

Graduate Academic Catalog

2015–2016



1883
Reinhardt University
Shaping Lives – Building Futures



Reinhardt University

Graduate Academic Catalog 2015-2016

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 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.

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July 1, 2015

WELCOME TO GRADUATE STUDIES AT REINHARDT UNIVERSITY

Reinhardt University is known for its strong emphasis on teaching with small class sizes and mentoring relationships that continue beyond graduation.

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

Our Advantage Master of Business Administration (MBA) degree is career-focused, allowing you to combine current business theory with real-world applications, even in your own business or workplace.

Our Master of Music (MM) degree allows you to further refine your musical knowledge, skills, and talents. Each concentration—Composition, Conducting, Music Education, or Performance—allows you to focus your skills, while working in the elegant Falany Performing Arts Center with its leading-edge acoustics.

Our Master of Arts in Teaching (MAT) can prepare you to design curricula based on practical classroom experience and the latest theories about responsive teaching to address diverse learning styles. The Reading Endorsement Program provides a way for certified teachers to strengthen their professional credentials.

The Reinhardt Master of Public Administration (MPA) will teach you how to balance political concerns and management theory in public administration.

All of our graduate programs are accredited by the Southern Association of Colleges and Schools (SACS). They will provide you with knowledge of the current literature and theory of your chosen field. You will also gain the critical thinking, research, and communication skills to help you grow professionally so that you can move forward in your career path in a global society.

The Reinhardt University Office of Graduate Studies is here to help you make a successful transition from the workplace or undergraduate degree to graduate study. If I can help you in any way, please let me know.

Margaret M. Morlier, Ph.D.

Associate Vice President for Graduate Study

Reinhardt University

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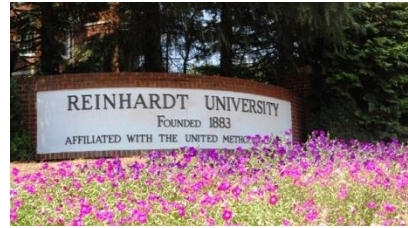
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GRADUATE STUDIES ACADEMIC CATALOG

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GRADUATE STUDIES ACADEMIC CALENDAR AUGUST 17, 2015 – MAY 8, 2016



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 2015 August 17 - December 6, 2015

Fall 2015 Session I August 17 – October 11, 2015

August 10	<i>Tuition and fees due for fall 2015</i>
August 17	Classes Begin
August 24	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 31	Last day to submit an application for May 2016 degree completion without a late fee
September 7	Labor Day – University Closed
September 14	Final date to withdraw with a grade of W, Session I
October 5-9	Final Examinations – Session I
October 11	<i>End of Session I</i>
October 12	<i>Deadline for posting Session I grades</i>

Fall 2015 Session II October 12 - December 6, 2015

October 12	Classes Begin
October 19	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>
October 19-30	Advising/Registration for spring semester 2016
November 9	Final date to withdraw with a grade of W, Session II
Nov 25-27	Thanksgiving Holidays—no classes
Nov 26-27	University Closed
Nov 30- Dec 4	Final Examinations—Session II
December 6	<i>End of Fall Session II/End of term</i>
December 7	<i>Deadline for posting Session II grades</i>

Spring Semester 2016 January 11 – May 8, 2016

Spring 2016 Session I January 11 – March 6, 2016

Dec 21, 2015	<i>Tuition and fees due for spring 2016</i>
January 11	Classes Begin
January 18	Martin Luther King, Jr. Day – University closed
January 19	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 25	Last day to submit an application for August 2016 degree completion without a late fee
February 8	Final date to withdraw with a grade of W, Session I
Feb 29-Mar 4	Final Examinations—Session I
March 6	<i>End of Session I</i>
March 7	<i>Deadline for posting Session I grades</i>

Spring 2016 Session II March 14 – May 8, 2016

March 14	Classes Begin
March 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>
Mar 21-April 1	Advising/Registration for summer and fall semesters 2016
March 25	Good Friday – University Closed
April 11	Final date to withdraw with a grade of W, Session II
April 11	Final day to submit a graduation application for participation in Spring 2016 Commencement Ceremony
May 2-5	Final Examinations – Session II
May 5	Baccalaureate
May 6	Commencement Ceremony
May 8	<i>End of Spring Session II/End of term</i>
May 9	<i>Deadline for posting Session II grades</i>

Summer 2016

Graduate programs follow the summer session calendar for Summer Advantage Programs

May 9 – August 14, 2016

Summer Session/Program I

May 9 – June 26, 2016

April 25	<i>Tuition and fees due for summer 2016</i>
May 9	Classes Begin
May 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>
May 23	Last day to submit an application for December 2016 degree completion – without a late fee
May 30	Memorial Day – University Closed
June 6	Final date to withdraw with grade of W, Summer Program I
June 20-23	Final Examinations
June 26	<i>End of Summer Session I</i>
June 27	<i>Deadline for posting Summer Program I grades</i>

Summer Session/Program II

June 27 – August 14, 2016

June 27	Classes Begin
July 4	Independence Day – University Closed
July 5	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>
July 25	Final date to withdraw with grade of W, Summer Program II
Aug 8 - 11	Final Examinations
August 14	<i>End of Summer Session II/End of Term</i>
August 15	<i>Deadline for posting Summer Program 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.

Baccalaureate (four-year) majors include art, biology, business administration, communication, education, English, history, interdisciplinary studies, music, organizational leadership, public safety leadership, psychology, religion, and sociology. The pre-nursing degree is a two-year program to prepare students to transfer to a baccalaureate nursing program. A complete listing of majors and minors can be found in the undergraduate Academic Catalog for 2014-2015.

Reinhardt University is accredited to grant the following graduate degrees: Master of Business Administration, Master of Arts in Teaching: Early Childhood Education (P-5), Master of Education in Early Childhood Education, Master of Education in Special Education, Master of Music with three concentrations, and Master of Public Administration.

Accreditation

Reinhardt University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate, baccalaureate and master's degree programs. For accreditation information, please contact SACS at 404-679-4500 or 1866 Southern Lane, Decatur, Ga., 30033.

The Master of Business Administration (MBA) degree was accredited by SACS in 2007.

The Master of Music (MM) degree, accredited by SACS in 2010, is also accredited by the National Association of Schools of Music (NASM). For accreditation information, please contact NASM at 703-437-0700 or 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248 or <http://nasm.arts-accredit.org>.

The Master of Arts in Early Childhood Education (MAT) was accredited by SACS in 2009; the Master of Education in Early Childhood Education, in 2011; and the Master of Education in Special Education, in 2011. 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 Master of Public Administration (MPA) was accredited by SACS in 2013.

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

The graduate programs at Reinhardt University prepare students to become confident leaders in their chosen disciplines through demonstration of 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 Commission on Colleges of the Southern Association of Colleges and Schools 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, communication, education, English, fine arts, history, music, psychology, religion, sociology, sport studies, and theatre.

Like its founding fathers, Reinhardt continues to respond to the educational needs of North Georgia. In

2007, Reinhardt added graduate degrees to its programs, beginning with the Master of Business Administration (MBA) in 2007, the Master of Arts in Teaching in Early Childhood Education (MAT) in 2009, and the Master of Music (MM) in 2010. Two additional graduate degrees in Education were approved by the Southern Association of Colleges and Schools (SACS) in 2011: The Master of Education (M.Ed.) in Early Childhood Education and the Master of Education (M.Ed.) in Special Education. The newest graduate program, the Master of Public Administration (MPA) was accredited by SACS in 2013.

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.

University Mission Statement

The educational program emphasizes the study of the 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.

Reinhardt University is committed to students who desire a small, caring community dedicated to personalized attention. It seeks students who are academically prepared and motivated to pursue a challenging educational experience. The University serves a population of traditional and non-traditional age students both as residents and commuters. The University is also committed to meeting the needs of a diverse student population including those students with distinctive learning needs. In addition, Reinhardt meets the ongoing educational needs of professionals and the local community.

Reinhardt University seeks to educate the whole person by developing the intellectual, social, personal, vocational, spiritual/moral and physical

dimensions of its students. Graduates are distinguished by attributes that are developed through personal interaction with the faculty, the staff and fellow students.

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 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, Ga., 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' 525 acres remain in their natural state. The city of Waleska is located just 45 minutes northwest of downtown Atlanta and with-in easy driving distance of the metro area's many educational, cultural and recreational resources.

Graduate programs offered at the Waleska campus include The Master of Arts in Teaching in Early Childhood Education (MAT) and the Master of Music (MM).

The **Office of Graduate Studies** is located in The **Fred H. and Mozelle Bates Tarpley Education Center**.

Academic and Administrative Facilities

The **George M. Lawson Academic Center** contains classrooms, offices for the academic vice president and dean, the humanities faculty, the McCamish School of Business, two computer classroom, 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, and the **Center for Student Success**, which provides tutorial help, placement services, and assistance in goal set-ting, time management, organizational skills and study skills

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** is the area sometimes used for

receptions and gatherings and faces Lake Mullenix and the **Falany Performing Arts Center**. A small ceramics studio completes the institution's facilities dedicated to the study of fine art.

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

Visitors are welcomed by the 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 nonacademic 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 300 databases and 35,000 digital full-text periodicals.

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 we can borrow books or journal articles from academic, public, or private libraries throughout the U.S. and the world.

An extensive renovation and expansion of the building was completed in the fall of 2003. The renovated facility features a well-equipped information com-mons, quiet study areas, group study rooms, media viewing rooms, and the very popular 24/7 after-hours library

The **Music Library in the School of Performing Arts** is located in Room 135 of the **Floyd A. & Fay W. Falany Performing Arts Center**. The Music Library houses musical scores, recordings, listening equipment and other materials related to music study. Electronic databases include Naxos Music, Classical Music Library, Oxford Music Online, and Alexander Street Press Music Collections. These online resources provide access to an extensive collection of electronic music journals, research materials, musical recordings, and classical, popular, and jazz music scores. The print collection is a non-circulating reference collection of materials for use within the Music Library only.

The Library at the **North Fulton Center** of Reinhardt University is a gateway to the services and collections of the Hill Freeman Library and Spruill Learning Center on the Waleska Campus of Reinhardt University. All library services – circulation & reserves, interlibrary loan, and reference & library instruction – are available to students, faculty and staff of the North Fulton Center.

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 Performing 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. Reinhardt University now has the largest music program of any private college or university in the state of Georgia and the only School of Performing Arts on the college level in the state.

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 **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 Arts and Humanities and Mathematics and Sciences faculty, as well as the **Office of Graduate Studies** and the **Office of Institutional Research and Effectiveness**. 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 Betty Jo Isherwood Field House** opened in September 2012 with a large weight room, coaches' offices, and locker rooms for football, base-ball, 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, a Frisbee golf course, 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, career services, residence life, student government, student activities, campus ministry, and student affairs. The building is connected to the **W. Frank and Evelyn J. Gordy Center**.

The student health offices are located in **Smith Johnston Hall**. A registered nurse is available to assist students on health-related issues. 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. Reinhardt classes are held in four rooms on the lower level. 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. The "Varsity Room" welcomes students for dinner and late evening snacks in an atmosphere reflecting the famous Varsity® restaurant.

Residence Halls

Ten residence halls provide living accommodations for approximately 700 students; they include **Cobb Hall, Herbert I. and Lilla W. Gordy Hall, Smith Johnston Hall, Roberts Hall**, two apartment-style residence halls (**East Hall** and **West Hall**), and the most recent additions, **Glenn and Marjorie Humphrey Hubbard, Blue and Gold Halls**.

Roberts Hall houses men in varied sized suites; each suite has a living room. **Smith Johnston Hall** houses women in two-room suites with connecting baths. It has a large lounge and laundry facilities. **Cobb Hall** houses male students in double and single occupancy rooms. **Herbert I. and Lilla W. Gordy Hall** houses female students in a mixture of four bedroom suites, but limited number of single rooms are also available. **West Hall** houses female students, while **East Hall** accommodates 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** offer double occupancy rooms with private restrooms, and each two room shares a study area. The top floor of **Paul Jones Hall** offers traditional-style residence hall living for freshmen male students in single and double rooms. Paul Jones is connected to Smith-Johnston by a TV lounge.

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 Tues-day 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 of 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

Reinhardt University offers academic learning facilities and programming for adult students at extended campus sites including the **North Fulton Center (NFC)**, 4100 Old Milton Parkway in Alpharetta and at **The Resource Center (TRC)**, 1 North Gilmer St. in Cartersville. Courses and programming are also offered at other temporary sites to meet student demands.

The NFC houses graduate and undergraduate classrooms, computer labs, a conference room, library, student lounge and faculty offices. The TRC provides classroom space, a computer lab and a resource facility for education majors. Classes are offered according to a published schedule.

The Master of Business Administration (MBA), the Master of Public Administration (MPA), and the Master of Arts in Teaching in Early Childhood Education (MAT) are offered at the North Fulton Center.

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 Mr. David Leopard, VP for Finance and Administration and Title IX Coordinator (drl@reinhardt.edu / ph. 770-720-5895). 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

Application documents required for degree programs

All admission documents should be sent to the following address:

Office of Graduate Studies
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183-2981

FAX: 770-720-9236
PHONE: 770-720-5797
e-mail: GradStudies@reinhardt.edu

All of the following should be included with the application:

- The Graduate Admission Application form—complete and submit the **Online Application for Admission** or contact the Office of Graduate Studies for a paper application.
- \$50 Application fee (waived with the Online Application 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, or delivered in a sealed envelope from the institution, or sent via a professional electronic transcript sending service.

- Additional documents required by individual programs



International students

Reinhardt University welcomes students from different countries around the world. For admission to graduate studies, an international student must confirm his or her citizenship status. In addition to the admission requirements for each program, the international student must provide the following, depending on the category:

Applicants with a green card—

- The Graduate Admission Application form—complete and submit the **Online Application for Admission** or contact the Office of Graduate Studies for a paper application.
- A copy of the green card
- Official transcripts from all institutions attended; proof of a baccalaureate degree from a regionally accredited institution should be on one transcript
- If the undergraduate degree was obtained from a school outside of the U.S., a foreign credential evaluation must be sent to the Reinhardt University Office of Graduate Studies.
- If English is not the native language, an official score report from the Test of English as a Foreign Language (TOEFL). A TOEFL paper score of 500 or higher or computer score of 173 is required.
- \$50 Application fee (waived with the Online Application form)

Applicants needing an F-1 student visa—

- The Graduate Admission Application form—complete and submit the [Online Application for Admission](#) or contact the Office of Graduate Studies for a paper application.
- Official transcripts from all institutions attended; proof of a baccalaureate degree from a regionally accredited institution should be on one transcript
- If transferring from another U.S. college or university within the U.S., official transcripts from each institution attended as well as a copy of the current I-20 and a transfer clearance form
- If the undergraduate degree was obtained from a school outside of the U.S., a foreign credential evaluation must be sent to the Reinhardt University Office of Graduate Studies.
- A bank statement or an affidavit of support verifying financial responsibility for fees for the full cost of the program. Funds must be reported in U.S. dollars.
- If English is not the native language, an official score report from the Test of English as a Foreign Language (TOEFL). A TOEFL paper score of 500 or higher or computer score of 173 is required.
- \$50 Application fee (waived with the Online Application form)

Applicants with other types of visas should contact the Office of Graduate Studies. The applications will be reviewed on a case-by-case basis.

Application Process

Once an application file is complete, a copy is submitted to the Admissions Committee of the specific degree program to which a student is applying. The Admissions Committee will inform the Office of Graduate Studies if the applicant has been fully admitted, provisionally admitted, or not admitted. The Office of Graduate Studies will then communicate this decision to the applicant.

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:

- A required test like the GMAT or GRE for full admission.
- 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.
- No more than nine (9) graduate hours taken in provisional status may be applied to the degree program.

Alternate Admission Status

Non-Degree Admission

An applicant who desires graduate credit but is not interested in pursuing a graduate degree may be admitted as a non-degree student. Qualifications for non-degree status are as follows:

- An earned baccalaureate or graduate degree from a regionally accredited institution recognized by Reinhardt University
- Permission from the Program Coordinator/Director and Dean of the appropriate School degree program

- 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.
- 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.

Applicants admitted under non-degree status may be admitted to full degree status 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 status, no more than nine (9) semester hours may be applied toward a degree by the Program Coordinator/Director.

Applicants who wish to apply for non-degree status must submit the following to the Office of Graduate Studies:

- The Graduate Admission Application form—complete and submit the **Online Application for Admission** or contact the Office of Graduate Studies for a paper application.
- Official transcripts from all institutions attended; proof of a baccalaureate degree from a regionally accredited institution should be on one transcript
- \$50 Application fee (waived with the Online Application form)
- A brief letter explaining the purpose for non-degree study

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 8:30 a.m. – 5:00 p.m. The contact information is as follows:

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

Phone: 770-720-5519 or 5520; Fax: 770-720-5655
Email: BusinessOffice@reinhardt.edu

Expenses

All charges are subject to change.

Fall 2015-Summer 2016

Tuition per credit hour	\$440
Technology fee per semester	\$60
Private Music Lessons (additional, per credit hour)	\$150

Miscellaneous Fees

Duplicate Diploma	\$50
Graduation fee paid by deadline	\$100
Late Graduation fee (+\$25)	\$125
Returned Check Charge	\$25
Transcript Fee per copy	\$5

Costs per semester

Reinhardt graduate students enroll in 3-12 credit hours a semester, depending on the program.

3 credit hours a semester	\$1320
Technology fee	\$ 60
Books	<u>\$ 100 est.</u>
	\$1480

12 credit hours a semester	\$ 5280
Technology fee	\$ 60
Books	<u>\$ 300 est.</u>
	\$ 5640

Payment Policies

Tuition and technology 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 \$100 is due on the Session I drop/add date two semesters before expected degree completion. Checks or money orders should be made payable to Reinhardt University.

Payment Due dates 2015-2016

Fall 2015

Tuition and fees	August 10, 2015
Graduation fee for May 2016 degree completion	August 31, 2015

Spring 2016

Tuition and fees	December 21, 2015
Graduation fee for August 2016 degree completion	January 25, 2016

Summer 2016

Tuition and fees	April 25, 2016
Graduation fee for December 2016 degree completion	May 23, 2016

Payment options

- Cash, check, or money order
- Credit cards—VISA, MasterCard, American Express, or Discover. To pay over the phone using one of the above credit cards, please call 770-720-5520. To pay online, please go to “My Account” in your RU EagleWeb account.
- Financial Aid loan—contact the RU Office of Financial Aid to confirm that all of your paper work is complete—ph. 770-720-5667.
- Monthly payments—set up payments with Tuition Management Systems (TMS) prior to the start of classes.

There is a setup fee (\$47 for fall only; \$65 for fall and spring), but there are no interest charges. For more information about the monthly payment option, please call the RU Business Office at 770-720-5520 or 770-720-5519. Students may also contact TMS directly at 1-888-285-3052 or at <https://reinhardt.afford.com>.

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. Should a student’s account become delinquent, the University reserves the right to apply any monies due to the student until the account is cleared.

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 acceptable arrangements have been made for payment of

remaining balances. 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.

<i>Tuition Refund period</i>	<i>Percentage of institutional charges refunded</i>
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.

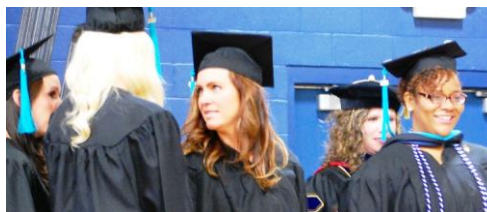
Withdrawal from the University

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." Students not completing the appropriate paperwork will receive an "F." A student who initiates a withdrawal after the published deadline for the last date to withdraw without academic penalty will receive an "F."

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
7300 Reinhardt Circle
Waleska, GA 30183

phone: 770-720-5667

fax: 770-720-9126

email: financialaid@reinhardt.edu

Angela Harlow, Director

770-720-5603

ADH@reinhardt.edu

Wanda M. Olson, Asst. Director

Financial Aid Counselor

for Adult and Graduate Students

770-720-5531

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.

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.

Applying for a Direct Stafford Loan:

Applying for a Direct Stafford Load starts with submitting an application for graduate study at Reinhardt University. Next, the student applies for a loan at the Federal Student Loan (FSA) website. Then, the student fills out an application at the Reinhardt Student Financial Aid website. Financial Aid must be renewed annually, starting in the spring semester. The steps are as follows:

1. Submit a completed application for admission (see p. 14 above). Contact staff at the Office of Graduate Studies at 770-720-5797 if you have questions about the application process.

2. Apply for federal student loans by completing the required forms. Links to all forms are available at the website <http://www.reinhardt.edu> by selecting Financial Aid from the “Find it Here” drop down box and then Forms.
3. Apply for a Federal PIN number that will serve as your electronic signature on federal forms. The PIN website is www.pin.ed.gov. Please keep up with this number as you will use it every year.
4. Complete the Free Application for Federal Student Aid (FAFSA) for the appropriate year. If you will be starting classes in January 2015, you will need to complete the 2014-2015 FAFSA. If you will be starting classes after January 2015, you will need to complete the 2015-2016 FAFSA which will be available after January 1, 2015. Reinhardt’s federal code is 001589.
5. Complete the Master Promissory Note (MPN) for the Direct Stafford Loan on the website www.studentloans.gov. Please do not complete the PLUS MPN.
6. Complete the Entrance Counseling for Graduate Students at the website www.studentloans.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. The first step of is to identify those

sources that are appropriate for the individual student and then make contact.

One place to begin the search is the Internet. Several scholarship search programs can be found on the internet, and they are all free. Scholarship books can often be found in public and school libraries.

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.

Students should also see the “Scams” page of the Reinhardt University Student Financial Aid website for important advice about searching for external resources.

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 usually is an annual award. Students must reapply for loans or external scholarships every year. Students must meet the eligibility requirements and file the appropriate applications for each program. This consists of completing the Free Application for Federal Student Aid (FAFSA) each spring. The priority deadline for receipt of a completed financial aid file is May 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 Integrity

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, the Division of Academic Affairs, and the Division of Student 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 and Dean 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” in the course. If a student repeats the course, both the sanctioned “F” and the repeat grade will be computed in the grade-point average.
3. Assigning a grade of “F” 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 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 and Dean for Academic Affairs (VPAA) 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 VPAA.

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 and Dean for Academic Affairs. Then, the case moves to Level III.

LEVEL III: The Vice President and Dean for Academic Affairs (VPAA)

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

Academic Performance

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.

Requirements for Satisfactory Academic Progress

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

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

Academic Probation

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

Academic Dismissal

If a student receives a third course grade of “C” in a degree program or a first course grade of “F”, the

student will be dismissed from the graduate program. Students receiving notification of **Academic Dismissal** shall be notified by the University Registrar and shall not be eligible for graduate study or readmission at Reinhardt University.

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

See also **Grade Appeals** and **Enrollment Related Appeals** under **Appeals and Petitions** (p. 26).

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:

<i>Grade points per semester credit</i>		
A	Excellent	4.0
B	Good (Minimum Required Graduate Average)	3.0
C	Below Graduate Average (In order to maintain the required 3.0 GPA, a grade of an “A” must be obtained to offset the earned grade of “C”)	2.0
F	Failure (a course with this grade is counted in the grade-point average as attempted work but does not apply toward a graduate degree)	0.0
P	Passing	None
NP	Not Passing	None

I	Incomplete **	None
W	Withdrew without penalty	None
NR	Not Reported-no effect on grade points (an administrative notation in the absence of a grade)	None

***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.”*

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 “F.”

Course Load

Full-time enrollment for graduate studies ranges from 3-12 credit hours a semester, depending on the program. A semester load of more than twelve (12) credit hours must be approved by the advisor, the Program Coordinator/Director, and Dean of the School.

Degree Candidacy/Graduation Requirements

Students must submit an application for degree completion by the appropriate date—usually the drop/add course 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 \$100 that must be submitted

with the application. After the application deadline, there is a late fee of \$25 added to the processing fee.

Graduate students are expected to earn grades of “A” or “B” in their course work. 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. instrument [piano, guitar] performance, reviews, exams, interviews).

Commencement is held only at the end of spring semester. 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.

Petitions and Appeals

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 and Dean for Academic Affairs. An appeal form is available in the Office of Academic Affairs.

A copy of the appeal proceedings will be kept by the Office of Graduate Studies.

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 Vice President for Graduate Studies. The appropriate response will depend on the nature of the grievance.

Advising/Registration

The Registration process occurs during fall semester for spring classes and during spring semester for summer and 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. The instructor will collect a signed copy of the schedule from each

student to send to the Office of Graduate Studies for the student files.

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, or from the Administrative Assistant at the North Fulton Center.
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" for the class. Students who do not follow this procedure will receive an "F."

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 Coordinator/Director and/or the Associate Vice President for Graduate Studies. The hours allowed for transfer may range, depending on individual program policy, from zero to nine graduate hours (0-9). 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.
- The total of transferred courses may not exceed nine semester hours.
- Grades below a "B" will not be accepted.
- Transferred grades are not used in the calculation of semester and overall grade point averages.

MCCAMISH SCHOOL OF BUSINESS

Donald D. Wilson, Ph.D. - Interim Dean
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Telephone: 770-720-5953 Fax: 770-720-5602
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Website - <http://www.reinhardt.edu/mba>



Master of Business Administration (MBA)

The Reinhardt Advantage MBA program seeks to develop 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 Advantage MBA program teaches students to recognize strategic and operational advantages and to use analytical and critical thinking skills necessary for effective strategic and tactical decision-making. In addition, Reinhardt MBA students learn to utilize interpersonal skills to foster team consensus, leadership, business ethics, and individual as well as social responsibility.

MBA Program Coordinator

Dana L. Hall, Ph.D.
Assistant Professor of Business
770-720-5756
DLH@Reinhardt.edu

Accreditation

The Reinhardt Advantage MBA is accredited by the Southern Association of Colleges and Schools (SACS).

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 Advantage MBA program shares the same commitments of the University's overall mission, but with a focus on the graduate student community. The Advantage MBA program seeks to challenge students academically and 'put 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 a combined 80 years of business experience.

Admission Requirements

All admission documents should be sent to the following address:

Office of Graduate Studies
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183

FAX: 770-720-9236
PHONE: 770-720-5797
e-mail: GradStudies@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 Graduate Studies for a paper application.
- \$50 Application fee, made out to Reinhardt University (waived with the Online Application)

- 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, or delivered in a sealed envelope from the institution, or sent via a professional electronic transcript sending service.

Additional admission requirements for the Reinhardt Advantage MBA:

- GMAT score of 500 or higher, or a GRE score in the upper 50th percentile
**See below for waiver information.
- A professional résumé or one-page summary of all work experience.
- A 300-word essay on how an MBA fits with the applicant's career goals
- Three letters of reference addressing the applicant's ability to carry out graduate course work

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***
- If the applicant's undergraduate degree is not in Business, then to be unconditionally admitted into the graduate MBA program, the candidate must have a Bachelor's Degree from a regionally accredited university with at least a 2.75 GPA and be able to demonstrate a basic level of knowledge and achievement in the areas of:

- Financial Accounting
- Principles of Marketing
- Principles of Management
- Macroeconomic Principles
- Business Law I
- Corporate Financial Management
- Elementary Statistics

Such knowledge and achievement can be demonstrated through successful completion

(at least a 2.75 GPA) of undergraduate courses in these areas, and/or successful completion of CLEP and CLEP-like testing. The MBA Admissions Committee can waive any or all of these requirements based on relevant work experience.

- A personal interview with the MBA Program Coordinator or his/her designee

****GMAT/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 Office of Graduate Studies a completed GRE/GMAT 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 MBA Admissions Committee will evaluate the request, and the decision will be communicated to the applicant by the Office of Graduate Studies. The waiver is not guaranteed, and the decision of the MBA Admissions Committee is final.

MBA Student Learning Outcomes

MBA Students meet these objectives 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 Research Methodologies - derive business decision-making applications based upon sound research practices and procedures.

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. 26) and **Degree Candidacy/ Graduation Requirements** (p. 27).

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** (p. 26). 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. 26).

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** (p. 27) and **Enrollment Related Appeals** under **Appeals and Petitions** (p. 28).

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

The Reinhardt University Advantage MBA curriculum offers superior training and applications in the professional business arena. Two strategic components illustrate the program's strengths:

Practicum - Each set of 7-week courses is followed by a one-week practicum that provides the hands-on experience and practical applications that lead to a comprehensive understanding of business organizations.

Portfolio - Graduates return to the business community with a portfolio featuring the student's six most outstanding projects.

Required Courses		MBA Learning Outcome #	Credit hours	Total Credit hours
Semester 1	BUS 601 - Managing the Organization	M1, M4	3	7
	BUS 610 - Communications	M1, M2	3	
	BUS 615 - Practicum I	M1, M2, M4	1	
Semester 2	BUS 621 - Strategic Human Resources	M1, M6	3	7
	BUS 625 - Financial Statements	M1, M3, M4, M6	3	
	BUS 635 - Practicum II	M1, M4, M6	1	
Semester 3	BUS 641 - Quantitative Decision Making	M1, M3	3	7
	BUS 665 - Marketing	M1, M6	3	
	BUS 655 - Practicum III	M1, M3, M4, M6	1	
Semester 4	BUS 640 - Law and Ethics	M1, M4, M6	3	7
	BUS 661 - Economics	M1, M2, M3, M5	3	
	BUS 675 - Practicum IV	M1, M2, M6	1	
Semester 5	BUS 680 - Global Business	M1, M5, M6	3	8
	BUS 690 - Strategic Management	M1, M2, M5, M6	3	
	BUS 695 - Practicum V-Student Portfolio	M1, M2, M3, M4, M5, M6	2	
Total Semester Credits Required in Degree				36

Additional Portfolio information:

Students will compile a portfolio of six assignments that relate to the six program learning objectives, organized professionally in a binder to result in a program deliverable which is due during BUS 695. Students will also write a narrative that discusses how each assignment fits that learning objective.

There will be a Table of Contents and a narrative with each assignment, displaying the requirements of the assignment and a discussion of how the student benefitted from the assignment.

The portfolio will be graded and will account for half of the grade for BUS 695; the other half of the grade will be the grade on the final practicum presentation itself.

Price School of Education

Cindy M. Kiernan, Ed.D. – Dean

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GRADUATE PROGRAMS

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

Master of Arts in Teaching (MAT) in Early Childhood Education

Master of Education (M.Ed.) in Early Childhood Education

Master of Education (M.Ed.) in Special Education

The Reading Endorsement Program

Accreditation

Both the Reinhardt MAT and M.Ed. are accredited by the Southern Association of Colleges and Schools (SACS). The MAT is approved by the Georgia Professional Standards Commission (PSC) to recommend initial certification. The Office of Graduate Studies is accepting applications for the Fall 2015 cohort.

The M.Ed. is also approved by the PSC for an in-field certification upgrade. The M.Ed. program is currently under revision to accord with recent certification changes made by the Georgia Professional Standards Commission (GaPSC). The Office of Graduate Studies will begin accepting applications in the Fall of 2015 for the Fall 2016 M.Ed. cohort.

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 Early Childhood Education, the M.Ed. in Early Childhood Education, and the M.Ed. in Special Education are built on the PSOE Differentiated Approaches to Teaching and Assessment (DATA) Model for Responsive Teaching.

Master of Arts in Teaching (MAT) in Early Childhood Education

The Master of Arts in Teaching (MAT) Program in Early Childhood 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 early childhood education coursework. Completion of the MAT Program leads to a master's degree (MAT) and a Certificate of Eligibility - Level 5 in Early Childhood Education (P-5).

MAT Program Coordinator

Pamela H. Colvin, Ed.D.

Assistant Professor of Education

770-720-5948

phc@reinhardt.edu

MAT Mission

The mission of the Masters of Arts in Teaching (MAT) Program in Early Childhood 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 as they explore and successfully develop 21st Century Classroom instructional skills that define effective teaching and learning to meet the needs of all students.

- **Differentiation and Assessment**

Differentiated instruction in a typical classroom recognizes that students vary in their academic abilities, learning styles, personalities, interests, background knowledge, experiences, and levels of

motivation for learning. When a teacher differentiates instruction, he or she uses a variety of teaching practices and strategies, including technology, along with varied and balanced assessment strategies that create critical data that is 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 and provides powerful examples of what the practice looks like and how it positively impacts the learning of each student.

- **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 in a collaborative, caring, and academically challenging classroom environment. The teaching practice is strengthened when each MAT candidate teacher 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 environment that encourages critical thinking, problem-solving skills, and challenges all students in an engaging, supportive, and 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 actively engaged instruction with varied and balanced assessment procedures, and hands-on experience 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 Graduate Studies
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183

FAX: 770-720-9236
PHONE: 770-720-5797
e-mail: GradStudies@reinhardt.edu

The MAT Program in Early Childhood Education encourages you to apply early. New students are only accepted for fall term; the next entry point will be fall of 2016. All admission documents should be submitted by July 15, 2016 for the fall 2016 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 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).

3. The applicant must submit a copy of the original GACE Reporting Score Form that officially documents passing scores on the GACE Program Admission Assessment in Reading (Test #200), Mathematics (#201), and Writing (#202), or the Combined Test I, II, and III (#700). For more GACE information, visit the website at <http://www.gace.ets.org>.

When the applicant receives the official GACE scores through an e-mail, he or she should forward the e-mail to the Office of Graduate Studies at

GradStudies@reinhardt.edu.

EXEMPTIONS: The GACE Program Admission Assessment may be exempted if sufficient scores are obtained on one of the following:

- SAT® (1000 on Verbal/Critical Reading, and Math)
- ACT® (43 on English and Math) or
- GRE® (1030 Combined Score for Verbal and Quantitative; after 8-1-11, 297 Verbal and Quantitative)

For specific information about GACE Program Admission Assessment exemptions, applicants can visit the following Georgia Professional Standards Commission (GaPSC) link:

<http://www.gapsc.com/EducatorPreparation/Assessment/BasicSkillsInfo.aspx>.

An applicant who has submitted an acceptable application, official transcripts with an acceptable GPA, and passing scores on the GACE Program Admission Assessment, may proceed to Steps 4 and 5.

4. 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>.

5. An applicant who has submitted an acceptable application, official transcripts with an acceptable GPA, and passing scores on the GACE Program Admission Assessment, will be

sent the following forms: a consent form for the Criminal Background Check, a Cohort Letter of Commitment, and a Reinhardt University Registration Form. These should be signed and returned to the Reinhardt University Office of Graduate Studies, along with a check for \$7.00 made out to Reinhardt University for the Criminal Background Check

All documents should be submitted by July 15, 2016 for the fall 2016 cohort. After completing these 5 steps, an applicant will receive a letter about his or her admission status.

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.

Additional MAT Admission Points

In addition to initial admission to Reinhardt University and the MAT Program, the PSOE has

established three admission points throughout the MAT Program where evidence of candidate's pedagogical and professional knowledge, skills, and dispositions will be reviewed and decisions made regarding eligibility for the next stage of the Program.

For Admission to MAT-Year 1 Spring Semester, MAT Candidates must:

- Possess an overall GPA of at least 3.0.
- Provide documentation of at least 30 hours of classroom field experience.
- Demonstrate a professional disposition during field experience.
- Demonstrate knowledge and understanding of the PSOE Nine Common Elements of Differentiated Instruction.

For Admission to MAT-Year 2 Fall Semester, MAT Candidates must:

- Possess an overall GPA of at least 3.0.
- Provide documentation of at least 30 additional hours of field experience.
- Demonstrate a professional disposition during field experience and coursework.
- Demonstrate use and integration of technology.

For Admission to MAT-Year 2 Clinical Residency, MAT Candidates must:

- Possess an overall GPA of at least 3.0.
- Provide documentation of at least 30 hours of MAT Year 2 Clinical Practice.
- Demonstrate a professional disposition during MAT Year 2 coursework and Clinical Practice.
- Demonstrate application of PSOE proficiencies during MAT Year 2.
- Provide passing scores for the GACE Content Area Assessment Tests in Early Childhood Education (Tests 001 and 002).

For Completion of MAT-Year 2 Clinical Residency, MAT Candidates must:

- Possess an overall GPA of at least 3.0.
- Successfully complete the Teacher Performance Assessment (edTPA).
- Pass the Georgia Educators Ethics-program Exit Exam (360). Passing is required for certification.
- Provide documentation of at least 590 hours of Clinical Residency.
- Demonstrate a professional disposition during MAT Clinical Residency and Seminars.
- Demonstrate independent application of PSOE proficiencies during Clinical Residency.

Graduation Requirements:

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

See **Academic Performance** (p. 26) and **Degree Candidacy/ Graduation Requirements** (p. 27).

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** (p. 26). 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. 26).

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. 27-28).

Master of Arts in Teaching (MAT) in Early Childhood Education Degree Requirements

The MAT in Early Childhood Education requires candidates to complete 48 credit hours or thirteen courses in four semesters.

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

Master of Education (M.Ed.) in Early Childhood Education

Accredited by the Southern Association of Colleges and Schools (SACS), the Master of Education (M.Ed.) Program in Early Childhood Education offered by the Price School of Education at Reinhardt University is designed for certified, practicing Early Childhood Education professionals who have successfully completed one year of full-time classroom experience and want to earn a master's degree as part of a professional learning community. The program allows a classroom teacher in Early Childhood Education (P-5) to earn a M.Ed. in five semesters (21 months) while continuing his or her teaching career.

NOTE: The M.Ed. program is currently under revision to accord with recent certification changes made by the Georgia Professional Standards Commission (GaPSC). The Office of Graduate Studies will begin accepting applications in the Fall of 2015 for the Fall 2016 M.Ed. cohort.

M.Ed. Program Coordinator

Cindy M. Kiernan., Ed.D.
Dean, Price School of Education
Assistant Professor of Early Childhood Education
770-720-5889
cmk@reinhardt.edu

M.Ed. 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

Both the Reinhardt MAT and M.Ed. are built on a Differentiated Approaches to Teaching and Assessment (DATA) Model for Responsive Teaching.

M.Ed. ECE Vision

The M.Ed. Program in Early Childhood Education addresses:

RESPONSIVE TEACHING: M.Ed. candidates will support children's cognitive, social, emotional, physical, and linguistic development by organizing and orchestrating a nurturing and challenging environment in ways that best facilitate the development and learning of young, diverse children.

INQUIRY AND RESEARCH: M.Ed. candidates will demonstrate in-depth, critical knowledge of the theory and research pertinent to the professional role(s) and focus area(s) emphasized in the program. Using systematic and professionally accepted approaches, each candidate will demonstrate inquiry skills, showing the ability to investigate questions relevant to the candidate's practice and professional goals through action research in his or her own classroom.

INSTRUCTIONAL LEADERSHIP: M.Ed. candidates will work as leaders and collaborators in the professional community to improve programs and practices for young children and their families. They will reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

M.Ed. Admission Requirements

The M.Ed. program is currently under revision to accord with recent certification changes made by the Georgia Professional Standards Commission (GaPSC). The Office of Graduate Studies will begin accepting applications in the Fall of 2015 for the Fall 2016 M.Ed. cohort.

PSOE MASTER OF EDUCATION (M.Ed.) PROGRAM IN ECE CANDIDATE PROFICIENCIES:

To best facilitate the DATA Model for the *Teacher as a Responsive Instructional Leader and Researcher*, the faculty of the Price School of Education has established the following proficiencies for the M.Ed. Teacher Preparation Program in Early Childhood Education:

DOMAIN I: THE RESPONSIVE TEACHER

Candidates believe all children have the capacity to learn and have an in-depth understanding of and appreciation for all aspects of diversity; as a result, each candidate will demonstrate the following proficiencies:

- 1.1 Uses comprehensive knowledge of learner differences, curriculum standards, and ongoing student assessment data to plan and implement differentiation of the learning environment, essential content, instructional practices, and student assessment products based on students' varying levels of readiness, learning preferences, and interests.
- 1.2 Applies his/her understanding of child development to model and teach behaviors that promote a safe and secure learning environment of care and challenge, that nurture the spirit and well-being of all students, that reflect appreciation of and respect for the individual differences and unique needs of each student, and that empower students to treat others with—and to

expect from others—equity, fairness, and dignity.

- 1.3 Exhibits accurate, current, and in-depth knowledge of subject matter, including essential content, organizing concepts, guiding principles, associated attitudes, methods of inquiry, connections to other disciplines, applications to common life experiences, and content pedagogy knowledge (how best to teach the content) to design and implement responsive, appropriate approaches and meaningful, integrated learning experiences that assist and challenge each student in developing a deeper, more conceptual understanding of the subject matter.
- 1.4 Interacts with learners in multiple ways and utilizes a variety of instructional approaches, strategies, accommodations/modifications, tools, and resources to support students' development and learning.
- 1.5 Collects formative and summative assessment data as an ongoing diagnostic activity to measure student progress and to guide and differentiate instruction; organizes the assessment data into meaningful structures and interprets the evidence; plans and makes adjustments based on analysis of assessment data; provides constructive, instructional feedback to students that is specific and timely to promote improvement, maximum growth, and independence; communicates this information to strengthen collaboration and partnerships with families, colleagues, and other professionals; and reflects on teaching practices that validate informed instructional decisions to positively impact the development and learning of all students.
- 1.6 Displays consistent teaching dispositions that are responsive, reflective, and ethical to support all students' diverse learning needs and to make knowledgeable, principled judgments about individual professional behavior, teaching practices, and impact on student learning.

DOMAIN II: THE ACTION RESEARCHER

Candidates think systematically about their educational practice and learn from experience; as a result, each candidate will demonstrate the following proficiencies:

- 2.1 Uses systematic and professionally accepted techniques of action research to investigate questions relevant to his/her own practice, professional goals, and local school improvement plan.
- 2.2 Exhibits in-depth, critical knowledge of the theory and research relevant to the components of the iterative, cyclical PSOE DATA Model.
- 2.3 Demonstrates a high level of skill in identifying and using the human, material, and technological resources needed to perform his/her professional roles and to keep abreast of the field's changing knowledge base.
- 2.4 Exhibits continuous, collaborative inquiry through examination of ethical, knowledgeable, reflective, and critical perspectives on his/her practice, making informed decisions that integrate information from a variety of sources and that position him/her for instructional leadership opportunities.

DOMAIN III: THE INSTRUCTIONAL LEADER

Candidates are members of learning communities; as a result, each candidate will demonstrate the following proficiencies:

- 3.1 Establishes positive, respectful, and collaborative partnerships with students, colleagues, parents, community members, outside agencies, and professional associations and organizations in support of student development, learning, and well-being.
- 3.2 Engages consistently in ongoing professional development opportunities that support sound educational practices and public policies for the positive development and learning of all students.

- 3.3 Exhibits a high level of oral, written, and technological communication skills to increase and enhance collaboration and dialogue about instructional issues and student learning.
- 3.4 Reflects on and uses his/her ability and opportunity to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.
- 3.5 Provides leadership as a collaborator and partner in the school community to advocate sound educational practices and policies for the benefit of all students.

Academic Performance

M.Ed. 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** (p. 26). 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. 26).

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. 27-28).

Graduation Requirements:

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

See **Academic Performance** (p. 26) and **Degree Candidacy/ Graduation Requirements** (p. 27).

Master of Education (M. Ed.) in Early Childhood Education Degree Requirements

The M.Ed. curriculum is designed to transform professional educators into distinguished, responsive classroom teachers, action researchers, and instructional leaders.

The program requires candidates to complete three stages of professional development that include 36 hours or eleven courses in five semesters.

Required Courses		<i>Credit hours</i>	<i>Total Credit hours</i>
Fall- 1	The Responsive Teacher		
	EDU 601 - DATA Model for the Responsive Teacher, Action Researcher, & Instructional Leader	3	
	EDU 602 - What Works in Schools: School Improvement Research	3	6
Spring - 2	The Action Researcher		
	EDU 610 - ECE Curriculum Content I: Integrated Study	3	
	EDU 611 - ECE Curriculum Content II: Inquiry	3	6
Summer - 3	EDU 620 - Promoting Development & Learning for Diverse Students	3 online	
	EDU 621 - Building Partnerships for Student Success	3 online	6
Fall - 4	EDU 612 - ECE Curriculum Content III: Data Analysis	3	
	EDU 613 - ECE Curriculum Content IV: Communication in Context	3	
	EDU 622 - Transforming Teacher Leaders	3	9
Spring - 5	The Instructional Leader		
	EDU 623 - Teachers as Leaders	3	
	EDU 630 - Capstone Experience	6	9
Total Semester Credits Required in Degree			36

Master of Education (M.Ed.) in Special Education

Accredited by the Southern Association of Colleges and Schools (SACS), the Master of Education (M.Ed.) Program in Special Education at Reinhardt University is designed for certified, practicing Special Education professionals who have successfully completed at least one year of full-time classroom experience and want to earn a master's degree as part of a professional learning community.

NOTE: The M.Ed. program is currently under revision to accord with recent certification changes made by the Georgia Professional Standards Commission (GaPSC). The Office of Graduate Studies will begin accepting applications in the Fall of 2015 for the Fall 2016 M.Ed. cohort.

M.Ed. Special Education Coordinator

Cindy M. Kiernan., Ed.D.
Dean, Price School of Education
Assistant Professor of Early Childhood Education
770-720-5889
cmk@reinhardt.edu

M.Ed. 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

Both the Reinhardt MAT and M.Ed. are built on a Differentiated Approaches to Teaching and Assessment (DATA) Model for Responsive Teaching.

M.Ed. Special Education Vision

The goal of the M.Ed. Program in Special Education at Reinhardt University is to transform professional educators into responsive teachers in inclusion classrooms as effective collaborators, action researchers and instructional leaders.

RESPONSIVE INSTRUCTION IN INCLUSIONARY CLASSROOMS:

Candidates will continue to develop their instructional and assessment skills to the Master Teacher level. They will be able to implement a wide range of instruction and assessment strategies for students with special needs.

TEACHERS AS COLLABORATORS:

Candidates will be able to collaborate effectively with other educators as well as with parents, service providers, and other community agency personnel to address all students' academic, social, and emotional needs.

TEACHERS AS ACTION RESEARCHERS:

Candidates will analyze critical learning issues in the classroom, study current research addressing these issues, implement strategies focused on the issues and determine the strategies' effectiveness. They will share the results of their action research studies with colleagues so that effective instruction is promoted throughout their school district.

TEACHERS AS LEADERS:

Candidates will work as leaders and collaborators in the professional community to improve programs and practices for children with special needs and their families. They will reflect on and use their abilities and opportunities to think strategically, build consensus, create change and influence better outcomes for children, families and the profession.

M.Ed. Admission Requirements

NOTE: The M.Ed. program is currently under revision to accord with recent certification changes made by the Georgia Professional Standards Commission (GaPSC). The Office of Graduate Studies will begin accepting applications in the Fall of 2015 for the Fall 2016 M.Ed. cohort.

PSOE MASTER OF EDUCATION (M.Ed.) PROGRAM IN SPECIAL EDUCATION CANDIDATE PROFICIENCIES:

The Reinhardt University M.Ed. in Special Education curriculum is designed to address four domains: the Responsive Teacher in the Inclusionary Classroom, the Teacher as Collaborator, the Teacher as Action Researcher, and the Teacher as Leader.

DOMAIN I: THE RESPONSIVE TEACHER IN AN INCLUSIONARY CLASSROOM

Candidates believe all children have the capacity to learn and have an in-depth understanding of and appreciation for all aspects of diversity. As a result:

- 1.1 Candidates select, adapt, and use instructional strategies that promote positive learning results in general curricula and appropriately modify learning environments for students with special needs that increase the students' self-awareness, self-management, self-control, self-reliance, and self-esteem.
- 1.2 Candidates actively create learning environments that foster cultural understanding, safety and emotional well-

being, positive social interactions, and active engagement of students with special needs.

- 1.3 Candidates help their colleagues integrate students with special needs in regular environments and engage them in meaningful learning activities and interactions.
- 1.4 Candidates use individualized strategies, utilizing augmentative, alternative, and assistive technologies, to enhance language development and teach communication skills to students with special needs.
- 1.5 Candidates develop long-range, individualized instructional plans anchored in the state and school district curricula, systematically translating these plans into carefully selected, shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.
- 1.6 Candidates use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.
- 1.7 Candidates conduct formal and informal assessments of behavior, learning, achievement, and environments to identify supports and adaptations required for students to access the general curriculum and to participate in school, system, and statewide assessment programs.

DOMAIN II: THE TEACHER AS COLLABORATOR

Candidates practice collaboration to enhance opportunities for students with exceptionalities. As a result:

- 2.1 Candidates facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families,

professional colleagues, and personnel from other agencies as appropriate.

- 2.2 Candidates are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach students with special needs.
- 2.3 Candidates are a resource to their colleagues in understanding the laws and policies relevant to students with special needs.
- 2.4 Candidates exhibit a high level of oral, written, and technological communication skills to increase and enhance collaboration and dialogue about instructional issues and student learning.

DOMAIN III: THE TEACHER AS ACTION RESEARCHER

Candidates think systematically about their educational practice and learn from experience. As a result:

- 3.1 Candidates use systematic and professionally accepted techniques of action research to investigate questions relevant to their own practice, professional goals, and local school improvement plans.
- 3.2 Candidates exhibit in-depth, critical knowledge of the theory and research relevant to the components of the iterative, cyclical PSOE DATA Model.
- 3.3 Candidates develop and improve programs using principles of curriculum development and modification, and learning theory.
- 3.4 Candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.
- 3.5. Candidates exhibit continuous, collaborative inquiry through examination of ethical,

knowledgeable, reflective, and critical perspectives on their practice, making informed decisions that integrate information from a variety of sources and that position them for instructional leadership opportunities.

- 3.6 Candidates demonstrate leadership in inclusive principles by being a vocal supporter of inclusionary best practices, using these practices in instruction, and sharing these practices with colleagues.
- 3.7 Candidates facilitate professional development activities by identifying training needs, designing effective activities, assuring that the activities are positively implemented and reaching the needed audience, measuring the impact of the professional development, and using evaluation strategies to improve professional development.
- 3.8 Candidates are leaders in the IEP process, ensuring the development of high quality IEPs that are realistic and aligned with appropriate Georgia Performance Standards, ensuring their subsequent implementation, and ensuring the quality communication with all stakeholders impacted by the IEP.
- 3.9 Candidates are knowledgeable of education law, especially related to special education, and offer guidance to staff, teachers, administrators, and parents pertaining to legal aspects.
- 3.10 Candidates engage consistently in ongoing professional development opportunities that support sound educational practices and public policies for the positive development and learning of all students.
- 3.11 Candidates reflect on and use their ability and opportunity to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.

DOMAIN IV: THE INSTRUCTIONAL LEADER

Candidates are members of learning communities. As a result:

- 4.1 Candidates establish positive, respectful, and collaborative partnerships with students, colleagues, parents, community members, outside agencies, and professional associations and organizations in support of student development, learning, and well-being.
- 4.2 Candidates engage consistently in ongoing professional development opportunities that support sound educational practices and public policies for the positive development and learning of all students.
- 4.3 Candidates exhibit a high level of oral, written, and technological communication skills to increase and enhance collaboration and dialogue about instructional issues and student learning.
- 4.4 Candidates reflect on and use their ability and opportunity to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.
- 4.5 Candidates provide leadership as a collaborator and partner in the school community to advocate sound educational practices and policies for the benefit of all students.

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. 27-28).

Graduation Requirements:

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

See **Academic Performance** (p. 26) and **Degree Candidacy/ Graduation Requirements** (p. 27).

Academic Performance

M.Ed. 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** (p. 26). 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. 256).

Master of Education (M.Ed.) in Special Education Degree Requirements

The curriculum for the M.Ed. in Special Education is designed to address four domains: the Responsive Teacher in the Inclusionary Classroom, the Teacher as Collaborator, the Teacher as Action Researcher, and the Teacher as Instructional Leader.

Required Courses		<i>Credit hours</i>	<i>Total Credit hours</i>
Fall- 1	EDU 601 - DATA Model for the Responsive Teacher, Action Researcher, & Instructional Leader	3	
	EDU 602 - What Works in Schools: School Improvement Research	3	6
Spring - 2	EDU 640 - Effective Inclusionary Practices	3	
	EDU 643 - Strategies for Challenging Behaviors	3	6
Summer - 3	EDU 620 - Promoting Development & Learning for Diverse Students	3 online	
	EDU 621 - Building Partnerships for Student Success	3 online	6
Fall - 4	EDU 641 - Assessment in Special Education	3	
	EDU 642 - Response to Intervention Strategies	3	
	EDU 622 - Transforming Teacher Leaders	3	9
Spring - 5	EDU 623 - Teachers as Leaders	3	
	EDU 648 - Special Education Law	3	
	EDU 649 - Action Research in Special Education	3	9
Total Semester Credits Required in Degree			36

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 744: Introduction to Reading
EDU 755: Reading Diagnosis
EDU 766: 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 Graduate Studies
Attn: Reading Endorsement Program
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183

FAX: 770-720-9236
PHONE: 770-720-5797
e-mail: GradStudies@reinhardt.edu

General admission to Reinhardt University graduate studies:

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

- \$50 Application fee, made out to Reinhardt University

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:

by phone at 770-720-9136
or via e-mail at TCG@reinhardt.edu

SCHOOL OF MATHEMATICS AND SCIENCE

Jacob P. Harney, Ph.D. - Dean
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Email - jph@reinhardt.edu
Website - <http://www.reinhardt.edu/mpa>

Master of Public Administration (MPA)

Over the past 50 years, the Master of Public Administration (MPA) degree has emerged as a vital professional program, designed to prepare individuals from diverse backgrounds for a professional career of public service in private, governmental, and nonprofit organizations. The MPA degree emphasizes the analysis and the evaluation of information regarding administrative and policy issues. In comparison with many other professional degree programs such as law or medicine, the MPA provides broad based training in subjects such as economics, policy analysis, management, and professional communications.

MPA Program Director

Karen L. Owen, M.P.A., Ph.D.
Assistant Professor of Public Administration
770- 720-5712
KLO@reinhardt.edu

Accreditation

The Reinhardt University Master of Public Administration (MPA) is accredited by the Southern Association of Colleges and Schools (SACS).

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 Graduate Studies
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183

FAX: 770-720-9236
PHONE: 770-720-5797
e-mail: GradStudies@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 Graduate Studies for a paper application.
- \$50 Application fee, made out to Reinhardt University (waived with the Online Application)
- Official transcripts from all institutions attended; proof of a bachelor's degree from a regionally accredited institution should be on one transcript.

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 Office of Graduate Studies 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 of Graduate Studies. 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 Vice President for 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. 28) under "Academic Policies" for stipulations of the Reinhardt University Office of 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 Student Learning Outcomes

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

1. Public Service Perspective

- A mastery of skills and appreciation of the intellectual history of American public administration, competing ideological frameworks and major issues or controversies that have emerged over time.

2. Critical Thinking, Analysis, and Synthesis to solve problems and make decisions

- Ability to evaluate and analyze critical questions or problems currently facing the field of public administration and policy.
- Ability to analyze and interpret data and policy information, using various research methodologies and statistical techniques, to provide effective reasoning and make recommendations for decision making and policy creation.

3. Leadership and Management in Public Governance

- Knowledge of the unique political and legal environment in the public and nonprofit sectors, its human management implications, and its leadership and management demands, including similarities, differences and intergovernmental and intra-governmental challenges.
- Ability to evaluate the importance and dynamics of working in groups or teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product.

4. Public Policy Process

- Knowledge of the public policy process at the federal, state, and local levels, including formulating, implementing, and evaluating policy.
- Ability to identify the theories of public policy making and analyze the effectiveness

of policies and policy alternatives in public and nonprofit entities.

5. Ethics and Accountability

- Ability to recognize and analyze ethical dilemmas and apply public administration's code of ethics to decisions and value conflicts unique to public service, ensuring practices remain accountable and transparent.

Curriculum

The MPA program is a 16-month long program (4 semesters) with a total of 36 credit hours (9 hrs 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

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** (p. 26). 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. 26).

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. 27-28).

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** (p. 26) and **Degree Candidacy/ Graduation Requirements** (p. 27).

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 four semesters has a blend of core courses and elective courses. In addition, each semester combines one full semester, online course with two 8-week, face-to-face 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	
	Criminal Justice Concentration or Approved Elective	3	9
Semester - 2			
	MPA 611 – Applied Statistics for Public Decision-Making	3	
	MPA 625 – Human Services Administration	3	
	Criminal Justice Concentration or Approved Elective	3	9
Semester - 3			
	MPA 620 – Budgeting and Finance	3	
	MPA 635 – Ethics in Public Service	3	
	Criminal Justice Concentration or Approved Elective	3	9
Semester - 4			
	MPA 605 – Leadership and Organizational Behavior	3	
	MPA 615 - Special Topics in Public Administration	3	
	Criminal Justice Concentration or Approved Elective	3	9
Total Semester Credits Required in Degree			36

SCHOOL OF PERFORMING ARTS

Fredrick A. Tarrant, Ph.D. - Dean
Office: Falany Performing Arts Center
Telephone: 770-720-9221 Fax: 770-720-5602
Email - fkt@reinhardt.edu
Website - <http://www.reinhardt.edu/mm>



Master of Music (MM)

The Master of Music degree is designed to provide graduate, professional education for students who demonstrate the maturity, desire and ability to succeed in graduate study. It is expected that these students wish to pursue or are currently involved in music performance or music instruction. Excellence in advanced research and performance in the musical medium are a hallmark of the degree program.

Program Coordinator

Matthew M. Anderson, D.M.A.
Assistant Professor of Music
770-720-5569
mma@reinhardt.edu

Accreditation

The Reinhardt Master of Music degree is accredited by the Southern Association of Colleges and Schools (SACS) as well as the National Association of Schools of Music (NASM).

Degree Concentrations

Master of Music in Composition
Master of Music in Conducting
Master of Music in Music Education
Master of Music in Performance

Admission Requirements

All admission documents should be sent to the following address:

Office of Graduate Studies
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183

FAX: 770-720-9236
PHONE: 770-720-5797
e-mail: GradStudies@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 Graduate Studies for a paper application.
- \$50 Application fee, made out to Reinhardt University (waived with the Online Application)
- Official transcripts from all institutions attended; proof of a bachelor's degree from a regionally accredited institution should be on one transcript.

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.

In addition to the general admission requirements to graduate study at Reinhardt University, music students will meet the following requirements.

1. A bachelor's degree from a regionally accredited college or university with a minimum grade point average (GPA) on all undergraduate academic work equal to 2.75 on a 4.0 system and 3.0 in all music courses.
2. Official transcripts from a regionally accredited institution showing the candidate has received a bachelor's degree in music. Students seeking the Master of Music degree in Music Education must have received an undergraduate degree in music education that included student teaching and state licensure.
3. A satisfactory score on the General Section (verbal, quantitative, analytical writing) of the Graduate Record Exam (waived for Reinhardt University graduates and students graduating from NASM accredited institutions with grades of "B" or better in all theory and history course work).
4. Pass the candidacy performance audition in the major area (see specifics below). Conducting majors must demonstrate functional keyboard proficiency. This requirement may be met by completion of an undergraduate degree in music which includes a piano proficiency component. Conducting applicants may request to conduct with their current ensemble.
5. International students must present a minimum TOEFL score of 550.
6. Submit at least two strong letters of recommendation (waived for Reinhardt University graduates). Members of all underrepresented groups are encouraged to

apply.

7. Students desiring to complete the Master of Music in Conducting with a choral emphasis must present an undergraduate degree which included study in vocal pedagogy and language diction in English, German, Italian and Latin. Students deficient in these areas must complete undergraduate course work before being admitted to candidacy.
8. Following completion of the comprehensive exam, a student must complete the degree program in three years. Failure to complete the degree within this time frame may require retesting in cognate areas or additional course work.
9. Students will use as a guide the *Reinhardt University Graduate Academic Catalog* in force, the semester they begin course work. A student may select to complete degree requirements as stated in a subsequent catalog.
 - *Students who are unable to meet regular admission standards may be considered for conditional admission. The conditional status must be removed by the time the student has completed nine (9) credit hours.*
 - *Students with deficiencies might be required to take remedial undergraduate courses.*

Audition Requirements:

Piano:

The audition repertory will be selected from a memorized 30-minute program that must include the following:

1. A major work by Johann Sebastian Bach
2. A fast sonata movement by Haydn, Mozart or Beethoven

3. A major romantic work, e.g. a Ballade by Chopin
4. A major composition written after 1915

The audition requirement is waived for individuals with a music teacher certification (NCTM) by the Music Teachers National Association.

Voice:

Students will present a 25 minute recital (video acceptable) with a variety of literature representing several periods of music and including selections in English, French, German and Italian.

Wind Instruments:

Students will play three selections from the standard literature in varying styles, all major, minor (all forms) and chromatic (full range of the instrument) scales. There will be a sight-reading exercise.

String Instruments:

Students will play three selections from the standard literature in varying styles, all major, minor and chromatic scales. There will be a sight-reading exercise.

Percussion:

Students will demonstrate competence on all battery instruments and two mallet selections from the standard literature, all major, minor and chromatic scales. There will be a sight-reading exercise.

Conducting:

The applicant must demonstrate advanced conducting competency by conducting an audition rehearsal with one of the Reinhardt University ensembles or an ensemble approved by the conducting faculty. The applicant must also demonstrate keyboard competence by playing a full band, orchestra or choral score.

Requirements for Admission to Candidacy:

1. Completion of nine (9) credit hours with no grade lower than "B"
2. Removal of any deficiencies
3. Assignment of the Faculty Advisory Committee
4. Completion of the degree curricula outline with the Candidate Faculty Advisory Committee

Transfer Credit:

A maximum of six (6) hours of graduate credit earned at an accredited institution may be transferred to meet specific courses required in the degree program. Courses must match courses offered at Reinhardt University. See **Transfer Credit** (p. 28) under "Academic Policies" for stipulations of the Reinhardt University Office of Graduate Studies.

Ensemble Participation:

All full-time master's-level students majoring in music are required to participate in a major ensemble during each term of residence. A maximum of two (2) hours of graduate credit earned from ensemble work may be counted toward a degree. The ensemble in which one participates will be determined by the student's major applied area and area of interest.

Faculty Advisory Committee:

Early in the first term of study and before nine (9) hours of graduate credit have been earned, the student will be assigned a faculty advisor from the student's major area. The School of Music vests complete control of a graduate student's program in the Faculty Advisory Committee. This three-member panel is the final arbiter on the curriculum of study and the satisfactory completion of particular requirements within the guidelines established by the Faculty of the School of Music. The committee, selected by the student and the student's faculty advisor, will be appointed by the music executive prior to the completion of nine (9) credit hours of graduate work. The specific functions of the committee include:

1. Approve the student's degree curricula and other specific degree requirements
2. Approval of the thesis prospectus, final project or recital program
3. Guide the thesis research and writing, final project or recital preparation
4. Approve the completed thesis, project or recital
5. Administer the oral and/or written comprehensive exam
6. Counsel and advise the student throughout the program of study

Academic Performance

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.

Requirements for Satisfactory Academic Progress

Graduate students are expected to earn grades of “A” or “B” in their course work. Only one (1) grade of “C” may be included in the computation for degree completion. A second course grade of “C” will result in **Academic Probation** (p. 26). 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. 26).

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. 27-28).

Graduation Requirements:

1. Successfully complete a minimum of thirty (30) credit hours in the approved curricula. Only one (1) grade of “C” may be included in the computation for degree completion. See **Academic Performance** (p. 26) and **Degree Candidacy/Graduation Requirements** (p. 27).
2. Successfully complete the final project, recital or thesis
3. Successfully pass a comprehensive exam in the area of emphasis
4. Once the student has completed all course work and comprehensive exams, three (3) years (maximum) are allowed for the completion of the thesis, recital or project. Students not completing this requirement within the three-year period may be required to complete additional course work.

Comprehensive Examinations:

Comprehensive examinations are required for all music master’s degrees.

The comprehensive exam is administered once during each semester. The exact dates and location of the examination are determined by the Graduate Advisor and are publicized as soon as possible. Students must register for the exam two (2) months (minimum) prior to taking the exam. The exam will be prepared and graded by the student’s graduate advisory committee; it will cover the area of the major field.

As a general rule, the Comprehensive Examination will be written. A student who fails the exam may repeat the exam once; the test **must** be repeated within one year of the first Comprehensive Examination. The Dean of the School of Music must receive results of Comprehensive Examinations in time to notify the University Registrar no later than the last day to apply for spring graduation.

Course Scheduling:

The Master of Music degree program is structured to be completed in two summers with six (6) credit hours completed in the adjoining fall and spring semesters. With prior approval, these six (6) hours may be taken at another institution and transferred to Reinhardt University. All degrees require a minimum of thirty (30) semester hours.

Summer one	12 credit hours
Fall one	3 credit hours
Spring one	3 credit hours
Summer two	12 credit hours

Residency Requirement:

Students may fulfill the residency requirement by enrolling for a minimum of nine (9) credit hours in two consecutive summer sessions.

Master of Music Student Learning Outcomes

Upon completion of the Master of Music degree, the individual should possess the following qualities, abilities and skills. Additional specific learning outcomes for each emphasis are listed in the Student Assessment Plan.

1. The ability to perform as a soloist and/or in ensembles with distinctive skill.
2. The ability to instruct students in private and group lessons utilizing effective pedagogical methods.
3. Demonstrate understanding of music style as discovered in advanced musical analysis.
4. Extended knowledge and experience in the area of studio teaching and/or rehearsal settings, including conceptual and practical applications of practices that support learning.

Master of Music Degree Requirements

Degree Concentrations

Master of Music in Composition
Master of Music in Conducting
Master of Music in Music Education
Master of Music in Performance

Master of Music Degree (MM) Concentration in Composition:

Required Courses	<i>Credit hours</i>	<i>Total Credit hours</i>
Major Area – 21 credit hours		21
MUA 640, 641, 642 Applied Composition	16	
MUS 662 Recital	3	
Secondary applied/ensembles/electives	2	
Supporting Studies in Music – 9 credit hours		9
MUS 602 - History of American Music	3	
MUS 606 - Research Methods in Music	3	
MUS 611 - Analytical Techniques	3	
Total Semester Credits Required in Degree		30

Master of Music Degree (MM) Concentration in Conducting:

Required Courses	<i>Credit hours</i>	<i>Total Credit hours</i>
Major Area – 12 credit hours		12
MUS 641 - Advanced Conducting - Instrumental		
OR		
MUS 642 - Advanced Conducting - Choral	3	
MUS 640 - Seminar in Conducting	3	
MUS 621 - Wind Ensemble Literature		
OR		
MUS 624 - Choral Literature	3	
MUS 662 - Recital	3	
Supporting Studies in Music – 12 credit hours		12
MUS 602 - History of American Music	3	
MUS 606 - Research Methods in Music	3	
MUS 611 - Analytical Techniques	3	
MUS 613 – Scoring and Arranging	3	
Electives – 6 credit hours		6
Courses in Music Education are strongly encouraged		
Total Semester Credits Required in Degree		30

Master of Music Degree (MM)

Concentration in Music Education:

Required Courses	<i>Credit hours</i>	<i>Total Credit hours</i>
Major Area – 12 credit hours		12
MUS 631 - Foundations of Music Education	3	
MUS 632 - Administration of School Music Programs	3	
MUS 633 - Current Trends in Music Education	3	
<u>Choose from:</u>		
MUS 660 - Pedagogical Final Project		
OR		
MUS 661 - Thesis	3	
Supporting Studies in Music – 9 credit hours		9
MUS 602 - History of American Music	3	
MUS 606 - Research Methods in Music	3	
MUS 611 - Analytical Techniques	3	
Electives – 9 credit hours		9
Total Semester Credits Required in Degree		30

Master of Music Degree (MM) Concentration in Performance:

Required Courses	<i>Credit hours</i>	<i>Total Credit hours</i>
Major Area – 23 credit hours		23
Applied Instruction	8	
MUS 571 Independent Study (Pedagogy/Literature)	6	
MUS 574 Independent Study (Performance)	3	
Ensembles/Performance Workshops	3	
MUS 662 - Recital	3	
Supporting Studies in Music – 9 credit hours		9
MUS 602 - History of American Music	3	
MUS 606 - Research Methods in Music	3	
MUS 611 - Analytical Techniques	3	
Total Semester Credits Required in Degree		32

GRADUATE COURSE DESCRIPTIONS

BUS - Business



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 601. Managing the Organization 3

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

BUS 610. Communications 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 615. Practicum I 1

Who are we, and where are we going?

BUS 621. Strategic Human Resources 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. Financial Statements 3

This course aids students in financial decision making and problem solving. Students utilize and evaluate financial analysis tools and models used in determining the optimal course of action. Topics include financial and ratio analysis, alternative means of raising capital, Initial Public Offerings, leveraged buyouts, hedging, mergers and acquisitions and capital budgeting.

BUS 635. Practicum II 1

What do we do?

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 655. Practicum III 1
How do we measure success?

BUS 661. 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 675. Practicum IV 1
How can we be better?

BUS 680. Global Business 3
This course focuses on the key management operation issues in leading companies globally by examining multinational business strategies. Discussions involve political, economic, and cultural influences on the international marketplace. Students research and prepare an international business plan to introduce a product or a service in a specific country.

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.

BUS 695. Practicum V 2
Are we staying the course?

EDU - Education

EDU 510. Transformative Change and Responsive Teaching 3

The course provides MAT candidates with a basic knowledge and understanding of the three basic tenets of responsive teaching and the DATA Instructional Model that describes differentiated approaches for teaching and assessment. Candidates explore each aspect of the DATA Model to make substantive connections between the philosophy of Differentiated Instruction and current, professional "best practices" that define effective teaching and learning for today's diverse students.

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

This course focuses on life span 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.

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.

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 are devoted to equipment operation, software production for multimedia presentations, creation of a personal website and an electronic portfolio.

EDU 530. Strategy Instruction within a Balanced 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 while learning to read and write. Candidates learn to implement flexible and responsive strategies for helping all students make progress in the area of literacy, and candidates 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, response to literature, comprehension and vocabulary. Additionally, candidates will be introduced to a number of formal and informal assessment options.

EDU 535. Strategy Instruction within a Balanced 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. Candidates will continue to 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 the area of 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 will focus especially

on those students who are reading below grade level. MAT candidates will review powerful reading strategies that can be used with a large group, with a small group, or with individual students. Course topics will continue to include concepts of print, phonological & phonemic awareness, word identification, response to literature, comprehension and vocabulary. Additionally, candidates will be introduced to a number of formal and informal assessment options.

EDU 540. Managing a Responsive Classroom 3

This course will provide MAT candidates with the key principles that highlight effective management of a responsive early childhood classroom. Candidates 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.

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

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

This MAT course addresses general and specific guidelines for teaching language arts to early childhood students of diverse cultural and linguistic backgrounds. Through reading, writing, listening, speaking, and viewing across content areas, teacher

candidates 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 examines how to integrate a balanced approach to literacy instruction in the content areas in ways that promote differentiation of content, instructional practices, and assessment products while encouraging student choice and meeting individual student needs. Topics include strategies that promote student success in reading and writing across the curriculum. During the course, candidates have opportunities to plan, implement, and evaluate integrated lesson plans that address differentiation of essential content, instructional practices, and student products. This course focuses heavily on teacher candidate proficiency development with scaffolded assistance from SMART instructors and should be taken during the semester before the candidate teaching experience.

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 early childhood classroom. Throughout the course, MAT candidates will discuss current curriculum issues in science education and develop an understanding of science in light of the national (NSTA) and state (GPS) education and reform issues.

EDU 570. Social Studies and the Arts 3

This SMART Block 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 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 learn how to target the multiple intelligences through social studies and fine arts integration. A major emphasis is on the incorporation of differentiated instruction and Understanding by Design in the creation of an integrated Social Studies and Fine Arts unit. During the SMART Block, MAT candidates 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 focuses heavily on teacher candidate proficiency development with scaffolded assistance from SMART instructors and should be taken during the semester before the candidate teaching experience.

EDU 575. Problem-Based Mathematics 3

This course presents MAT candidates with methods, materials, and organizational techniques for providing problem-based mathematics in responsive early childhood classrooms. MAT candidates explore the best ways to 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 discuss current curriculum issues in mathematics education and develop an understanding of mathematics in light of the present national (NCTM) and state (GPS) education and reform issues.

EDU 595. MAT Candidate Teaching in ECE 12

Candidate Teaching 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.

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. ECE Curriculum Content I: Integrated Study 3

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

EDU 611. ECE Curriculum Content II: Inquiry 3

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

EDU 612. ECE Curriculum Content III: Data Analysis 3

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

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

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

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.

EDU 744: 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 755: 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 766: 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.

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.

MUA – Applied Music Courses

Applied Voice 1-2
MUA 601, 602, 603

Applied Piano 1-2
MUA 610, 611, 612

Applied Woodwinds MUA 615, 616, 617	1-2
Applied Brass MUA 620, 621, 622	1-2
Applied Percussion MUA 625, 626, 627	1-2
Applied Strings MUA 630, 631, 632	1-2
Applied Composition MUA 640, 641, 642	1-2

MUS - Music Courses

MUS 560. Vocal Literature This course surveys the art song repertoire for the voice. Students will examine scores and listen to recordings of songs from the classical period through the 21 st century.	2
MUS 565. Vocal Pedagogy This course studies the vocal instrument and its physiology as it relates to singing techniques and instruction. Each student will be assigned a private student to teach for ten weeks of the semester.	2
MUS 567. Musical Theater Workshop This course includes the study and performance of selections of music designed for the stage, including musical theater, opera and operetta. Students in the workshop will be assigned roles and/or chorus parts to learn and memorize for public program. Students will be instructed in basic acting skills and stage deportment.	1-3
MUS 568. Opera Workshop	1-3
MUS 571. Independent Study This course involves independent reading and writing projects and study of topics under faculty supervision culminating in a written document.	3
MUS 572. Independent Study in Conducting This course involves an independent reading, writing or composition/arranging project related to conducting under faculty supervision culminating in a written document, composition or arrangement.	3

MUS 573. Independent Study in Music Education This course involves independent reading and writing projects and study of topics relating to music education under faculty supervision culminating in a written document.	3
MUS 574. Independent Study in Music Performance This course involves independent reading and writing projects and study of topics relating to music performance under faculty supervision culminating in a written document.	3
MUS 575. Independent Study in Music Composition This course involves independent reading and writing projects and study of topics relating to music composition under faculty supervision culminating in a written document.	3
MUS 587. Opera Literature Opera Literature is an exploration of opera composers and their works from the Baroque era through the twenty-first century with connections to literary and historical activity.	2
MUS 591. Solo Instrumental Literature Seminar This course is a survey of available and appropriate solo performance literature for wind, brass, string, and percussion performance majors. All music periods, composers, and performance protocols will be studied.	2
MUS 594. Instrumental Chamber Music Literature This course will study the styles and periods of chamber ensemble music literature appropriate for a variety of ensembles. Instruction will be given in the protocol of chamber music performance.	2
MUS 601. Graduate History Survey This course is a review of the development of music from antiquity to the present era. It is designed as a remedial class for students beginning graduate study in music.	3
MUS 602. History of American Music This course includes a study of Art music and the vernacular traditions of music in the United States.	3

Music composed in the United States from the colonial period to the present as well as the influences of European, African, Indian and South American styles are reviewed.

MUS 606. Research Methods in Music 3

This course introduces research methods in music research. First Editions, Reference works, Discographies, periodicals, thematic catalogues and web-based resources are studied.

MUS 610. Graduate Theory Survey 3

This course is a review of tonal harmony fundamentals. It is designed as a remedial class for students beginning graduate study in music.

MUS 611. Analytical Techniques 3

Candidates study analytical techniques applied to music of a particular style, period, or genre. Specific periods, composers and/or genres may be selected for study.

MUS 613. Scoring and Arranging 3

This course covers scoring and arranging for a variety of instrumental and choral ensemble settings. Students complete projects involving a variety of instrumental and/or choral settings.

MUS 621. Wind Ensemble Literature 3

This course is a review of the performance literature for a variety of wind instrument ensembles.

MUS 624. Choral Literature 3

Candidates study choral literature with emphasis on selections from the 20th and 21st centuries and the lesser-known works. The course includes study of smaller forms in the context of a composer's contributions to the literature.

MUS 626. Graduate Piano Pedagogy - 1 3

Candidates study methods, materials, curriculum design, and philosophical bases for teaching piano at the elementary and intermediate levels. Student teaching is required.

MUS 627. Graduate Piano Pedagogy - 2 3

Candidates study methods, materials, curriculum design for teaching piano students at the late-intermediate through advanced levels. Focus is on developing piano teaching techniques for high school and college-age students, studying repertoire that is

appropriate for these students, and exploring performance practice suitable for pianists at the intermediate and advanced levels. Student teaching is required. This course includes student observation and working one-on-one with late-intermediate and advanced piano students in a private studio setting.

MUS 628. Piano Pedagogy in Higher Education 3

This course covers methods, materials, curriculum design, and philosophical bases for teaching piano at the college/university level with focus on group instruction. Student teaching is required. This course includes weekly lecture and observation of a collegiate piano class. Students are given teaching assignments throughout the semester to develop teaching skills with college-level piano secondary students.

MUS 629. Graduate Internship in Piano Teaching 3

This course involves teaching college elective piano students of all levels in private lessons or group piano classes under faculty supervision.

MUS 630. Current Trends in Piano Pedagogy 3

Candidates identify and evaluate current trends in piano pedagogy.

MUS 631. Foundations of Music Education 3

History and philosophy of music education in the United States; comparative music education in foreign countries; philosophies that have influenced music education; and socio-cultural effects of music in the United States will be studied.

MUS 632. Administration of School Music Programs 3

Candidates study philosophy, design, implementation and supervision of music programs in the public schools.

MUS 633. Current Trends in Music Education 3

This course is a survey of current trends and issues in the field of music education. Students research selected areas and present a cause and effect analysis of each.

MUS 634. Music in General Education 3

This course is an examination of the role of music in the general education of students throughout the educational system.

MUS 640. Seminar in Conducting 3

This course is a practicum in conducting and rehearsal techniques. Special problems and literature are the focus.

MUS 641. Advanced Conducting - Instrumental 3

Candidates study instrumental conducting methods and techniques with application in laboratory situations.

MUS 642. Advanced Conducting – Choral 3

Choral conducting methods and techniques with application in laboratory situations are studied.

MUS 643. Score Analysis and Rehearsal Techniques 3

This course focuses on core preparation and study with emphasis on the conductor's approach to the ensemble rehearsal setting.

MUS 650. Graduate Lab Wind Ensemble 3

This course focuses on performance of wind ensemble compositions with concentration on advanced scores. The ensemble meets only during the summer semester.

MUS 651. Graduate Lab Choral Ensemble 3

This course focuses on performance of choral ensemble compositions with concentration on advanced scores. The ensemble meets only during the summer semester.

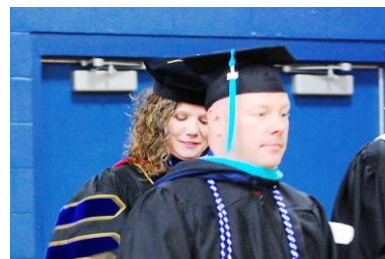
MUS 660. Pedagogical Final Project 3
(pass/fail)

MUS 661. Thesis 3
(pass/fail)

MUS 662. Recital 3
(pass/fail)

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