 611. EE Curriculum Content II: Inquiry 3

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

EDU 612. EE Curriculum Content III: Data Analysis 3

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

EDU 613. EE Curriculum Content IV: Communication in Context 3

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

EDU 620. Promoting Development and Learning for Diverse Students 3

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

EDU 621. Building Partnerships for Student Success 3

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

EDU 622. Transforming Teacher Leaders 3

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

EDU 623. Teachers as Leaders 3

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

EDU 630. Capstone Experience 6

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

EDU 640. Effective Inclusionary Practice 3

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

EDU 641. Assessment of Special Education 3

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

EDU 642. Response to Intervention Strategies 3

M.Ed. candidates are provided with the philosophy, best practices, and implementation of the Response to

Intervention (RTI) as mandated by the reauthorization of IDEA, 2004. RTI is a three-tiered model with applications to academic and behavioral components to foster student success.

EDU 643. Strategies for Challenging Behaviors 3

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

EDU 648. Special Education Law 3

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

EDU 649. Action Research in Special Education 3

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

ENG – English (MFA)

ENG 497 – MFA Special Topics 3

A non-degree course, ENG 497 is for MFA participants who enroll for enrichment purposes but not for the MFA degree. Someone taking ENG 497 participates fully in a MFA course and submits creative work for evaluation. However, ENG 497 may not be converted to degree program credit if the individual decides to apply to the MFA degree program, and non-degree seeking students are not eligible for financial aid.

ENG 500. Orientation and Program Planning 1

This course is designed to familiarize first-semester MFA students with the curriculum and processes of the MFA program and to help them begin to map out their course of study and creative goals. Students will discuss several essays on the art and process of creative writing. They will also learn about how the publishing industry for creative writing works and be

encouraged to set goals for publication. They will receive instruction in the core characteristics of strong writing across the genres. They will learn about the art of revision and be given instruction in how a creative writing workshop functions. They will be given a writing prompt with which to generate a piece for the practice workshop that will follow this class.

ENG 501. Experiential Learning 1
Readings, Seminars, One-to-One Consultations
There will be a reading and/or seminar offered by a visiting writer every evening of the Residency, and students are required to attend each night except on the evenings they have a scheduled one-on-one meeting with their Workshop instructor or their mentor for the upcoming semester. At the one-on-one meetings with the mentor, the mentor will make a semester plan with the student, specifying assignments, due dates, and logistical processes for sending writing and comments back and forth. Additionally, experiential learning will take place in formal and informal meetings between visiting writers, instructors, and students.

ENG 502. Experiential Learning Readings, Seminars, One-to-One Consultations 1
There will be a reading and/or seminar offered by a visiting writer every evening of the Residency, and students are required to attend each night except on the evenings they have a scheduled one-on-one meeting with their Workshop instructor or their mentor for the upcoming semester. At the one-on-one meetings with the mentor, the mentor will make a semester plan with the student, specifying assignments, due dates, and logistical processes for sending writing and comments back and forth. Additionally, experiential learning will take place in formal and informal meetings between visiting writers, instructors, and students.

ENG 505. Reading Place 3
This course will consist of a set of readings about place as well as a program of experiential learning based on the “City as Text” model during the Summer Residency. In this course, students will study how other writers have represented place through a set of readings to be completed prior to the Residency. During the Residency, they will discuss

the readings and go out themselves on “walkabouts” to explore landscapes and to learn how place itself is a text to be read as well as written.

ENG 510. Practice Writing Workshop 1
First semester students will participate in the two-day practice workshop to familiarize them with how a creative workshop functions. They will receive instruction in the rules and procedures for a workshop. As the participants discuss one another’s work, the instructor will facilitate constructive discussion and comment upon the process. The instructor will model appropriate comments and direct students in regard to the types of questions and suggestions that are most useful. Students will workshop the work they created from the prompt during the orientation class. During the workshop, each writer’s work will be critiqued in detail, and the instructor will use each manuscript to illustrate points about craft elements and to show students how they can formulate responses based on observations about craft elements.

ENG 515. Reading Story, 8-Week Online Course (August–October) 3
In this eight-week online course, students analyze the use of story in exemplary texts of all genres. Students will learn to develop and structure plot and to master pacing and the interweaving of past and present events. Each week, students will be expected to read (or, in the case of film, watch) an assigned text. Students will post responses to targeted questions, engage in a weekly live-chat session with the instructor and fellow students, and submit a weekly analysis paper on the readings. All activities will focus on observing use of story in the assigned pieces and analyzing how each author uses writing techniques to create effects.

ENG 520. Writer’s Workshop: Poetry, Prose, or Script 3
The Writer’s Workshop is a daily three-hour class in which students read and discuss one another’s work under the guidance of a well-known writer. There will be three workshops each Residency: Poetry, Prose and Script. Students must choose one. Several weeks prior to the Residency, each student submits a manuscript to be workshopped, and all participants read the manuscripts prior to the Residency and mark

them up with comments for the writer. Each writer will bring to the workshop a completed peer critique report for the other students' manuscripts. During the Workshop, each writer's work is critiqued in detail, and the instructor uses each manuscript to illustrate points about craft elements. The instructor may also choose to assign additional readings for the group to read and discuss in order to emphasize a certain craft element. The instructor may also assign writing exercises to be completed and shared during the workshop. The instructor also provides each student with detailed written feedback on his or her work and may choose to meet one-on-one with individual students.

ENG 525. Reading Image, 8-Week Online Course (October–December) 3

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

ENG 530. Writer's Workshop: Poetry, Prose, or Script 3

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

read and discuss in order to emphasize a certain craft element. The instructor may also assign writing exercises to be completed and shared during the workshop. The instructor also provides each student with detailed written feedback on his or her work and may choose to meet one-on-one with individual students.

ENG 535. Reading Voice 8-Week Online Course (Jan-March) 3

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

ENG 540. Writer's Workshop: Poetry, Prose, or Script 3

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

ENG 545. Reading Dialogue 8-Week Online Course (March–May) 3

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

ENG 555. Reading Criticism 3

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

ENG 560. Creative Writing I, Individual Study with Writing Guide 3

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

of work for publication. In addition to monthly portfolio comments, the mentor will write an end-of-semester evaluation detailing the students' strengths, weaknesses, and progress in the program.

ENG 570. Creative Writing II Individual Study with Writing Guide 3

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

ENG 580. Creative Writing III Individual Study 3

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

ENG 581. Creative Writing IV Individual study with Writing Guide. 3

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

ENG 585. Critical Thesis Workshop 1

In this hands-on class required for students during the residency prior to their Critical Thesis semester, students will meet for a combined six hours to workshop their Critical Thesis outlines and to locate a minimum of eight scholarly secondary sources for the thesis. This workshop should be taken during the student's second residency in preparation to research and write a 40-to-50-page critical paper. Students will receive instruction and feedback in formulating a workable and persuasive argument about a specific craft element in the work of one or more authors. Students will receive instruction in the scholarly databases held by Reinhardt University as well as other potential ways to access sources, including Interlibrary Loan. During the summer residency, the instructor will work one-on-one with students to locate and approve their eight (minimum) scholarly sources and to get Interlibrary Loans in motion. After the residency, students must submit two-page summaries of each of the eight secondary sources prior to beginning the Critical Thesis.

ENG 590. Internship 3

Students will learn practical skills for jobs in the world of writing and publishing with an internship at an approved literary journal or literary project.

Prerequisites: ENG 520 (Writers Workshop) and ENG 560 (Creative Writing I)

ENG 600. Thesis Part I - The Critical Essay on Craft, Individual Study 6

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

ENG 610. Graduation Reading, Craft Seminar and Program Reflection 1

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

ENG 650. Thesis Part II - The Book-Length Creative Writing Project, Individual Study 9

The student will work one-on-one with the mentor to produce a book-length manuscript in their genre, with

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

MPA – Public Administration

MPA 600. Public Administration and Policy 3

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

MPA 605. Leadership and Organizational Behavior 3

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

MPA 610. Research Methods 3

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

MPA 611. Applied Statistics for Public Decision-Making 3

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

MPA 615. Special Topics in Public Administration 3

This course introduces students to selective topics central to an administrator's role in a government, private or nonprofit agency. Students will explore grant writing, strategic planning, local government administration, economic development and intergovernmental relations/management. The theoretical concerns and problems facing administrators as well as practical case studies representing current solutions are analyzed with each topic. Additionally, students will learn the process of grant writing by reviewing grants, prospect research and proposal writing, and they will examine

advanced strategies employed by public sector officials to address planning and management issues. Students, also, will develop policy strategies and a professional portfolio.

MPA 620. Budgeting & Finance 3

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

MPA 625. Human Services Administration 3

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

MPA 630. Administrative Law 3

This course examines the constitutional and statutory framework surrounding the operation and governance of administrative agencies. Students will evaluate constitutional topics, including the non-delegation doctrine, presidential control, delegation of adjudicative authority to the judicial system, the Administrative Procedures Act (APA), and citizens' rights before executive agencies. Also, it examines whether and to what extent the arrangements that mark the modern administrative state are consistent with the structural objectives that underlie our constitutional system of separated powers and checks and balances.

MPA 635. Ethics in Public Service 3

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

MPA 640. Criminal Justice Administration 3

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

MPA 645. Police Administration 3

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

MPA 655. Criminal Justice Policy 3

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

MPA 660. Local Government Administration and Management 3

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

MPA 665. Public Organization and Management 3

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

and successfully overcome management problems and reforms.

MPA 670. Public Policy Process 3

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

NUR – Nursing

NUR 500. Professional Develop 2

The purpose of this graduate level course is to provide students with a foundation to develop the knowledge, values, and skills for becoming a professional nurse educator. The course explores the role of the nurse educator in academic, clinical, and community settings. Current trends in nursing education are examined, including the evolving role of technology, the influence of demographics, and educational policies that impact the learner, the teacher, and the learning environment. Students will analyze and address the expected competencies of nurse educators throughout this course.

NUR 501. Advanced Pathology 2

This graduate level course builds on the undergraduate knowledge of pathophysiological conditions of patients throughout the lifespan. Using a variety of theories and frameworks, students use clinical reasoning to evaluate ambiguous and complex clinical presentations. Teaching methodologies facilitate the integration of patient, family, and community preferences to promote delivery of patient-centered care delivery at the advanced practice level.

NUR 502. Advanced Health Assessment 3

This course focuses on advanced health/physical assessment of the client where the client is defined as

the individual and includes the individual's context within the family and/or community. Focus of this course is on the comprehensive history, physical/psychological assessment, pathophysiology, and health promotion strategies incorporating the individual's cultural and developmental variations across the lifespan.

NUR 503. Advanced Pharmacology 3

This graduate level course provides the opportunity to acquire advanced knowledge and skills in the therapeutic use of pharmacologic agents. The pharmacologic treatment of major health problems will be explored. Principles of pharmacokinetics, pharmacodynamics and pharmacogenomics will be examined. The effects of culture, ethnicity, age, pregnancy, gender, and funding on pharmacologic therapy will be emphasized.

NUR 504. Teaching Styles and Distance Learning 3

This graduate level course emphasizes the importance of educational foundations for online learning in academic and non-academic settings. This course offers lessons that cover effective teaching strategies, classroom adaptations, assessments, and instructional tools for several learning styles that can help you adapt your instruction based on different learning styles.

NUR 505. Informatics 2

This graduate level course is designed to provide the student with the knowledge and skills regarding the uses of information technology to support nursing practice, education, and leadership through a Christian worldview. The course will provide an overview of informatics topics including computer systems and system development; standardized clinical terminology; informatics standards; electronic health records; retrieval and critical analysis of digital data, information, and knowledge; simulation strategies; and technology-aided instruction

NUR 506. Research and Theory 3

This graduate level course emphasizes analysis and interpretation of clinical research and evidence-based practice, preparing the student to use translational science in clinical decision making to improve patient outcomes. Specific aspects of the research process,

quantitative and research, and systematic reviews will be studied.

NUR 507. Prevention and Population Health 2

This graduate level course examines concepts that promote understanding of aggregate, community, environmental/occupational, and cultural/socioeconomic dimensions of health. Learners analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of prevention and population health. Evidence-based recommendations for health promotion and risk reduction for individuals and families and concepts of public health are emphasized.

NUR 508. Leadership and Health Systems 2

This graduate level course 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.

NUR 509. Curriculum Design 3

The purpose of this graduate level course is to provide students with an understanding of curriculum design and development using evidence-based theories and concepts. The course will also focus on relevant standards and criteria for evaluation. Students will learn strategies to facilitate learning in cognitive, psychomotor, and affective domains. They will develop learning activities for the traditional, non-traditional, and online learning environments in academic and clinical settings. Student will analyze and address the components of learner centered environments.

NUR 510. Learning Assessment and Evaluation 2

The purpose of this graduate level course is to provide students with formal and informal assessment techniques of learning in classroom and clinical settings. Various methods for designing, conducting, and analyzing assessments and evaluations of learning outcomes will be appraised.

Students will develop outcome assessments and program evaluation and understand of their relationship between classroom and clinical settings.

NUR 511. Clinical Teaching, Simulation, and Evaluation 3

The purpose of this graduate level course is to provide an understanding of the essential principles of teaching in the clinical environment and in nursing simulation. Students will discuss best practices for immersion and debriefing in the clinical and simulation education. Students will analyze the challenges and solutions related the teaching in the clinical environment. The focus of this course is problem solving, common teaching/ learning situations, and the relationship between theory and practice.

NUR 512. Practicum (16 Weeks) 6

The purpose of this graduate level course is to provide an understanding of the essential principles of teaching in the clinical environment and in nursing simulation. Students will discuss best practices for immersion and debriefing in the clinical and simulation education. Students will analyze the challenges and solutions related the teaching in the clinical environment. The focus of this course is problem solving, common teaching/ learning situations, and the relationship between theory and practice

SAL – Sports Administration and Leadership

SAL 510. Sport Leadership Ethics 3

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

SAL 520. Contemporary Issues in Sport 3

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

SAL 600. Research Methods in Sport 3

In this course, students explore and understand the nature of sport administrative leadership. Students gain knowledge in the different types of research and the research process including research design, data collection, and evaluation of research results. The class will place an emphasis on identifying problems within a sport organization and assessing how research can help solve problems in sport organizations.

SAL 610. Sport Financial Management 3

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

SAL 620. Sport Facilities and Event Management 3

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

SAL 630. Legal Aspects in Sport 3

In this course, students gain an understanding of the dynamic and complex legal issues facing today's sport leaders. The primary focus of the course is to address the three major areas of law (tort liability,

contract law, and constitutional law) that have the greatest impact for sport leaders. Students completing the course will have an in-depth understanding of how to apply knowledge gained from legal research to practical legal dilemmas facing leaders in the sports industry.

SAL 640. Managing Sport Organizations 3

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

SAL 650. Sport Marketing and Media 3

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

SAL 690. Capstone in Sport Administration and Leadership 3

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



Administration and Faculty Directory

Executive Leadership Team

Mark A. Roberts, *President*

B.S., M.A., Middle Tennessee State University;
Ph.D., Union Institute and University

Angela D. Pharr, *Senior Executive Assistant to the President and Special Project Manager*

John Miles, *Provost/Vice President for Academic Affairs*

B.A., UNC Wilmington;
M.A., North Carolina State University;
Ph.D., University of New Mexico

Walter P. May, *Dean of Students*

B.A., Millsaps College;
M.A., University of Mississippi;
Ph.D., Georgia State University

Stephanie R. Owens, *Chief Financial Officer and Vice President, Finance and Administration*

M.A.C.C., Shorter University

Johnson Bowles *Vice President of Advancement, Marketing & Communication,*

M.F.A., Ohio University

Academic Administrative Staff

Brooke E. Johnson, *Executive Administrative Assistant, Office of Academic Affairs*

B.S., Georgia Highlands College

Shari Craddock, *Administrative Assistant to the Deans*

B.S., Berry College

Alison Attavar, *PSOE Administrative Coordinator*

M.Ed., Piedmont College, B.S., Berry College

Donna M. Fowler '02, *Office Manager & Credentialing Coordinator for Cauble School of Nursing and Health Sciences*

B.A., Reinhardt College; M.S., Drexel University

Faculty

Adetunji A. Adesesan, *Assistant Professor of Education, Price School of Education – Director of the Academic Support Office*
B.Ed., M.Ed. (Special Education),
University of Ibadan

Theresa L. Ast, *Professor of History and Interdisciplinary Studies, College of Humanities, Sciences and Technology*
B.A., Kennesaw State University; M.A.,
Ph.D. (History), Emory University

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A.S., Reinhardt University;
B.S., Kennesaw State University;
M.P.A., Columbus State University

George Blankson, *Assistant Professor of Music, School of the Arts*
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B.A., Agnes Scott College; M.A., Ph.D. (Sociology), Georgia State University

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B.M., University of Kentucky; M.M., University of South Carolina; Ed.S., Lincoln Memorial; Ed.D., Liberty University

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Ed.S., Georgia State University; Ed.D. (Curriculum and Instruction), Liberty University

N. Mason Conklin, *Director of the Center for Innovative Teaching and Engaged Learning / Associate Professor of Music, School of the Arts*
B.M., M.M., Baylor University; Ph.D. (Music Education), University of Oklahoma

Amy P. Cottrill, *Professor of Religion and Director of the Scholars Program*
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Ph.D., Emory University

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B.S., University of North GA;
M. Ed., Piedmont College;
Ed. S., Piedmont College;
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Joy A. Farmer, *Professor of English, College of Humanities, Sciences, and Technology*
B.A., Agnes Scott College; M.A., Ph.D. (English), University of Virginia

Zachary I. Felix, *Associate Professor of Biology, College of Humanities, Sciences, and Technology*
A.A.S., State University of New York College of Agriculture and Technology at Cobleskill; B.S., State University of New York College of Environmental Science and Forestry; M.S., Marshall University; Ph.D. (Plant and Soil Science), Alabama A&M University

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B.S., Youngstown State University; M.S.E., Ph.D. (Chemical Engineering), Purdue University

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B.A., University of West Florida, M.L.I.S., Catholic University of America, M.S. Instructional Design and Technology, Georgia State University

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