

PIEDMONT
COLLEGE

**GRADUATE
CATALOG
2019-20**

DEMOREST & ATHENS, GEORGIA

TABLE OF CONTENTS

Contact Information	4
About Piedmont College	6
Admission to Piedmont - Graduate	11
Expenses - Graduate	22
Financial Aid For Graduate Students	26
Student Life.....	29
Academic Program	35
Student Academic Records – Undergraduate and Graduate	48
Administrative Structure	50
Graduate Studies	51
Walker School of Business	55
School of Education	57
Daniel School of Nursing and Health Sciences	98
Courses	105
Board of Trustees	148
Trustees Emeriti	149
President Emeritus	150
Faculty	151
Faculty Emeriti	156
Administrative Officers	157
Administration and Staff.....	Error! Bookmark not defined.

Graduate Catalog 2019-2020

CONTACT INFORMATION

Demorest Campus	706-778-3000 800-277-7020
Automatic switchboard	706-778-8500
Undergraduate Admissions	706-776-0103
Graduate Admissions	706-776-0109
Undergraduate Admissions Fax:	706-776-6635
Graduate Admissions Fax	706-776-0150
Financial Aid	706-776-0114
Security/After hours, emergencies	706-776-0105
School of Arts and Sciences	706-776-0113
School of Education	706-776-0117
School of Business	706-776-0115
School of Nursing and Health Sciences	706-776-0116
Graduate Studies/Off-Campus Programs	706-776-0109
Alumni Affairs	706-776-0104
	1-800-868-1641
Business Office	706-776-0101
College Bookstore	706-776-0013
Library	706-776-0111
Human Resources	706-776-0108
Institutional Advancement	706-776-0104
	1-800-868-1641
Registrar	706-776-0112
Student Affairs	706-778-3000 ext 1305
President	706-776-0100
Vice President, Administration and Finance	706-894-4206
Vice President, Academic Affairs	706-778-0110
Associate Vice President, Institutional Advancement	706-776-0104
Athens Campus	706-548-8505
	800-331-2021
Undergraduate Admissions	706-548-8102
Graduate Admissions	706-548-8505 x8813
Bookstore	706-433-1753
Financial Aid	706-776-0114
Library	706-433-0728

Registrar

706-776-0112

Mailing address:

Demorest Campus

Piedmont College • P.O. Box 10 • 1021 Central Avenue • Demorest GA 30535

Athens Campus

Piedmont College Athens Center • 595 Prince Ave. • Athens GA 30601

ABOUT PIEDMONT COLLEGE

Mission

Piedmont College dedicates itself to the transformative power of education through reciprocal learning, the development of compassionate leaders, and the stewardship of our local and global communities.

Our Core Values

Inquiry

Piedmont College fosters an environment for learning by engaging in critical and creative dialogue. All members of the college community are challenged to immerse themselves in discovery, analysis, and communication.

Service

Piedmont College cultivates a sense of gratitude and duty to humanity by offering opportunities for civic engagement, personal growth, and ethical reasoning in action.

Legacy

Piedmont College upholds the intellectual, social, and theological heritage of Congregationalism through excellence in teaching and scholarship and by embracing our diverse society. We further these principles by encouraging empathy, innovative thought, and responsibility towards ourselves and others.

ACADEMIC CALENDAR

This catalog describes an academic calendar for Piedmont College that consists of two 16-week semesters and one 8-week summer semester. The requirements in this catalog apply to students entering Piedmont in the 2019-2020 academic year (Fall 2019, Spring 2020, Summer 2020). An official copy of the academic calendar can be found on the Piedmont College website at www.piedmont.edu/registrar.

ACCREDITATION

Piedmont College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, 404-679-4500, or at <http://www.sacscoc.org> for questions about the accreditation of Piedmont College, to file third-party comments, or to file a complaint against the institution for alleged non-compliance. Normal inquiries about the institution, such as, admission requirements, financial aid, or educational programs should be addressed to the college and not to the Commission.

All teacher education programs offered by Piedmont College, as they appear in its published catalog, have the approval of the Professional Standards Commission of the State of Georgia. Authority to recommend for certification rests with the Dean of the School of Education.

The baccalaureate degree program in nursing is approved by the Georgia Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN) Inc., 3343 Peachtree Road NE, Suite 850, Atlanta GA 30326, 1-800-669-1656. (www.acenursing.org).

The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100 Austin, TX 78731-3184 (512-733-9700) (<https://caate.net/>).

The Cardiovascular Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and monitored by the Joint Review Commission on Education in Cardiovascular Technology (JRC-CVT), 25400 US Hwy 19 N, Suite 158, Clearwater, FL 33763 (727-210-2350) (www.caahep.org).

The Walker School of Business is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP) for undergraduate and graduate business programs.

For information regarding the procedure for obtaining or reviewing documents describing accreditation, approval, or licensing, please contact the following office: Office of the Vice President for Academic Affairs – 706-778-3000.

NON-DISCRIMINATION POLICY

Piedmont College has a strong institutional commitment to the achievement of diversity within its faculty, staff, and students.

Piedmont College does not discriminate on the basis of race, color, national origin, sex (including pregnancy and gender identity), sexual orientation, disability, age, genetic information, or religion. Inquiries concerning this statement should be directed to:

Coordinator for Title IX
1021 Central Avenue
Daniel Hall – Room 208
P.O. BOX 10
Demorest, GA 30535
(706) 778-3000 ext. 1102
Titleix@piedmont.edu

Human Resources
1021 Central Avenue
Daniel Hall – Room 213
P.O. BOX 10
Demorest, GA 30535
(706) 778-3000
hr@piedmont.edu

For any inquires or complaints regarding disability non-discrimination, including compliance with Section 504 of the Rehabilitation Act of 1973:

Human Resources
1021 Central Avenue
Daniel Hall – Room 213
P.O. BOX 10
Demorest, GA 30535
(706) 778-3000
hr@piedmont.edu

A report may also be made to the U.S. Department of Education, Office of Civil Rights:

U.S. Department of Education
Office of Civil Rights
400 Maryland Ave., SW
Washington, D.C. 20202-1328
1-800-421-3481
Email Address: ocr@ed.gov
Web: <http://www.ed.gov/ocr>

PRIVATE PROPERTY RIGHTS

Georgia law provides the owners of private property with the right to regulate the possession of firearms. Students, faculty, staff, and the general public are forbidden from having firearms, fireworks, explosives or explosive devices, or other weapons on college property. This includes the storage of such devices in automobiles parked on college property. Exception is made for licensed public safety officials in the employ of the college and for licensed public safety officers from other jurisdictions who are on college property in the discharge of their official duties.

STUDENT COMPLAINTS

A. Student Complaints: Students who have a concern or complaint may pursue such grievance by submitting it in writing according to the procedure listed below.

Academic:

(Note: If the issue is related to a Grade Appeal, please see the Grade Appeals policy.)

1. Any student filing a complaint must first attempt to resolve it by consulting with the involved faculty or staff member.

2. Concerns related to a faculty or staff member that cannot be resolved between the two parties should be presented to the department chair.
3. If the concern cannot be resolved by the department chair or is related to the department chair, the complaint should be filed with the dean of the school.
4. Academic resolutions made by a dean are considered final unless the complaint is related to the dean of the school. In such case, the complaint should be filed with the Vice President for Academic Affairs.
5. If the concern cannot be resolved by or relates to the Vice President for Academic Affairs, appropriate written documentation should be presented to the President of the College.

Non-Academic:

1. Any student with a complaint must first attempt to resolve it by consulting with the involved staff member or office.
2. Concerns related to a staff member or office that cannot be resolved between the two parties should be discussed with the respective director or dean of the unit.
3. Resolutions made by a director or dean are considered final unless the complaint is related to the director or dean. In such case, the complaint should be filed with the Vice President for responsibility over the unit.
4. Should the concern not be resolved by or is related to the Vice President, appropriate documentation should be presented in writing to the President of the College.

B. Discrimination and Harassment: Piedmont College is committed to creating and sustaining an educational and working environment free of discrimination and harassment of all types. Any complaints regarding discrimination or harassment should be reported to the Title IX Coordinator at titleIX@piedmont.edu. An Anonymous Tip Line is also provided on the Campus Safety website as a means by which students, faculty, staff or community members may relay information anonymously for investigation.

C. Complaints against the Institution: By Executive Order from the Governor of the State of Georgia, the Georgia Non-Public Postsecondary Education Commission is designated as the state agency responsible for receiving complaints made by students enrolled in private postsecondary institutions. (Contact information: Georgia Non-Public Postsecondary Education Commission, 2082 East Exchange Place Suite 220, Tucker, Georgia 30084-5305. Office: (770) 414-3300.)

Concerns or complaints relating to compliance or accreditation should be addressed to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033. Office: (770-679-4500).

Grievances

A. Sexual Harassment

All employees and students have the right to enjoy a campus environment that is free from sexual harassment, gender discrimination, or sexual misconduct. Title IX of the Education Amendments of 1972 states, "No Person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance." Violators of this policy will be subject to disciplinary action.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when they involve any of these conditions:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's status in a course, program, or activity;
2. Submission to or rejection of such conduct by an employee or student is used as the basis for employment or academic decisions affecting that employee or student;
3. Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or a student's academic performance or creating an intimidating, hostile, or offensive employment, educational, or living environment.

A member of the faculty, staff, or student body has the right to report sexual harassment to the Title IX Coordinator or the Director of Human Resources at:

Coordinator for Title IX	Human Resources
1021 Central Avenue	1021 Central Avenue
Daniel Hall – Room 208	Daniel Hall – Room 213
P.O. BOX 10	P.O. BOX 10
Demorest, GA 30535	Demorest, GA 30535
(706) 778-3000 ext. 1102	(706) 778-3000
Titleix@piedmont.edu	hr@piedmont.edu

The Title IX Coordinator, in consultation with investigators and other advisors, shall appoint a grievance committee. The committee will hear the grievance and advise the Title IX Coordinator of its recommendation for resolution in a fair, impartial and timely manner. The Title IX Coordinator will notify the complainant and the respondent, in writing, of the decision.

B. Discrimination Relating to Race, Color, Ethnic or National Origin, Religion, Sex, Sexual Orientation, Age, Disability, or Veteran Status

Any faculty member or member of the staff who believes that her or his rights have been invaded or ignored by a member of the faculty, staff, or by a student has the right to present a grievance to the Title IX Coordinator or the Director of Human Resources at:

Coordinator for Title IX	Human Resources
1021 Central Avenue	1021 Central Avenue
Daniel Hall – Room 208	Daniel Hall – Room 213
P.O. BOX 10	P.O. BOX 10
Demorest, GA 30535	Demorest, GA 30535
(706) 778-3000 ext. 1457	(706) 778-3000
Titleix@piedmont.edu	hr@piedmont.edu

The Title IX Coordinator, in consultation with investigators and other advisors, shall appoint a grievance committee to hear the grievance. The committee will hear the grievance and advise the Title IX Coordinator of its recommendation in a fair, impartial and timely manner. The Title IX Coordinator will notify the grievant and the respondent, in writing, of the decision.

Unsatisfied parties may appeal to the President, who will appoint a special committee to hear and decide a resolution for the grievance in a fair, impartial and timely manner. The decision of the special committee is final.

C. Retaliation

Piedmont College prohibits retaliation against any individual who files a complaint regarding discrimination, including sexual harassment, violence or misconduct or is involved in the complaint process. Retaliation includes any adverse action or act of revenge against an individual for filing or encouraging one to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

The College will take immediate and responsive action to any report of retaliation and will pursue disciplinary action as appropriate.

D. Anonymous Tip Line

An Anonymous Tip Line is also provided on the Campus Safety website as a means by which students, faculty, staff or community members may relay information anonymously for investigation.

STUDENT RESPONSIBILITY

Information in this catalog is accurate as of the date of publication. Piedmont College reserves the right to make changes in policies, regulations, and charges giving due notice in accordance with sound academic and fiscal practice. It is the responsibility of students to be informed about regulations and procedures as stated in this catalog. While advisors, faculty members, and academic deans are available to assist students in meeting degree requirements, students have the primary responsibility of being familiar with and completing their chosen course of study.

ADMISSION TO PIEDMONT - GRADUATE

Application for graduate admissions is open to any person who has successfully completed, or will complete by expected date of entry, the appropriate degree from a regionally accredited institution. The application for admission to graduate studies may be secured from the College website (www.piedmont.edu). Prospective students are urged to submit a completed application as early as possible before the application deadlines. (See Section “Application Deadlines (p. 20)” for specific dates for each degree.)

All documents submitted to graduate admissions become the property of Piedmont College and will not be returned. No undergraduate course may be used for graduate credit, but may be required as a program prerequisite. If application requirements cannot be completed by the deadline date, the applicant may request to be considered for acceptance in the next semester. Requests should be made directly to the Office of Graduate Admissions.

A \$25 non-refundable application fee is required upon application submission.

Note: Applicants who wish to apply for a second Master’s degree at Piedmont College must submit a written letter of intent justifying the application. All statements are reviewed.

GRADUATE APPLICATION REQUIREMENTS

Each degree or status has unique application requirements and admission criteria. Please consult the following pages and the appropriate catalog section describing the degree for the application requirements.

Doctor of Education (Ed.D.):

In order to be eligible to apply for the doctor of education program, applicants must have earned the minimum of an Education Specialist degree with a 3.5 cumulative grade point average from Piedmont College and have five or more years of verified teaching experience at public or private schools accredited by the Southern Association of Colleges and Schools (SACS) or the Georgia Accrediting Commission Inc. (GAC.) at the Accredited with Quality (AWQ) or Accredited (ACC) Level.

You may also apply for the doctor of education program if you have received an Education Specialist degree in Curriculum and Instruction or related field from a regionally accredited college or university with approval from the Department chair and or Dean of the School of Education.

Applicants must submit the following documentation to the Graduate Admissions Office:

1. Completed graduate admissions applications.
2. Two professional references; one from the supervisor (the person who evaluates your performance) and one from a former professor or instructor. References submitted as part of the application process for previous degree programs will not be accepted.
3. Five annual teaching evaluations that verify five years of professional experience as Georgia-certified educators. Non-Georgia-certified educators, leaders or educators in independent schools, and higher education faculty must provide verification of five years of professional employment.
4. Professional activities resumes.
5. Copies of valid professional Georgia teaching certificates at the appropriate level (Georgia-certified educators) or letters from the head of the school, Board of Trustees, dean, or department chair to verify the quality of work (Non-Georgia-certified educators). Applicants who do not hold Georgia certification and desire to be certified in Georgia must complete all requirements established by the Professional Standards Commission (PSC).
6. Official GRE test scores that are no more than five years old at the time prospective students submit applications for admissions. The target GRE scores are the 60th percentile for the combined verbal and quantitative sections and a score of 4.0 on the analytic writing section. Test scores are not the sole criteria used to determine admission to the Ed.D. Program; applicants with scores lower than the target score are eligible to apply. Applicants who held at minimum grade point average of 3.7 at the completion of their most recent graduate degree are not required to submit GRE test scores.
7. Personal affirmation forms.
8. Official final transcripts from all colleges and universities attended in the past (Piedmont College transcripts are on file).

9. Scholarly, informative letters of intent, including goal statements. A panel of faculty members will review the applications to identify a group of finalists who will be invited to participate in an interview and a writing activity.

Education Specialist (Ed.S.):

Eligibility for application requires a master's degree with a 3.5 cumulative GPA from a regionally accredited college or university and two or more years of verified successful teaching experience at a public or a private school accredited by the Southern Association of Colleges and Schools (SACS) or the Georgia Accrediting Commission Inc. (GAC) at the Accredited With Quality (AWQ) or Accredited (ACC) level. *

Applicants must also submit:

1. Graduate Admissions Application
2. Official, final transcripts from the college or university awarding your master's degree. (Piedmont College transcripts are on file.)
3. Three professional references, one each from:
 - a. supervising administrator
 - b. former professor or instructor (college instructor, staff development instructor or mentor)
 - c. professional colleague
4. **Currently Test Score is Waived:** Test score from the MAT or GRE Admissions test (for information about this requirement, please click here). *We reserve the right to request a test score if the admissions committee feels a test score is needed for an acceptance decision.
5. Copy of valid, current professional certificate at the appropriate level for Georgia educators seeking certificate upgrade. Alternatively, candidates from independent schools should submit a letter from the principal or head of school verifying full-time employment as a teacher or educational administrator. (Note: If your certificate is not a Georgia certificate and you desire to be certified in Georgia, you must complete all requirements through Professional Standards Commission [PSC].)
6. Letter of Intent
7. Professional Activities Resume
8. Verification of Professional Experience (two years)* at the time of application
9. Personal Affirmation Form

* For Art Education EDS you must verify three years of professional teaching experience.

Master of Arts (M.A.):

Master of Arts (M.A.) degrees in education are designed for teachers and/or individuals who hold a valid teaching certificate or who are currently teaching in a private school accredited by the Southern Association of Colleges and Schools (SACS) or the Georgia Accrediting Commission Inc. (GAC) at the Accredited With Quality (AWQ) or Accredited (ACC) level. Eligibility for application requires a bachelor's degree with a 2.5 cumulative GPA from a regionally accredited college or university and a copy of a valid teaching certificate or letter from the principal or head of school verifying full-time employment as a teacher or educational administrator.*

Note: Master of Arts (MA) degree programs do not lead to initial educator certification nor to the conversion of a non-renewable certificate (IN4T or Waiver certificate) to a Professional certificate. (Piedmont has Master of Arts in Teaching (MAT) and certification-only programs leading to initial certification.)

Applicants must also submit:

1. Graduate Admissions Application
2. Official, final transcripts from the college or university awarding the Bachelor's degree showing all course work from all colleges and universities attended. (Piedmont College transcripts are on file.)
3. Three Professional References, one each from
 - a. Supervising administrator

- b. Former professor or instructor (college instructor, staff development or mentor)
 - c. Professional colleague
4. Official Test score from either the GRE General Test (minimum 35th percentile) on verbal and quantitative or 35th percentile on the Miller Analogies test (Test should have been taken within the last five years) OR completed Professional Admissions Option.**
 5. Copy of valid, current professional Georgia teaching certificate at the appropriate level or letter from the principal or head of school verifying full-time employment as a teacher or educational administrator. For those holding provisional certificates a copy of the current certificate and a copy of the PSC letter outlining requirements for updating to a clear-renewable certificate

(Note: If your certificate is not a Georgia certificate and you desire to be certified in Georgia, you must complete all requirements through Professional Standards Commission [PSC].)
 6. For Art Education, the art department chair must approve a portfolio of past work before acceptance
 7. For Music Education, the music department chair must approve a videotaped or live audition before acceptance.
 8. Personal Affirmation Form

* These programs are for advanced certification and do not lead to a recommendation for an *initial* Georgia Teaching Certificate. Holders of out-of-state certificates should contact the Georgia Professional Standards Commission for reciprocity rules.

** Teachers using this option must have taught three out of the past five years with a professional teaching certificate in an accredited public school or private school [SACS or GAC (top two levels)] verified through submitted annual evaluations.

Off-campus Programs:

Cohort classes are held in various school systems in Georgia. To enroll in an off-campus cohort class, you must be a member of the cohort or have permission from your advisor and either the regional program coordinator or the dean.

Master of Arts (M.A.) degree in Instructional Technology: (Advanced Certification)

Design, Integration and Administration (Advanced Certification): Eligibility for application requires a bachelor's degree with a 2.5. Cumulative GPA from a regionally accredited college or university and a valid professional teaching certificate.

1. Graduate Admissions Application
2. Official, final transcripts from the college or university awarding the Bachelor's degree showing all course work from all colleges and universities attended.
3. Three Professional References, one each from:
 - a. Supervising administrator
 - b. Former professor or instructor (college instructor, staff development or mentor)
 - c. Professional colleague
4. Current (taken within the last 5 years) official test score from either the GRE General Test (minimum 35th percentile) on verbal and quantitative or 35th percentile on the Miller Analogies Test. OR completed Professional Admissions Option.**
5. Copy of valid current professional Georgia teaching certificate at the appropriate level. (Note: If your certificate is not a Georgia certificate and you desire to be certified in Georgia, you must complete all requirements through Professional Standards Commission (PSC).)
6. Personal Affirmation Form

** Teachers using this option must have taught three out of the past five years with a professional teaching certificate in an accredited public school or private school [SACS or GAC (top two levels)] verified through submitted annual evaluations.

Master of Arts (M.A.) in Instructional Technology: (Non-Certification)

Instructional Design, and Development (Non- Certification): Eligibility for application requires a bachelor's degree with a 2.5. Cumulative GPA from a regionally accredited college or university and a valid professional teaching certificate.

1. Graduate Admissions Application
2. Official, final transcripts from the college or university awarding the Bachelor's degree showing all course work from all colleges and universities attended.
3. Three Professional References.
4. Current (taken within the last 5 years) official test score from either the GRE General Test (minimum 35th percentile) on verbal and quantitative or 35th percentile on the Miller Analogies Test.

Master of Business Administration (M.B.A.):

Eligibility for application requires a bachelor's degree with a 2.75 cumulative GPA from a regionally accredited college or university. The bachelor's degree may be in any field, including business.*

Applicants must also submit:

1. Graduate Admissions Application
2. *All* official, final transcripts from the college or university awarding the Bachelor's degree showing all coursework from all colleges and universities attended
3. Three professional references
4. Official, current test score on the GRE or GMAT; (Target test score is the 50th percentile) Test must have been taken within the last five years. Piedmont graduates who took the Peregrine test in their Capstone course, are exempt from all admission tests, if they scored at least a 50th percentile on the Peregrine test within the last 5 years.
5. Professional resume
6. Current job description, if applicable

*Non-business majors applying for the M.B.A. degree may be required to take certain prerequisite courses as part of their program of study. Prerequisite courses, if required, are determined by the M.B.A. advisors at the time of submission of the application and accompanying undergraduate transcripts.

Master of Arts in Teaching (M.A.T.):

Eligibility for application requires a bachelor's degree with a 2.5 cumulative GPA from a regionally accredited college or university.

Applicants must also submit:

1. Graduate Admissions Application
2. *All* official, final transcripts from every college attended
3. Three professional references
4. Official Test score from either the GRE General Test (35th percentile on the GRE verbal and quantitative sections) or Miller Analogies Test (minimum —35th percentile.) Test should have been taken within the past five years.
5. Personal Affirmation Form
6. For Art Education, applicants must have completed an art degree at the undergraduate level. Any exceptions must be approved by the Art Department Chair. Applicant must provide a portfolio for review.
7. For Music Education, applicants must have completed a music degree at the undergraduate level. Any exceptions must be approved by the Music Department Chair. Applicant must have an approved audition with the music department.

Master of Science (M.S.)

Eligibility for application requires a bachelor's degree with a minimum of a 2.7 GPA from a regionally accredited college or university.

Applicants must also submit:

1. All official, final transcripts from every college attended

2. Two professional references
3. Interview with program director

Athletic Training: Application for the Piedmont College Athletic Training Program can be found [here](#).

Master of Science (M.S.) degree in Athletic Training

To be admitted into the Athletic Training Program, the applicant must meet the minimum criteria listed below: (to be completed through the School of Nursing and Health Sciences)

- Ability to meet the Technical Standards of Admission as document by a licensed physician, nurse practitioner, or physician's assistant.
- Admission to Piedmont College
- Declare Athletic Training as a major
- "C" or better on all required prerequisite coursework
- Completed application, cover letter, and professional resume (due January 15th)
- Copy of unofficial transcripts (Final, official transcripts due before summer classes begin)
- 35 clinical observation hours with a Certified Athletic Trainer
- Copy of First Aid and CPR certification cards (must be valid through the start of summer courses)
- Copy of immunization records, including Hepatitis B and a TB skin test (within 12 months)
- Overall cumulative minimum GPA of 2.8
- Two letters of recommendation (if already enrolled at Piedmont, one must be from a faculty or staff member)
- Successful background check and drug screen (must use the College's chosen vendor)

Master of Science (M.S.) degree in Health and Human Performance

Acceptance into the Health and Human Performance Program is open to all students who meet the following criteria:

- Admission to Piedmont College

Requirements below will be completed through the School of Nursing.

- Declare Health and Human Performance as a major
- "C" or better on all required prerequisite coursework
- Completed application, cover letter, and professional resume (due January 15th)
- Copy of unofficial transcripts (final official transcripts must be submitted before classes begin)
- Copy of immunization records, including Hepatitis B and a TB skin test (within 12 months)
- Overall cumulative minimum GPA of 2.8
- Two letters of recommendation (if already enrolled at Piedmont, one must be from a faculty or staff member)
- Successful background check and drug screen (must be completed prior to participating in the internship)

Certification Only (Post-Baccalaureate Non-Degree) in Education:

A minimum of a **master's** degree with a 2.5 cumulative GPA from a regionally accredited college or university is required for Early Childhood, Secondary, Special Education and Music Education. A minimum of a bachelor degree with a 2.5 cumulative GPA from a regionally accredited college or university is required for certification in Middle Grades Education.

1. Graduate Admissions Application
2. Official, final transcripts from *all* colleges and universities attended
3. Three Professional References
4. Personal Affirmation Form
5. If you are a returning BA or MA Educational Studies graduate from Piedmont College, you may return within five years as a certification only student. A prerequisite for admission as a certification-only student is successful completion of the appropriate GACE content tests.

Certification-only option in Drama Education

The Cert-Only in Drama Education is a non-degree program option available to students who already hold a BA in Theatre from an accredited institution. Students who enter this program complete all course work required by the Georgia Professional Standards Commission leading to B-12 teacher certification in Drama Education. All other procedures and requirements of the School of Education and the college apply.

1. Graduate Admissions Application
2. Official, final transcripts from all colleges and universities attended
3. Three Professional References
4. Personal Affirmation Form

Certification-only option in School Leadership:

Individuals must currently hold the Education Specialist (Ed.S.) degree in Curriculum and Instruction. The certification program requires a total of 24 credits (12 in addition to the 30 credits earned in the Ed.S. degree program in Curriculum and Instruction). Candidates who hold an Ed.S. degree from another, regionally accredited institution may be considered for admission to the School Leadership Certification program, but may, at the discretion of the faculty, be required to complete additional course work in curriculum and instruction and pass the GACE assessments in Curriculum and Instruction.

1. Graduate Admissions Application
2. Official, final transcript for the college or university awarding the Education Specialist degree
3. Three professional references; one each from:
 - a. Principal
 - b. Former professor or instructor
 - c. Professional colleague
4. Copy of current educator certificate issued by the Georgia Professional Standards Commission. Candidates from independent schools should submit a letter from the principal or head of school verifying full-time employment as a teacher or educational administrator. (Note: candidates not currently certified in Georgia who are seeking certification must contact the Georgia Professional Standards Commission.)
5. Professional Activities Resume
6. Verification of Professional Experience (minimum of two years)
7. Copies of two most recent professional evaluations

8. Personal Affirmation Form

Certification-only option in Instructional Technology:

Georgia educators who hold professional teacher certification may wish to pursue a four-course sequence (12 credits) in order to obtain Certification in Instructional Technology. Applicants must hold the minimum of a master's degree from a regionally accredited institution with a minimum 2.5 GPA.

1. Graduate Admissions Application
2. Official, final and sealed transcripts from all colleges and universities attended
3. Three professional references
4. Personal affirmation form
5. GACE Content Assessment Score Report (Candidates who received a B.A. or M.A. degree in Educational Studies at Piedmont College may apply to return to the College within five years as a certification-only student. A prerequisite for admission as a certification-only student is successful completion of the appropriate GACE content tests.)

Courses taken as a non-degree student may not be applied to a degree until the applicant has satisfied the admissions requirements for that degree, including any required admissions test(s). Courses taken as a non-degree student will be evaluated by the Registrar and the program director or department chairperson. Policies regarding transfer courses will apply.

Non-Degree Graduate (NDG):

Eligibility for application requires a Bachelor's degree from a regionally accredited college or university.

Applicants must also submit:

1. Graduate Admissions Application
2. Official, final and sealed transcripts from most recent degree
3. Personal Affirmation Form (education only)

Note: If a non-degree graduate student selects a course offered by the School of Education that requires field experience, the non-degree graduate student must receive approval of the Dean of the School of Education before registering for the course.

Non-degree status is available for applicants who wish to take undergraduate or graduate level courses for personal or professional enrichment. No more than nine semester hours may be taken as a non-degree graduate student. Applicants who wish to enroll in more than nine semester hours as a non-degree graduate student must apply for permission from the Vice President of Academic Affairs.

The non-degree graduate student must meet prerequisite course requirements for any course taken. Non-degree graduate students are not assigned an academic advisor and are allowed to register for courses on a space-available basis where size limitation is a concern.

Courses taken as a non-degree graduate student may not be applied to a degree until the applicant has completed the admissions requirements for that degree including any required admissions test. These courses will be evaluated by the Registrar and the program director or chair. Policies regarding transfer courses will apply.

Tuition for graduate courses taken as a non-degree student is charged at the graduate tuition rate.

FAST TRACK ADMISSIONS:

(ALL FAST TRACK ADMISSIONS OPTIONS ARE AT THE DISCRETION OF THE DEAN OF THE SCHOOL IN WHICH YOU ARE APPLYING)

Music Education; Art Education; and Dual-Degree Candidates in Secondary Education

The fast-track option for admission to the Master of Arts in Teaching (MAT) is available to applicants who are currently seniors at Piedmont College and will graduate with a bachelor's degree in English, history, math, science, music, or art with no more than one semester prior to the application to the M.A.T. program. The applicant wishing to apply for "fast-track" admissions must provide the following:

1. Completed graduate application
2. Completed prerequisite courses as determined by chair of the appropriate department
3. Minimum of 3.0 cumulative GPA
4. Three professional references
 - a. Supervisor
 - b. Undergraduate academic advisor
 - c. Professional colleague
5. Personal affirmation Form

If applicant meets all Fast Track admissions requirements, the admissions test (GRE or MAT) is waived.

Master of Instructional Technology: Instructional Design and Development (non-certification)

The fast-track option for admission to the MA in Instructional Technology (general) is available to an applicant who has completed a bachelor's degree in any area at Piedmont College with no more than one semester prior to the application to the Master's program. The applicant wishing to apply for "fast-track" admissions must provide the following:

1. Completed application
2. Evidence of a minimum of a 3.0 cumulative GPA
3. Reference from the undergraduate academic advisor as one of the three required professional references
4. Completed prerequisite courses as determined by chair of the department.

If applicant meets all Fast Track admissions requirements, the admissions test (GRE or MAT) is waived.

Master of Arts degree (MA) in Early Childhood, Middle Grades, Secondary Education, Art Education, and Special Education:

The fast-track option for admission to the MA in Early Childhood, Middle Grades, Secondary Education, Art Education, and Special Education is available to an applicant who has completed the bachelor's degree in either Early Childhood, Middle Grades, Secondary Education, or Art Education at Piedmont College with no more than one semester prior to the application for graduate study. The applicant wishing to apply for "fast-track" admissions must provide the following.

1. Completed application
2. Minimum of a 3.5 cumulative GPA
3. Personal affirmation form
4. Reference from the undergraduate academic advisor as one of the three required professional references
5. Passing score on appropriate GACE examination (Candidates should provide scores of the GACE content tests and the GACE ethics exit assessment. Candidates who have not yet successfully passed edTPA may be conditionally accepted on a case by case basis.)

Verification that the candidate has applied for and been recommended for state certification

If applicant meets all Fast Track admissions requirements, the admissions test (GRE or MAT) is waived.

Master of Business Administration (M.B.A.)

The fast-track option for admission to the M.B.A. is available to an applicant who meets the following criteria:

1. Completed a bachelor's degree in business administration at Piedmont College or completed a non-business degree at Piedmont College, with at least 6 hours in business courses with a "B" or better in each business course.
2. Application on file must be less than one year old.
3. Evidence of a minimum of a 3.0 cumulative GPA

4. Submit a reference from the undergraduate academic advisor as one of the three required professional references
5. All other requirements for acceptance to the M.B.A. must be met.

If applicant meets all Fast Track admissions requirements, or has scored at least a 50th percentile on the Piedmont Capstone Peregrine test, the admissions test (GRE or GMAT) is waived.

TRANSFER APPLICANTS

Graduate students may not be enrolled at two institutions simultaneously. Graduate student applicants who are enrolled at other institutions and plan to enroll for courses at Piedmont College, prior to the completion of course work at another institution, must appeal in writing to the Vice President for Academic Affairs for permission to complete coursework at the previous institution.

Transfer applicants accepted in an approved graduate program from recognized and regionally accredited graduate schools are not required to take the admissions test (GRE, MAT, or GMAT) provided they meet the following requirements:

1. Applicants must have taken six or more graduate semester hours and earned a grade of “B” or better in each course;
2. All transfer applicants must submit transcripts demonstrating “good academic standing” at their previous institution.

TRANSFER CREDIT

An applicant enrolled in a recognized and regionally accredited graduate school may transfer a maximum of six semester hours to master’s level programs or the Ed.D. program with the approval of the Registrar and the appropriate program director, department chair, or dean. No transfer credit is allowed in the Ed.S program. Transfer credit is not automatic. The transfer credit must be appropriate to the applicant’s planned program and carry a grade of at least “B.” Credit for graduate course work at Piedmont College or any other institution will be honored for a period of six years from the date of course completion. However, no course may be older than six years at the time of graduation. Piedmont College does not accept transfers for Capstone or Orientation in the School of Education Program. No credit is allowed toward graduate degrees for courses taken by correspondence or through Professional Learning Units (PLUs).

Note: The six-year rule is applied at the end of the semester (i.e. a fall 2015 course expires at the end of the fall 2021 semester).

INTERNATIONAL ADMISSION FOR GRADUATE STUDENTS

An International student is defined as a student who is a non-U.S. citizen. Piedmont College welcomes international students in the graduate programs and degrees. International students are urged to complete the application file at least one month before the semester application deadline due to additional required documents for acceptance consideration.

In addition to the application requirements for the degree described in the catalog, the following special admission documents must be submitted before an international student will be allowed to enroll.

1. All official, final transcripts from colleges that you have attended. Transcripts from foreign schools must be received by Piedmont College in English. Transcripts must also clearly state degree equivalency. Applicants must obtain an evaluation utilizing the services of an acceptable evaluating service such as:

World Education Services, Inc.

www.wes.org

Josef Silny & Associates

www.jsilny.com

2. Non-native English speakers must provide a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A satisfactory TOEFL score is 550 or higher on the paper-based version, 213 or higher on the computer-based version, or 79 or higher on the Internet-based version. A TOEFL score more than two years old will not be accepted. A satisfactory IELTS band score is 6 or higher;

NOTE: In lieu of the TOEFL or IELTS, students may complete the Georgia Tech Language Institute’s Intensive English Program (GTLI-IEP). Students must complete GTLI-IEP’s 700 Upper Advanced Level with a grade of “B” or higher in each of the four required classes and take the Michigan Test and receive a minimum score of 80 to show that they have successfully exited the ESL program.

3. International students must submit a financial statement showing sufficient availability of funds and the source of these funds to cover at least one year of college study, including educational and living expenses.

4. All tuition and charges must be paid in U.S. dollars. Students will be responsible for paying their balance through a wire transfer to Piedmont College or with a check from a U.S. bank. Please contact the Business Office for further details.
5. Copy of your Passport and Visa.

GRADUATE READMISSION

Graduate students who have been away from Piedmont College less than two years and were not granted a leave of absence must apply for readmission. To reapply, the student must submit an Application for Readmission form to the Office of Graduate Admissions at least two weeks prior to the beginning of the semester the student is planning to attend. Forms are available in the Registrar's Office or at the Piedmont College website: [#13](https://www.piedmont.edu/Forms). Upon receipt of the readmission request, the Office of Graduate Admissions will send the application and associated documents to the appropriate Dean of the program of study for review. The Dean of the program of study will make a determination and inform the Office of Graduate Admissions of the decision to admit or deny. The Office of Graduate Admissions will notify the student of the result to admit or deny.

Graduate students who have been away from Piedmont College for two consecutive years or more must go through the admissions process and provide necessary documentation as directed by Graduate Admissions.

Note: No course may be older than six (6) years at the time of graduation. This rule is applied at the end of the semester (i.e. a fall 2015 course expires at the end of the fall 2021 semester).

ACADEMIC CONDITIONAL ACCEPTANCE

On occasion, it may be appropriate to grant academic conditional acceptance to a prospective graduate student. Academic conditional acceptance may be granted upon approval of the dean of the appropriate school and/or the Director of Graduate Enrollment Management. **No academic conditional acceptances are granted for the Doctor of Education (Ed.D.) program.**

ADMISSIONS APPEAL MASTERS AND EDS PROGRAMS

An applicant who is denied admission may appeal to the Dean of the School of Education. The appeal must be made in writing to the Dean within 30 days from the date of refusal on the admissions letter. An email should be sent to the Associate Dean of Graduate Enrollment who will process it through the appropriate Dean.

ADMISSIONS APPEAL EDD PROGRAM

An applicant who has applied for the EDD program and was not admitted has the right to appeal the admissions decision. Appeals must be submitted to the Associate Dean of Graduate Enrollment, who will process the appeal through the School of Education. They will reevaluate the application and inform the applicant of the decision. An unfavorable ruling at the school level may be appealed to the Vice President of Academic Affairs within 30 days of the date on the correspondence sent regarding the decision on the initial appeal.

If the appeal is denied, the applicant may reapply during the new admission cycle for the program by submitting a new application along with new supporting documents.

APPLICATION DEADLINES

It is the applicant's responsibility to complete the application process in a correct and timely manner and to determine whether materials have been received by the Office of Graduate Admissions. Incomplete applications will not be processed.

For **Demorest and Athens** M.A.T., M.A., M.B.A., Ed.S., Certification Only, and Non-Degree applications:

Fall semester	July 1
Spring semester	December 1
Summer semester	April 15

For Ed.D applications:

Summer semester	January 15
-----------------	------------

(Application file must be completed by January 30.)

For **Off-Campus programs**, (M.A., Ed.S.)

Application deadlines for the M.A. and Ed.S. degrees delivered in off-campus locations may vary from the deadlines listed above. Check the college website for established dates or contact the Office of Graduate Admissions at 1-800-277-7020 ext. 1181 or 1118 for specific information.

Note: International applicants should submit all required application documents as early as possible but no less than one month in advance of the deadlines above in order to allow adequate time for required international documents and forms to be completed. For questions concerning International Admission, please call the Office of Graduate Admissions ext. 1118.

EXPENSES - GRADUATE

Piedmont's 2019-2020 tuition charges support the College's continued commitment to provide first-rate programs and facilities at an affordable rate.

TUITION CHARGE ADJUSTMENTS & REFUND POLICY

Drop, Add and Withdrawal from Course(s):

Tuition charges will be calculated based on hours of enrollment reported by the Registrar's Office. A student must notify the Business Office before dropping, adding, or withdrawing from a course to determine the effect on the student's financial aid and subsequent account balance. Students are responsible for checking the Academic Calendar for drop/add dates and dates to withdraw without academic penalty. The **Academic Programs section** of the Piedmont College catalog contains further information regarding these topics.

Adding a course(s) may result in a tuition increase and dropping a course(s) may result in a tuition decrease. Undergraduate students enrolled 12-18 hours are considered full-time students; therefore, the student pays the same tuition rate within 12-18 hours so tuition adjustments may not apply. For a student dropping all courses (during the drop/add period), tuition charges will be removed. Charges other than tuition will be incurred by the student. Classes that are removed from a student's schedule after the drop/add period are considered withdrawals. Tuition for any withdrawn courses will also be incurred. Please note: withdrawing from a course(s) and a total withdrawal will have different effects on a student's account due to changes in financial aid. For charging purposes, medical withdrawals are treated the same as a total withdrawal.

Total Withdrawal from College:

When a student withdraws from all classes, written notification must be given to the college Registrar. Depending on the withdrawal date, the college may adjust tuition charges according to the schedule below. A calendar with the appropriate tuition adjustment dates is published under the Student Accounts page on PilgrimNet. Dismissed students do not receive tuition adjustments. (Students who withdraw from all courses may fall under the Title IV Federal Aid Policy).

Fall	and	spring	semester:	Day	studies
------	-----	--------	-----------	-----	---------

60% of tuition charges will be refunded if a student totally withdraws during the second week of the term

40% of tuition charges will be refunded if a student totally withdraws during the third week of the term

20% of tuition charges will be refunded if a student totally withdraws during the fourth week of the term

No adjustments to charges will be made if a student withdraws after the fourth week of the term

For all 16 week classes

Days used 1-7 is 100% refund

Days used 8-14 is 60% refund

Days used 15-21 is 40% refund

Days used 22-28 is 20% refund

Days used after 28 is 0% refund

Evening, Hybrid & Online Studies:

50% of tuition charges will be refunded if a student totally withdraws during the second week of the term

No adjustment to charges will be made if a student withdraws after the second week of the term

For all 8 week Lecture (face-to-face)

If # of days is 1-7 percent of refund is 100%

If # of days is 8-14 percent of refund is 50%

If over 14 days percent of refund is 0

For all 8-week Day, Hybrid, & Online Courses

If # of days is 1-3 percent of refund is 100%

If # of days is 4-10 percent of refund is 50%

If over 10 days percent of refund is 0

Summer semester:

50% of tuition charges will be refunded if a student totally withdraws during the second week of the term

No adjustment to charges will be made if a student withdraws after the second week of the term

For all 8 week Lecture (face-to-face)

If # of days is 1-7 percent of refund is 100%

If # of days is 8-14 percent of refund is 50%

If over 14 days percent of refund is 0

For all 4 week 1st session

If # of days is 1-3 percent of refund is 100%

If # of days is 4-10 percent of refund is 50%

If over 10 days percent of refund is 0

For all 4 week 2nd session

If # of days is 1-3 percent of refund is 100%

If # of days is 4-10 percent of refund is 50%

If over 10 days percent of refund is 0

For all 8-week, Hybrid, & Online Courses

If # of days is 1-3 percent of refund is 100%

If # of days is 4-10 percent of refund is 50%

If over 10 days percent of refund is 0

Room and Board Charge Adjustments:

There are no adjustments for residence hall charges for students withdrawing during a semester. Meal plan charges will be pro-rated based on the date the withdrawal form is submitted.

Tuition Refunds

If at any time a credit balance is established on a student's account, the balance will be disbursed to the student within 14 days from the date of the credit balance.

Refunds for Excess Financial Aid

All refund checks are mailed to the student's address on file in the Registrar's office. If there is a Parent Loan on the student's account, the excess aid is returned to the guarantor at the guarantor's address. The amount refunded to the parent will not exceed the balance of the

parent loan. If there exists an additional credit balance due after the parent loan has been refunded, the remaining credit balance will be refunded to the student at the address on file in the Registrar’s office. Piedmont College adheres to Title IV regulation which requires credit balances be refunded within 14 days of the credit appearing on the student account. Any federal or state aid that is disbursed but not accepted by the student, or parent in case of parent loans, will be returned to the appropriate department within 240 days from the time the refund was first issued. The term “not accepted” includes refund checks which are issued but are not cashed by the student or are returned by the postal service as undeliverable if no forwarding address can be obtained from the student.

TUITION CHARGES

The 2019-2020 graduate tuition starting Fall semester 2020 approved by the Piedmont College Board of Trustees is as follows.

- \$563 per credit hour for Master’s
- \$563 per credit hour for Education Specialist
- \$690 per credit hour for Doctor of Education

To qualify for student loans, graduate students must enroll in a minimum of five credit hours each semester and doctoral students must enroll in a minimum of three credit hours.

NON-DEGREE STUDENTS

Non-Degree students are charged undergraduate rates for undergraduate level courses and graduate rates for graduate level courses based on campus of enrollment.

ADDITIONAL CHARGES

Applied music - private lessons	\$100 per credit hour
Technology Fee (per semester)	\$100/semester
Returned check (first occurrence)	\$35
Returned check (second occurrence)	\$50
(no future checks accepted)	
Experiential credit (per credit hour) See Experiential Credit (p. 39) for more information	\$50
Transcript (paper copy)	\$8.25 each
Transcript (electronic copy)	\$6.25 each
Transcript (in office next day processing)	\$10.00 each
Transcript (in office pick up same day)	\$20.00 each
Application for graduation for doctoral students	\$150
Application for graduation for graduate students (Masters & EDS)	\$125
Late fee for graduation applications submitted past published deadlines (*Increases to \$100 if late application is received in the same term as expected graduation.)	\$25
Replacement diploma	\$100
Dissertation editing fee - Doctoral Candidates	\$150-\$250 depending on length
Replacement student ID	\$25
Fax Service	\$2 first page, \$1 additional pages

*Applications for graduation must be submitted by the posted deadlines (see Academic Calendars found at www.piedmont.edu/registrar).

TERMS OF PAYMENT

Tuition and other charges must be paid by published deadlines. Payment installment arrangements may be made using the Piedmont College Payment Plan (PPP). The charge for using PPP is \$40 per semester during the fall and spring semesters. There is no payment plan fee for the summer semester. No interest charges will be incurred with the PPP. For additional information please visit the Student Accounts webpage at www.piedmont.edu/business-aid. International students are responsible for paying their balance in U.S dollars using either a wire transfer to Piedmont College or by providing a check for payment from a U.S. bank. Payments from international credit cards are also accepted through the student portal, PilgrimNet or by using the online payment method at www.piedmont.edu/business-aid. Please contact the Business Office for further details.

ACCOUNT STATUS

Students are responsible for checking their account status online by logging into the student portal, PilgrimNet, or by contacting the Business Office at the beginning and end of each term to make sure all financial arrangements are current.

WITHDRAWAL POLICY

Course registration creates a financial obligation to the college. The tuition refund policy is only effective upon receipt of an official withdrawal notice. Non-attendance is not withdrawal. For additional details see the section on Tuition Charge Adjustments.

FINANCIAL AID FOR GRADUATE STUDENTS

The Piedmont College financial aid office will assist students who seek financial resources for attendance at this institution. It is strongly recommended Graduate students should apply for financial aid at least 60 days prior to the term seeking aid. Students receiving financial aid must maintain satisfactory academic progress as outlined in the Student Handbook in order to continue to receive financial assistance.

APPLICATION PROCEDURES

The Piedmont College Office of Financial Aid is committed to assisting graduate students with applying for and receiving student financial aid. Graduate students are encouraged to contact the Office of Financial Aid by phone or through email to learn how to successfully make application for student financial aid. Information regarding application procedures is also available on the Piedmont College website (www.piedmont.edu). Typically, graduate students will choose to borrow a federal Stafford loan or arrange payment through the Piedmont College Business Office. In either case, it is important that graduate students contact the Office of Financial Aid to learn which financial aid opportunities are available

FEDERAL ASSISTANCE

The federal student assistance programs are perhaps the most widely known of all student aid sources. In order to receive federal student aid, a student's financial need must be established by completing the Free Application for Federal Student Aid (FAFSA). This form may be completed online at www.fafsa.ed.gov. Contact the Piedmont College financial aid office at (706) 776-0114 with questions. For technical help applying online, call the Federal Aid Help Line at 1-800-4-FED-AID. The Piedmont College federal school code is 001588.

Piedmont College participates in the Federal Direct Student Loan program. Graduate students are considered independent for the purposes of federal financial aid. Loans are made directly from the U.S. Department of Education, and funds are credited to the student's account. Interest rates are variable. Payments begin after the student drops below half time or graduates. For more information, visit www.studentaid.ed.gov.

SATISFACTORY ACADEMIC PROGRESS FOR GRADUATE STUDENTS

The U. S. Department of Education mandates that institutions of higher education establish minimum standards of "Satisfactory Academic Progress" for students receiving federal financial aid. Piedmont College applies these standards to all applicants for federal financial aid such as TEACH Grant and Federal Stafford Loans.

Standards

Satisfactory Academic Progress (SAP) is determined by careful evaluation of qualitative and quantitative criteria. Determination of SAP status will be made at the end of each semester.

A. QUALITATIVE CRITERIA (GPA) - To be eligible for federal financial aid, a graduate student must have an institutional grade point average (GPA) of 3.0 or higher on a 4.0 scale.

B. QUANTITATIVE CRITERIA (Pace) – Federal financial aid recipients must show measurable progress toward earning a degree or completing teach certification by successfully completing at least sixty-seven percent (67%) of all courses required by the program of study. This standard will be applied to current and former students. Semester credit hours completed will be those courses in which a student has received a grade of A, B, C, D or P. Semester credit hours attempted will include all courses for which a student has received a grade of A, B, C, D, F, P, I, IP, NP, W, WF, or NR. Credit hours and grades for repeated courses will be used in this determination. All transfer credit hours will be evaluated towards attempted and completed rate (pace).

For example, a student who has attempted 16 credits must successfully complete at least 12 credits to meet the 67% required minimum completion rate.

C. MAXIMUM LENGTH OF STUDY AT PIEDMONT COLLEGE - A student accepted into a graduate degree program may attempt no more than 150% of the required credit hours in required courses for the degree or teacher certification. All transfer and repeated course credit hours will be included in the total number of attempted credit hours. Once a student exceeds the maximum length of study, they will no longer be considered making satisfactory academic progress and will not be eligible for federal financial aid.

For example, a student pursuing a master's degree, which requires 36 credit hours to complete, will reach the maximum timeframe after attempting 54 credit hours.

Satisfactory Academic Progress Statuses

- **FINANCIAL AID GOOD STANDING** – Student has a cumulative GPA of 3.0 or higher, student is completing sixty-seven percent (67%) of all attempted credit hours, and student is able to graduate within 150% maximum timeframe limit.
- **FINANCIAL AID WARNING** – Student’s cumulative GPA dropped below a 3.0, and/or student did not complete sixty-seven percent (67%) of all attempted credit hours, and student is able to graduate within 150% maximum timeframe limit. A student is able to receive federal financial aid while on financial aid warning status, but must meet SAP standards during that term of enrollment to remain eligible for subsequent federal financial aid.
- **FINANCIAL AID SUSPENSION** – Student did not meet SAP standards while in Financial Aid Warning or Financial Aid Probation status, or it is determined that the student will not be able to graduate within 150% maximum timeframe limit, or a student with a Financial Aid Academic Plan status fails to follow the plan. Student is not eligible to receive federal financial aid while on Financial Aid Suspension. Classes taken after losing eligibility will be at the student’s expense and will need to use funds other than federal financial aid. The college is responsible for calculating if a student would be meeting SAP after a future term. If it is not mathematically possible for a student to meet SAP standards after an upcoming semester, the student will be placed on Financial Aid Suspension and is not eligible to receive federal aid.
- **FINANCIAL AID PROBATION** – This status is only granted upon the approval of a Financial Aid SAP Appeal. Student may receive federal aid for one semester but must meet SAP standards by the end of that term to remain eligible for subsequent federal aid.
- **FINANCIAL AID PROBATION WITH ACADEMIC SUCCESS PLAN** - Student fails to meet SAP standards for the term in which the student is on Financial Aid Probation. This status is only granted upon the approval of a Financial Aid SAP Appeal with the condition the student follows stipulations set by the Financial Aid Office and the Academic Success Plan. The student is eligible to receive federal financial aid as long as the student continues to follow the academic plan.
- **ACADEMIC EXCLUSION** - If a student is placed on academic exclusion, eligibility for federal financial aid will be terminated. When students are removed from academic exclusion, they must contact the Financial Aid Office to request a review of their SAP.

Reestablishing Eligibility of Federal Financial Aid

Financial aid eligibility may be reinstated when the student raises their cumulative GPA to a 3.0 and has achieved a cumulative completion rate of sixty-seven percent (67%) of all credit hours attempted. Reinstatement of financial aid eligibility may also occur upon approval of a Satisfactory Academic Progress Appeal. A student who exceeds the maximum length of study at Piedmont College (item C) may appeal if student changed program of study. However, an Academic Success Plan is needed.

If there are extenuating circumstances that prevented a student from making SAP resulting in a status of Financial Aid Suspension, it is possible to appeal to the Office of Financial Aid for a review of those circumstances as they relate to the student’s academic standing. An appeal is required for consideration of a student being placed on a probation period of one semester.

Appeals Process

A student may request consideration for reinstatement of financial aid eligibility through a formal appeal process by completing the Satisfactory Academic Progress (SAP) Appeal Form with a support staff member in the Piedmont College Student Success Center and submitting appropriate documentation.

Student Success Center: <https://www.piedmont.edu/success-center>
Athens Campus – Commons 103E 706-548-8055 ext. 8055
Demorest Campus – Lane Hall 706-778-8500 ext. 2826

An appeal must be received within two weeks after the start of the term for which aid is being requested. Aid will not be awarded retroactively for a prior term in which financial aid eligibility was suspended or during which satisfactory progress was not made. Completed forms may be delivered in person at the Financial Aid Office or by email through a Piedmont College email account.

Appeals may result in any one of the following actions:

- Reinstatement of federal financial aid on probation. Reinstatement of federal financial aid on an academic plan where the student will be held to specific requirements
- Denial of reinstatement of federal financial aid

The Financial Aid SAP Appeal Form MUST include these two components:

1. The extenuating circumstances that resulted in the student's failure to make SAP. Acceptable circumstances on which a student could base an appeal are those that could not have been foreseen at the beginning of the semester or enrollment period, and that were completely beyond the student's control. They could include serious injury, illness (physical or mental) of the student or an immediate family member, death of an immediate family member, financial difficulties, relationship problems, family responsibilities, or other extenuating circumstances. Appeals should include a detailed description of the applicable circumstances, along with related documentation (i.e., statement from physician or other healthcare provider, report from law enforcement or social services agency, copy of death certificate, etc.) that supports those circumstances.
2. The positive changes that have occurred that will ensure the student can achieve SAP by the next evaluation. The student must include information regarding extenuating circumstances that will no longer exist or be an issue, as well as any additional measures that will be taken to ensure they will make SAP during the probationary semester or enrollment period, if granted.

The Director of Financial Aid, or another designated senior member of the Financial Aid Office will review each written appeal, along with relevant academic history. The student will be notified via their Piedmont College email account of the appeal decision. A student whose appeal is approved will be placed on Financial Aid Probation for one semester. While on Financial Aid Probation, a student may receive federal financial aid for one probationary semester or enrollment period, after which another SAP review will be conducted.

A student who fails to meet the academic requirements outlined in the Financial Aid Probation email notification, which may include the Academic Success Plan, will be placed on Financial Aid Suspension. A student may appeal a second time. However, the circumstances must be unforeseen at the beginning of the term.

Maximum Timeframe Extension Appeal Process

Students have the right to request an extension of their financial aid eligibility once per degree objective should they exceed or expect to exceed the maximum credits allowed for their degree or certificate. Students will need to complete a SAP Appeal Form and include an Academic Success Plan. Submission of an appeal does not guarantee approval.

If an appeal is approved, coursework will be limited to courses required for the completion of the degree. In addition, a student must maintain a minimum cumulative GPA of 3.0 and successfully complete all courses listed on their Academic Success Plan. Failure to meet the requirements of the approved timeframe appeal will result in suspension of federal financial aid eligibility.

NOTE: If a student has been academically excluded and wishes to appeal that status, the Registrar's Office should be contacted for instructions. There are two separate appeal processes for academic exclusion and financial aid suspension. The financial aid appeal will be held until the academic exclusion is resolved and the student is readmitted to a degree program. The appeal of financial aid suspension will not correct the academic exclusion. Likewise, being academically reinstated will not automatically remedy the financial aid suspension. Students should contact their academic advisor for assistance.

FEDERAL TEACH GRANTS (NOT FOR ED.S. AND ED.D. STUDENTS)

Piedmont College participates in the Federal TEACH Grant Program. Interested students are encouraged to research the program and submit an application to the Piedmont College Financial Aid Office. For graduate study, the Federal TEACH Grant Program is available to first post-baccalaureate degree students only. At Piedmont College, students enrolled in the Education Specialist or Doctorate Program are ineligible for this program.

- The TEACH Grant Program was created by Congress in the College Cost Reduction and Access Act. For more information, students may call the Federal Information Student Center: 1-800-4-FEDAID or view the website www.teachgrant.ed.gov.
- In exchange for receiving the TEACH Grant, students must be a highly-qualified, full-time teacher in a high-need subject area for at least four years at a school serving low-income students.
- For a directory of schools serving low-income students, visit: www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp. For a definition of highly qualified teacher, students may visit: www.ed.gov/policy/elsec/leg/esea02/pg107.html.

STUDENT LIFE

Student Life and Leadership at Piedmont College goes beyond social events, club meetings, and building one's resume. Our mission is to provide leadership and programming opportunities for you to become an active member of our community. There are many activities available for you to enjoy, explore, and establish skills through practical learning experiences. We want you to get involved in campus life and start building your legacy!

ATHLETICS

Piedmont College's program of intercollegiate athletics is designed to promote sound physical development and enthusiasm for sport by fostering good sportsmanship and encouraging excellence both in and out of the classroom.

Intercollegiate sports include men's and women's teams in basketball, cross country, golf, lacrosse, soccer, tennis, track & field, and cycling; women's softball and volleyball; and men's baseball.

Athletic facilities include a gymnasium, tennis courts, softball, baseball, turf soccer/lacrosse fields, and sand volleyball courts. Athletic teams have priority in the usage of these facilities. Piedmont College's Johnny Mize Athletic Center includes a multi-use basketball and volleyball arena named in honor of Coach O'Neal Cave, capable of seating 1,200 spectators. In addition, the Athletic Center houses an elevated running track, visitor and home locker rooms, offices, an athletic training facility for intercollegiate athletics, as well as a classroom. The Johnny Mize Museum is also located on the top floor of the center. The Loudermilk Baseball Complex includes a lighted playing field and covered bleachers as well as indoor training facilities that provide for the needs of both baseball and softball. The Walker Athletic Complex includes a lighted softball field with bleacher seating. It also includes a lighted turf field with bleacher seating for both soccer and lacrosse. The Burgen Tennis Courts include six fenced hardtop lighted courts with terraced hillside seating. Our athletic teams also have access to the College Commons for practice and use of the fitness center. Piedmont College is a member of NCAA (National Collegiate Athletic Association) Division III, with teams competing in the USA South Athletic Conference. The Cycling Team competes under the umbrella of USA Cycling.

Athletic Academic Eligibility Policy

All Freshman and Transfer student athletes will be given two semesters before their academic eligibility will be certified. If at the end of the first semester a Freshman or Transfer student has below a 2.0 cumulative GPA they will be placed on "Academic Probation" and follow the requirements set forth by the college for a student on "Academic Probation".

At the end of a Freshman or Transfer student athletes second semester they must have a cumulative GPA of 2.0 to be considered Athletically Eligible to participate. If they are below the 2.0 cumulative GPA they will be consider "Academically Ineligible".

All returning student athletes will have their eligibility certified at the end of each semester. They must maintain a 2.0 or higher cumulative GPA to "Academically Eligible" to participate. Any returning student athlete that falls below the 2.0 cumulative GPA will be "Academically Ineligible" to compete and will follow the requirements that are set forth by the college's policies.

CAMPUS ACTIVITY BOARD

The Campus Activities Boards, active on both Demorest (CAB) and Athens (ACAB) campuses, provide a variety of programming and strive to engage all students in the Piedmont College Community. The purpose of the organizations is to promote social interaction and involvement to enrich campus life on both campuses. CAB and ACAB provide opportunities for students to develop enhanced leadership knowledge through student-led program development. The organizations also schedule a variety of events including entertainers, open mics, and other activities such as movie nights, shopping trips, and various Atlanta-based events.

CLUBS

The College encourages students to develop clubs around common interests. A student club or organization at Piedmont College can be defined as a group of students joined together in the pursuit of a common educational or co-curricular purpose that supports the mission and values of the Office of Student Life and of Piedmont College. The Student Government Association maintains a current listing of all groups and their governing by-laws. Information on forming clubs may be found on the clubs and organizations page on the Piedmont website.

Student Organizations at Piedmont College provide quality programs, services, and leadership opportunities that will enhance classroom learning and complement the Piedmont experience. Student organizations help to enrich academic and professional endeavors, promote

ethical and moral development, encourage civic engagement, provide leadership development, foster an appreciation for diversity, and support the establishment of meaningful interpersonal relationships.

FITNESS CENTER

The College operates fitness centers on the Demorest and Athens campuses. Hours and forms required for membership are available on the website or in the Piedmont app. The fitness centers are open to current students, faculty, and staff and include the use of all equipment and attendance to group fitness classes. Current news and events are posted on the Piedmont College Fitness Center page.

GREEK LIFE

Greek Life at Piedmont College is a great way to be involved on campus and in the community. Participation in our Greek organizations affords members an opportunity to develop leadership skills among a small community of sisters and brothers who work together to achieve academic excellence, while engaging in service and philanthropy.

INTRAMURALS

The College offers single event and league play during the school year on the Demorest campus. All registration forms may be accessed through the website or in the Fitness Center. Current news and intramural events are posted on the Piedmont College Intramural Facebook page.

LYCEUM

A series of lectures, concerts, and plays is presented to develop an appreciation of literature, music and the other art forms. Programming has included performances by guest artists, music faculty, and college ensembles; various theatre productions, and lectures by artists and writers from across the United States.

MUSIC ENSEMBLES

The Piedmont College Singers is an auditioned vocal chamber ensemble of mixed voices that presents special programs during the academic year and serves as the College's touring choir. Opera Workshop gives singers experience in performing excerpts from some of the world's great operas. Cantabile is an elite group of mixed voices chosen from the Piedmont College Singers. This auditioned group performs jazz, pop arrangements, and avant garde compositions in concerts on campus for special events and on tour across the state and the nation. The Piedmont Chorale is a non-auditioned choir composed of students, faculty, staff and members of the community. It presents two concerts per year as part of the College's Lyceum series. The Wind Ensemble is an ensemble of woodwind, brass, and percussion players. In addition, there are chamber ensembles available for woodwinds, brass, percussion, strings, and collaborative piano. Private instrumental instruction is strongly suggested while a member of the Wind Ensemble and Chamber Ensembles. Auditions are required.

PUBLICATIONS

The Roar is the student media organization of the College, consisting of an online news site (www.piedmontroar.com) and a bi-weekly print newspaper that is distributed throughout both campuses. *The Yonahian* is the College yearbook, named for Mount Yonah, a prominent Blue Ridge peak in north Georgia. These publications are produced by students under the guidance of a faculty advisor in the department of mass communications, but participation is open to all Piedmont students.

RADIO STATIONS

WPCZ, 98.7 FM, is the student-operated campus radio station. WPCZ can be heard in Demorest at 98.7 FM or streaming worldwide at www.piedmontroar.com/wpcz. Mass communications majors are encouraged to become part of the WPCZ staff.

RELIGIOUS LIFE

Piedmont College has been affiliated with Congregational churches since 1901, and is now affiliated with both the United Church of Christ and the National Association of Congregational Christian Churches. A resource for the entire College community regarding matters of faith, the Campus Minister provides oversight for religious activities and organizations and is available for counseling for all students. In keeping with the Congregational heritage and church affiliations of the College, the Campus Minister respects that persons from all faith traditions act according to conscience. The College Chapel in Demorest and the Meetinghouse in Athens are spaces designated for worship under the guidance of the Campus Minister. In order to uphold the tenets of Congregationalism espoused by Piedmont College, we regret that these spaces are not available for use beyond those employed by the College, whether for religious or alternate purposes.

RESIDENTIAL HOUSING, DEMOREST CAMPUS

Residential housing is available on the Demorest Campus only. The residential program is designed to enhance the academic and social lives of the residential students. The staff, services, and facilities are designed to meet residents' needs with a balance of structure and flexibility. Proof of health insurance is required for all residential students. Students can contact school administrators for more information on plan coverages available for those that do not currently have insurance. We house approximately 700 undergraduate and graduate students in 10 residence halls with both traditional and apartment style accommodations.

All intercollegiate athletes are required to live on campus. All undergraduate students enrolled on the Demorest Campus must reside on campus with the following exceptions:

- Students living at the primary residence of their parents or legal guardians in Habersham, Banks, Hall, Rabun, Stephens, Towns, or White counties;
- Married, divorced or widowed students or students with dependents;
- Students who are 21 years of age on the first day of registration for the fall term.

Certain Piedmont College scholarships require students to live on campus, and a change in residential status may result in loss of scholarship. Changes in campus living assignments must be approved by the Director of Residential Life. Students residing in a residence hall may not move off campus during the regular academic year except when there is a change in marital status. The College is unable to provide housing for married students or families.

STUDENT GOVERNMENT ASSOCIATION (SGA)

The Student Government Association addresses student concerns, promotes student initiatives with the administration, and has general responsibility for all student organizations and student-sponsored campus activities. SGA provides student governance of appropriate student-led activities in a manner consistent with the mission of Piedmont College. The Association's purpose is to work with the faculty, staff, and administrators of the College to build a stronger, more effective educational community.

STUDENT HANDBOOK

The current Piedmont College Student Handbook including the Code of Conduct can be found [here](#).

STUDENT SUCCESS SUPPORT SERVICES

Alumni Association & P-Club

The Office of Institutional Advancement acts as liaison between the College and its alumni. The Piedmont College Alumni Association is open to any person who matriculated and left in good standing. There are no membership fees. The Alumni Association Board of Directors govern policies, finances and activities of the association. Directors are elected to serve a term length of three years. The Board is led by five officers, including the President, Vice President, and President-Elect, who are elected by members of the board for a one-year term, serving no more than two consecutive terms. The Secretary and Treasurer officer positions complete the Executive Committee. www.piedmont.edu/alumni

The Piedmont College Letter Club, also known as the P-Club, is the organization that acts as the College booster club and as the organization that sponsors the Piedmont College Athletic Hall of Fame. The P-Club is open to all former Piedmont College athletes, friends, or supporters of Piedmont athletics. Funds raised by the club support the entire athletic department, as well as the Hall of Fame and individual sports. An advisory board of 8-12 members lead the club. www.piedmont.edu/pclub

Career Services

Career education and professional development is available to all students and alumni of Piedmont College. The Director of Career Services provides personal consultations to those students who are unsure of their career goals or require career readiness preparation. Career Services can assist students in developing needed career skills which can include but is not limited to: resume development, interview preparation and practice, graduate school preparation, social media practices, job search strategies, major/career exploration, assessments etc. Students have the opportunity to meet with Career Services staff in individual meetings as well as through career presentations and events. Online resources offered free of charge to Piedmont College students include access to SuccessLink, Piedmont College's online job board and career resource site. Career Services also provides access to regional and statewide career fairs as well as additional employer networking opportunities.

<https://www.piedmont.edu/career-services>

Lisa Mann

Director of Career Services

Lane Hall Student Success Center
 Demorest and Athens
 Piedmont College
 lmann@piedmont.edu
 706-778-3000 ext. 1507

Disability Support

Piedmont College supports the efforts of every student to become a self-sufficient learner and encourages any student that requires accommodations to seek support as early as possible. Piedmont College is committed to providing an accessible learning environment and willingly makes reasonable accommodations for individuals with documented disabilities. Section 504 of the Vocational Rehabilitation Act of 1973 and The Americans with Disabilities Amendment Act of 2008 (ADA) assure persons with disabilities equal opportunities for access to programs and activities that receive federal financial assistance. The Americans with Disabilities Act (ADA) defines a person with a disability as any person who has physical or mental impairment which substantially limits one or more major life activities (walking, seeing, hearing, speaking, breathing, learning, and working), has record of impairment, or is regarded as having such an impairment.

The Director of Disability Support is responsible for arranging reasonable accommodations for those students who have provided documentation stating a medical or learning disability. This service is confidential and free to all students. To receive accommodations, students are required to self-report. Testing to determine disabilities is not provided through this office, but referrals are made. Official documentation is accepted only from licensed health-care professionals.

Upon acceptance to Piedmont, students seeking accommodations should meet with the Director of Disability Support to discuss individual circumstances. Students are encouraged to speak with their professors, advisors, coaches and other campus personnel. Appropriate written documentation of disability is required and any accommodations provided is based upon individual need and existing academic requirements. All accommodations must be consistent with established academic requirements and standards of Piedmont College. We coordinate and provide a variety of academic and support services based on the individual needs of each student with the goal of creating an accessible academic, social, and physical environment for students with disabilities at Piedmont College. Each semester accommodations will be reviewed and revised as necessary. A student with accommodations continues to be responsible for his/her education and personal needs.

For more information navigate to <http://www.piedmont.edu/disabilities-support>, or contact

Dr. Gene Pease

Director of Disability Support

Associate Professor-R
 Student Success Center

706-778-8500 ext. 1504

gpease@piedmont.edu

Disability Support

Piedmont College supports the efforts of every student to become a self-sufficient learner and encourages any student that requires accommodations to seek support as early as possible. Piedmont College is committed to providing an accessible learning environment and willingly makes reasonable accommodations for individuals with documented disabilities. Section 504 of the Vocational Rehabilitation Act of 1973 and The Americans with Disabilities Amendment Act of 2008 (ADA) assure persons with disabilities equal opportunities for access to programs and activities that receive federal financial assistance. The Americans with Disabilities Act (ADA) defines a person with a disability as any person who has a physical or mental impairment which substantially limits one or more major life activities (walking, seeing, hearing, speaking, breathing, learning, working, etc), has record of impairment, or is regarded as having such an impairment.

The Director of Disability Support is responsible for working with individual students to arrange reasonable accommodations for those students who have provided documentation of their disability. This service is confidential and free to all students. To receive accommodations, students are required to self-report to the Director of Disability Support. Testing to determine disabilities is not provided through this office, but referrals can be made. Official documentation is accepted only from licensed health-care professionals.

Upon acceptance to Piedmont, students seeking accommodations should meet with the Director of Disability Support to discuss individual circumstances. Students are encouraged to speak with their professors, advisors, coaches and other campus personnel. Appropriate written documentation of a disability is required and any accommodation provided is based upon individual need and existing academic requirements. All accommodations must be consistent with established academic requirements and standards of Piedmont College. We coordinate and provide a variety of academic and support services based on the individual needs of each student with the goal of creating an accessible academic, social, and physical environment for students with disabilities at Piedmont College. Each semester accommodations will be reviewed and revised as necessary. A student with accommodations continues to be responsible for his/her education and personal needs.

For more information navigate to <http://www.piedmont.edu/disabilities-support>, or contact

Dr. Gene Pease
 Director of Disability Support
 Associate Professor-R
 Lane Hall Student Success Center
 706-778-8500 ext. 1504
gpease@piedmont.edu

Learning Center

Students are at the heart of everything we do at Piedmont College. This commitment is reflected in the Learning Center, established to help our students reach their academic goals. One student may endeavor to pass a particularly difficult course. Another may aspire to develop a B into an A. Whatever their objectives, students can find supportive, professional assistance at the Learning Center.

The Learning Center offers FREE academic support in many areas. We offer 1-1 tutoring in many content areas, including business, accounting, languages, math, science, and writing. Our 1-1 tutoring sessions are FREE and offered daily from 9am - 9pm with some weekend hours. Arrangements can also be made for remote, online tutoring sessions. Our tutors are referred by professors, trained in the art of tutoring, and monitored to provide the individualized attention our students need to achieve their personal best.

We also offer SNAP (Seeking New Academic Potential) groups for certain content area courses in Math and Science. These are peer-led small groups (8 or less) that follow an informal supplemental instruction model that focuses on collaboration and group study. Students are provided with course-specific learning and study strategies, note taking and test taking skills, as well as the opportunity for structured study time with peers.

In addition to working with you on specific subject areas, we can help with test taking, time management, organization, note-taking, and study skills and strategies. You may drop in and work with any tutor who is available or make an appointment with a specific tutor. We also work with students to create, implement and complete Academic Success Plans. These are individualized plan to assist students with obtaining the skills, knowledge, and support they need to be successful personally and academically.

Appointments can be made for Academic Consultations (with the Director of the Learning Center) or Tutoring Services through Pilgrim Net or through the Piedmont App.

For more information contact:

Kristi Koshuta – Director of Academic Learning Services
kkoshuta@piedmont.edu
 706-778-8500 x1503
 Lane Hall Student Success Center– 102

Personal Counseling

Personal counseling is provided in a safe, confidential atmosphere and is available to assist students with personal, developmental, or psychological concerns related to their academic progress and personal growth. Through individual counseling, group counseling, and referrals to campus and community resources, personal counselors are committed to supporting students who have personal issues that hinder their academic success.

Personal counselors can assist with and/or provide resources for a variety of topics, such as adjustment to college life, stress, depression,

anxiety, loneliness, sexuality, eating issues, perfectionism, academic concerns, discrimination, transition difficulties, and relationship issues with a partner, relative, or child. Personal counselors help students develop new strategies for dealing with these challenges or to help clarify students' feelings through self-exploration and discovery.

Counseling appointments are requested by email, phone or online and services are provided at no charge to students. As necessary, students are referred to other professional resources located on and off campus. The counseling office is located in the Lane Hall Student Success Center on the Demorest Campus and in the Student Success Center on the Athens Campus, 1st floor East Commons.

To schedule an appointment, please visit:

<http://bit.ly/CounselingAppointment>

Personal Counseling

Personal counseling is provided in a safe, confidential atmosphere and is available to assist students with personal, developmental, or psychological concerns related to their academic progress and personal growth. Through individual counseling, group counseling, and referrals to campus and community resources, personal counselors are committed to supporting students who have personal issues that hinder their academic success.

Personal counselors can assist with and/or provide resources for a variety of topics, such as adjustment to college life, stress, depression, anxiety, loneliness, sexuality, eating issues, perfectionism, academic concerns, discrimination, transition difficulties, and relationship issues with a partner, relative, or child. Personal counselors help students develop new strategies for dealing with these challenges or to help clarify students' feelings through self-exploration and discovery.

Counseling appointments are requested by email, phone or online and services are provided at no charge to students. As necessary, students are referred to other professional resources located on and off campus. The counseling office is located in the Student Success Center on the Demorest Campus and in the Student Success Center on the Athens Campus, 1st floor East Commons.

<http://www.piedmont.edu/counseling-services>

ACADEMIC PROGRAM

ACADEMIC ADVISEMENT

The college is committed to the developmental model of academic advising. As such, advising is viewed as a partnership of shared responsibility between the student and advisor, with the advising process as an extra-classroom, teaching-learning experience that emphasizes the importance of personal and social factors that contribute to the quality of the student's academic experience and the achievement of life goals.

Upon entering the College, a student is assigned either a freshman advisor or a major advisor, depending on class standing and declaration of a major. The advisor works with the student not only in the choice of courses and with academic matters in general, but also to ensure a rich and rewarding educational experience that will lead to the fullest realization of a student's potential as an individual.

ACADEMIC YEAR

The regular academic year is divided into fall and spring semesters, each approximately 16 weeks in length, with two 4-week day sessions and one 8-week evening session during the summer.

The College offers both day and evening classes, with limited weekend offerings. During the fall and spring semesters, evening and weekend classes are offered in two eight-week sessions each semester in Athens and Demorest.

Students may be admitted at the beginning of any semester. However, for the best orientation to college life and to take advantage of the planned sequence of courses, fall admission is recommended.

ASSESSMENT

To ensure the realization of its mission, Piedmont College is involved in continuous assessment to measure, and to improve where needed, the quality of the learning experience. Since learning is not limited to classroom experiences, neither is assessment. Assessment is systematically administered throughout the College.

Assessment includes evaluation of departmental programs, evaluation of the general education requirements and evaluation of the overall college environment.

Academic schools design and implement their own assessment procedures, following institutional guidelines, to evaluate the quality of their programs.

In addition, student and alumni surveys and other assessment techniques are regularly conducted in order to ascertain the overall quality of the educational experience at Piedmont.

CLASS ATTENDANCE AND ABSENCES

Compliance with federal financial aid regulations requires faculty to keep attendance records for the purpose of determining the last date of attendance. When a student is absent for two consecutive class meetings, the faculty member will contact his or her dean. The dean will investigate to determine the appropriate action needed.

Any student who is enrolled in a course but has never engaged in academic activity by the end of the drop/add period for that specific section will be automatically dropped from the course.

A school or department or faculty member may, with approval from the Vice President for Academic Affairs, choose to implement an attendance policy which is stated in the course syllabus.

Student absences for college-sanctioned events are excused absences (with the exception of clinicals). Since college-sanctioned events are considered to be supportive of the college program, instructors must allow students to make up work that has been missed. Students are responsible for notifying their instructors, in advance, about College-sanctioned events.

REGULATIONS - GRADUATE

Private Property Rights

Georgia law provides the owners of private property with the right to regulate the possession of firearms. Students, faculty, staff, and the general public are forbidden from having firearms, fireworks, explosives or explosive devices, or other weapons on college property. This

includes the storage of such devices in automobiles parked on college property. Exception is made for licensed public safety officials in the employ of the college and for licensed public safety officers from other jurisdictions who are on college property in the discharge of their official duties.

Honor Pledge

All students, by their enrollment at Piedmont College, commit to the Honor Pledge:

The Piedmont College community emphasizes high ethical standards for its members. Accordingly, I promise to refrain from acts of academic dishonesty including plagiarism and to uphold the Academic Integrity Policy in all endeavors at Piedmont College.

Academic Integrity Policy

In accordance with the mission statement at Piedmont College, it is the responsibility of each member of the Piedmont community to promote an atmosphere of academic integrity and an understanding of intellectual honesty that adheres to the highest standards of professional and personal conduct.

To protect intellectual and scholarly integrity, the College imposes strict penalties for academic dishonesty, which is defined as follows.

- **Cheating** — intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- **Fabrication** — intentional and unauthorized invention or falsification of any information or citation in an academic exercise or altering official college records or documents.
- **Facilitating academic dishonesty** — intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- **Plagiarism** — intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Academic Integrity - Student Violations Policy

All faculty must consistently follow the correct procedures in dealing with cases of academic integrity. Individual decisions or exceptions cannot be made.

1. The faculty member making the complaint will provide to the Dean of the School where the course resides a signed statement fully describing the act of dishonesty, naming persons involved and witnesses, and listing all physical evidence. All physical evidence is to be secured, if possible, by the Dean
2. The Dean will provide the student involved with written notification of the accusation of academic dishonesty, the identity of the faculty member making the complaint, and the procedures for resolving the case.
3. The Dean will review the case based on the evidence presented, taking into consideration any recommendations of the instructor responsible for the academic exercise in which the act of academic dishonesty is alleged to have occurred. The Dean will make the final judgment and will provide the student written notification of the disposition.
4. A student may ask for a reconsideration by the Dean if there are new facts or extenuating circumstances that were not brought to light in the initial review.
5. A student may appeal the decision of the Dean to the Office of the Vice President for Academic Affairs. Such an appeal would focus only on procedural due process issues.

All course grades would count in computing the cumulative GPA.

Campus Email

Email is an official communications channel of Piedmont College and is a principal medium through which it conducts its business.

All students, faculty, and staff, including part-time faculty and staff, have Piedmont College email accounts either on the Exchange system or the Lions system.

All members of the Piedmont College community are expected to monitor their Piedmont College email regularly and to deal with business in a timely manner. Failures to activate and monitor one's Piedmont College email account does not exempt one from responsibility to act upon college-related matters.

All new students, faculty, and staff, including part-time faculty and staff, are expected to activate their Piedmont College email accounts, if necessary, and to begin monitoring their email during their first week of enrollment or employment.

Class Attendance and Absences

Compliance with federal financial aid regulations requires faculty to keep attendance records for the purpose of determining the last date of attendance. When a student is absent for two consecutive class meetings, the faculty member will contact his or her dean. The dean will investigate to determine the appropriate action needed.

Any student who is enrolled in a course but has never engaged in academic activity by the end of the drop/add period for that specific section will be automatically dropped from the course.

A school or department or faculty member may, with approval from the Vice President for Academic Affairs, choose to implement an attendance policy which is stated in the course syllabus.

Student absences for college-sanctioned events are excused absences (with the exception of clinicals). Since college-sanctioned events are considered to be supportive of the college program, instructors must allow students to make up work that has been missed. Students are responsible for notifying their instructors, in advance, about College-sanctioned events.

Study Load

A full-time study load for graduate students is 9 credit hours. To qualify for financial aid enrolling in a minimum of 5 credit hours is required. Graduate students may take up to a maximum of 12 credit hours per semester, including undergraduate hours. No more than 10 credit hours may be taken in an eight-week session.

NOTE: It is strongly recommended that graduate students in their first semester take no more than 9 hours (fall or spring) or 6 hours (summer). Regional Program Coordinators may vary the session requirements and set candidate hours in accordance with School of Education policies, local school system needs, and college schedules.

Doctoral Program: Full-time study load for students enrolled in Area I and Area II in the Ed.D. program is a minimum of 6 credit hours. Students who have completed Area I and Area II course work and who have successfully passed the comprehensive examinations move to the dissertation phase (Area III). Thereafter, as students progress through the dissertation (Area III) phase, they must be enrolled in a minimum of 1 credit hour to be considered full-time doctoral candidates.

Credit Hour Policy (Credit Hour Definition)

As a postsecondary institution, Piedmont College is responsible for defining a credit hour and for ensuring that the credit hours awarded for courses and programs conform to commonly accepted practices in higher education. The College adheres to the federal definition of a credit hour as published by the United States Department of Education in the Federal Register (75FR66832) on October 29, 2010. The Department defines a credit hour as:

1. 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 not less than:
 - a. One hour of classroom or direct faculty instruction and a minimum of two hours of 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
 - b. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practical, studio work, and other academic work leading to the awarding of credit hours. (34 CFR 600.2)

For the purposes of this definition, an instructional hour equates to 50 minutes, the unit of measure used by the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS).

Course Length

The institutional established equivalences to the federal definition of the credit hour at Piedmont College are listed below.

1. Direct instruction courses must include one 50 minute period with the instructor, which is 750 minutes for each credit hour awarded.

$(50 \times 1) \times 15 \text{ weeks} = 750 \text{ minutes} = 1 \text{ credit hour}$

The standard expectation for direct instruction classes is that students will spend a minimum of two hours outside the classroom for each

hour spent in class.

- For laboratory classes, labs must meet for a minimum of 50 minutes per week, or 750 minutes, over the course of the semester.

$(50 \times 1) \times 15 \text{ weeks} = 750 \text{ minutes} = 1 \text{ credit hour}$

Unless otherwise specified by professional accreditation standards, the formula for awarding credit hours for internships, practica, clinicals, and studio work is the same as the formula for laboratory classes.

- Combined lecture/laboratory courses should be designed in accordance with the guidelines outlined above, even if there is no discrete break between the lecture and laboratory components for the course.

This credit hour policy applies to all courses at the undergraduate and graduate level that award academic credit (i.e., any course that appears on an official transcript issued by the College) regardless of the mode of delivery including, but not limited to, self-paced, online, and hybrid. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

Courses that are offered on a schedule other than the full 15-week semester are prorated so they contain the same number of hours as if the course were scheduled for a full semester. To maintain the integrity of the instructional program, care must be taken when scheduling short courses so that there is adequate time for student to complete homework assignments or laboratory work, internships, practical, clinicals, and studio work.

Program Length

For the purposes of this policy, Piedmont College has established the following standards for program length:

Degree Type	Minimum Credit Hours
Baccalaureate	120 semester credit hours
Master's	30
Specialist	30
Doctoral	57

Online Courses

Online courses hold no face-to-face meetings during a course term, including no face-to-face orientation meetings. An online course is managed totally with online communications, learning management systems, and other distance-learning tools. The course requires interactive dialogue and all assignments are submitted electronically. Course exams, or quizzes, are administered via the online portal or through an arranged proctored exam based on individual course requirements.

Effective for courses beginning spring semester 2020:

Online synchronous (SYNC): An online synchronous course holds no face-to-face sessions; however, a minimum of twenty-five percent (25%) of course sessions are conducted synchronously (at same time online). Online courses use the current, official college learning management system as the primary platform for content delivery and communication.

Online asynchronous (ASYNC): An online asynchronous course holds no face-to-face or synchronous (at same time online) sessions. Online courses use the current, official college learning management system as the primary platform for content delivery and communication.

Academic Requirements for Online and Hybrid Courses

Students taking online or hybrid classes should meet the following academic criteria:

- Be in good academic standing prior to registering for online courses.
- Be technologically competent and have access to appropriate hardware and software necessary to complete the course

- Students who fail a course need approval from their advisor or dean to re-take the course in an online format. All academic requirements for traditional courses, including course prerequisites, would apply to online courses as stated in the Piedmont College Catalog.

Hybrid Courses

A Hybrid Course is a blend of face-to-face instruction with web-based instruction. In a hybrid course 50%-99% of the course learning is online and as a result, the amount of classroom seat-time is reduced. A course that meets face-to-face over 50% of the time but uses web-based learning as a support for the instruction are identified as web-enhanced courses.

- Online course: 100% web-based
- Hybrid/blended course: 50%-99% web-based
- Web-enhanced course: 1%-49% web-based

Effective for courses beginning spring semester 2020:

A Hybrid Course (HYB) holds a minimum twenty-five percent (25%) of meetings face-to-face with remaining course sessions held online, either synchronously or asynchronously. An initial, introductory face-to-face or online meeting may or may not be required. Hybrid courses use the current, official college learning management system as the primary platform for content delivery and communication

Academic Requirements for Online and Hybrid Courses

Students taking online or hybrid classes should meet the following academic criteria:

- Be in good academic standing prior to registering for online courses.
- Be technologically competent and have access to appropriate hardware and software necessary to complete the course
- Students who fail a course need approval from their advisor or dean to re-take the course in an online format.
- All academic requirements for traditional courses, including course prerequisites, would apply to online courses as stated in the Piedmont College Catalog.

Experiential Credit

Learning acquired outside of classroom participation can be a valuable contribution to a liberal arts education, and Piedmont provides an opportunity for enrolled students to receive academic credit for such learning.

The portfolio is the method used whereby students can demonstrate learning prior to and during their time at the College. Because portfolio assessment is competence based, students need to demonstrate mastery of transferable skills acquired through the professional work experience and/or community service. An experiential credit information packet may be obtained from the Registrar's Office. The charge for experiential credit is \$50 per credit hour. No experiential credit will be granted during a student's final semester.

Directed Independent Study (DIS)

Directed independent study leads to the completion of a regular college course and receipt of academic credit. The DIS is completed by the student under the direction of the course instructor independently of scheduled class hours. While Piedmont recognizes that there is, at times, legitimate need for such study, its policy is to keep this practice to a minimum; thus, the following criteria are carefully observed:

- Directed independent study is offered only for those courses that are listed in the current Piedmont College Catalog.
- A directed independent study course is typically taught only in the semester preceding graduation, entry into a professional program, or student teaching, and must be the last course needed to complete the requirements for the above. In the case of a special (non-degree) student, directed independent study is approved only for a course that will not be offered during the entire forthcoming academic year. Only one course may be taken by independent study.
- The request for permission must be based on a schedule conflict or difficulty arising from the academic schedule and not from the student's non-academic routine.
- No student is permitted to undertake directed independent study until the Request for Directed Independent Study Form is approved. This form and all required documentation must be submitted to the Dean of the appropriate school before the beginning

of the drop/ add period of the semester in which the directed independent study is to be undertaken. Failure to obtain any one of the required signatures or to provide any of the documentation listed on the checklist on the back of the form will may result in automatic rejection of the request.

5. After approval by the Dean of the appropriate school, all materials will be forwarded to the Vice President for Academic Affairs for final approval. A letter approving or denying the DIS will be mailed to the student, advisor, Dean, and Registrar. If approved, the student will be registered for the DIS by the Registrar's office.
6. To receive academic credit, the student must meet all the requirements of the course as it is regularly taught.
7. Upon completion of the directed independent study, a portfolio containing the syllabus, all written assignments and evaluations is kept on file in the registrar's office.
8. No directed independent studies are conducted in the period between academic semesters.
9. A grade of 'I' (Incomplete) is not given except for medical reasons.

The Request for Directed Independent Study Form is available in the registrar's office.

Graduate Students Taking Undergraduate Classes

Students who have undergraduate degrees in areas other than the one in which they are seeking a graduate degree may be required to take certain undergraduate courses to fulfill prerequisite requirements. The number of prerequisite courses may vary based on transcript analysis. A graduate student may elect to take other or additional or supplementary undergraduate courses to fill gaps in their content knowledge. In neither case will these courses count toward meeting graduate course requirements.

Graduate candidates pay graduate tuition for required undergraduate courses if they are enrolled as a graduate degree seeking student.

Auditing Courses

A graduate student who wishes to audit a course must register for the course and pay the established tuition rate. Audited courses are subject to the same registration and drop/add policies as courses taken for credit. Credit courses may not be changed to audit status or vice versa once the initial drop/add period is over. Students who wish to receive credit for courses in which they were registered as auditors must repeat the course for credit. Courses taken on an audit basis cannot be used for certification or financial aid, Social Security, Veterans Administration benefits, or athletic eligibility, or to meet program requirements.

ACADEMIC FREEDOM

Piedmont College defines academic freedom as the belief that the freedom of inquiry by faculty and students is essential to the mission of the college and that both faculty and students must be able to examine ideas in an atmosphere of freedom and confidence without fear of censorship or discipline.

Piedmont College faculty members may discuss their subjects in the classroom with complete freedom of expression but should not introduce controversial matters unrelated to the subject. Nor should faculty teach their subjects in any way that is contrary to the mission of the College.

Piedmont College faculty members may pursue research and publish the results as long as these activities do not interfere with their teaching or other obligations to the College. However, research or publication for pecuniary return should be undertaken only after consultation with the dean of their respective school.

Piedmont College faculty members have complete freedom as citizens to speak in public without the threat of institutional censorship or discipline. However, as representatives of their academic disciplines and of Piedmont College, faculty members have an obligation to show tolerance and respect for the opinions of others and to be accurate as to the facts. If faculty members make statements contrary to the mission of Piedmont College, it must be stated clearly they are not speaking for the college.

Piedmont College safeguards and protects these rights of academic freedom by providing faculty and students the right to initiate grievance procedures should they have complaints dealing with the infringement of academic freedom.

MATRICULATION

Matriculation at Piedmont College establishes a covenant between the student and the College. Through its faculty and administration, the College agrees to do its best to assist the student's intellectual and personal development. The student agrees to study and work conscientiously, as well as to abide by the College's rules and regulations.

PATENTS, COPYRIGHTS, TRADE SECRETS, AND INTELLECTUAL PROPERTY

The entirety of this policy relates to faculty, staff, and student employees. Section E relates specifically to students and student employees.

Individual faculty and staff, on occasion, generate new ideas and concepts that result in marketable products and opportunities. Piedmont College encourages, promotes, and protects the academic research, scholarship, and development of products of its employees.

Simultaneously, the college maintains its commitment to stewardship and cultivation of its financial resources. Individual employees may pursue efforts to create commercially marketable products and, in cases where Piedmont College has invested resources, the college may assert a financial interest in such products.

Intellectual property refers to, but is not limited to, patentable inventions, copyrightable works, trademarks, service marks and trade secrets. Examples include but are not limited to artistic works, musical compositions, computer programs and software, theater scripts, and the like.

Products resulting from creative and scholarly pursuits, culminating in a patent, copyright, trade secret, or intellectual property convey ownership rights to the individual and/or the institution, depending on several factors.

1. **Sponsorship** – If an outside private (i.e., not state or federally funded) agency funds an activity that results in a product, unless the sponsorship agreement between the individual, the sponsor, and the institution states otherwise, such product will be owned by the institution.
2. **Institution work** – If a product is developed during the course and conduct of institution-assigned work, the institution owns the product. Income, defined as net revenue after all personal and institutional expenses have been paid, from such property shall be shared between the individual and the institution at the following rate: All income up to the first \$8,000 goes to the individual. This amount will be divided equally if more than one individual exists. Remaining income is divided with one-third to the individual and two-thirds to the institution.
3. **Institution-assisted work** – When institution resources assist and support individual employees in the generation of an income producing product, income shall be shared between the individual and the institution at a rate of 45 percent of net revenue to the institution. Institutional support and assistance may include use of office and laboratory space, technology, access to library, and support staff, and institution-paid time within the employment period.
4. **Individual employee work** – Any product developed by an individual employee that uses no institution resources, contains no sponsorship agreement, and is unrelated in any way to institution-assigned work, shall be the sole ownership of the individual employee. It is the individual's responsibility to demonstrate the total independence of the work.
5. **Intellectual property rights of students** - Intellectual property rights belong to the students who create the work. This includes work that has been created to meet course requirements using college resources whether or not the student has paid tuition or fees for the course. However, work that is created by students as part of their student employment belongs to the college as do the subsequent intellectual property rights.
6. **Disputes** – Any disputes about ownership of products shall be directed to the President.
7. **Copyright Infringement Policies and Sanctions** –
 - a. **File Sharing and Copyright** – Many scholars and music artists rely on copyright to protect their intellectual property. "Peer-to-peer" (P2P) file sharing applications have made it easy for Internet users to share files with one another. There are many legitimate uses of P2P file sharing, such as updates and software purchases. However, P2P file sharing applications are also used to share copyrighted material such as songs, movies, software applications, and games without permission. If you upload or distribute copies you make of copyrighted works, or download or acquire unlicensed copies of copyrighted works, you may be infringing someone else's rights. Although using P2P file sharing technology is not in itself illegal, if you share copyrighted material without permission -- even unwittingly -- you are breaking both the law and college policy and could be subject to college, civil, and/or criminal sanctions.
 - b. **Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws** – The Department of Education publishes in the Federal Student Aid Handbook a summary of the civil and criminal penalties for violation of federal copyright laws:
 - i. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay

either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504 and 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

- ii. Disciplinary action, including loss of use of the College information technology systems up to and including expulsion from the College or employee termination could result from violations of these policies. Piedmont College informs students regarding copyright infringement and academic integrity through each class instructor and is included on all syllabi. The college's statement can be found in the college 2017-2018 catalog.

PIEDMONT COLLEGE LIBRARY

The mission of the Libraries of Piedmont College is to support the academic programs and research of the College community by facilitating the information access and instructional needs of all its members, wherever they are located.

To accomplish our mission, the Libraries will provide

- the facilities, tools, and resources needed to support, enhance, and extend the academic work and research of all members of the College community;
- a selection of resources that portrays the intellectual, spiritual, and artistic heritage of humanity, beyond the immediate needs of classwork and research;
- a pleasant and welcoming environment that encourages effective and productive use of the Libraries by all members of the College community and the community at large;
- assistance and instruction for all members of the College community to develop information-seeking and research skills from which they may benefit throughout their lives.

The Libraries of Piedmont College consist of two physical locations and an extensively developed online virtual library.

The Arrendale Library on the main campus at Demorest provides a collection of more than 100,000 volumes; many public-access computers and a wireless network; study rooms and carrels; conference rooms; and the College archives. The MAYFLOWER is the Library's online catalog, a state-of-the-art, web-accessible system. The Library provides access to many online research services; participates in GALILEO, the online library of the State of Georgia; and provides access to its collections and services via its web page, library.piedmont.edu.

The Athens Campus Library provides a collection of circulating books and reference resources; full access to all online services; and a wireless network and public-access computers.

Both libraries, their collections and services, are open to all students, faculty, staff, and alumni of the College.

THE FOXFIRE-PIEDMONT PARTNERSHIP FOR PROGRAMS FOR TEACHERS

In 2003, Foxfire sought a college whose School of Education had a conceptual framework and community outreach program that was clearly aligned with Foxfire's overall mission and Core Practices. The result was a formal, contractual agreement between Foxfire and Piedmont College, which transferred the management of Foxfire's Programs for teachers to Piedmont's School of Education.

These programs consist of Foxfire courses for teachers pre-k through college, offered at Piedmont, other institutions, and school districts.

GRADES

Grades are based on the following grading system. Piedmont College does not record or issue "+" or "-" grades.

A — Excellent	4 quality points per semester hour
B — Good	3 quality points per semester hour
C — Fair	2 quality points per semester hour
D — Poor, but passing	1 quality point per semester hour
F — Failure	0 quality points

P — Pass	0 quality points
W — Withdrawal	0 quality points
WF — Withdrawal Failing	0 quality points
AU — Audit — No Credit	0 quality points
I — Incomplete	0 quality points
IP — In Progress	0 quality points
NP — No Progress*	0 quality points

*Candidates who show insufficient or no progress during a given semester of the dissertation process will be assigned an NP (No Progress) grade for EDD 9908. After receiving 2 consecutive NPs, candidates are subject to dismissal from the program. An NP grade may also be assigned for EDD 9902, EDD 9903, EDD 9905, and EDD 9906 at the discretion of the professor. The NP grade is only applicable to Area III of the doctoral program.

Each instructor establishes the quantitative and/or qualitative basis and procedures by which he or she computes grades. Such information is published in each syllabus.

At the end of each semester, a complete report of academic achievement is available on PilgrimNet/WebAdvisor.

Incomplete

For reasons such as illness or other extenuating circumstances, a student may receive an Incomplete “I” upon the approval of the course instructor and the dean of the appropriate school. Assignment of an Incomplete grade is appropriate only when a substantial amount of work (at least one-half) in the course has been completed. A request for Incomplete grade is not appropriate until after the official date for withdrawal without academic penalty has passed. Application forms may be obtained from the Registrar’s Office. Failure to remove the “I” by the end of the next semester (if the student continues to be enrolled) at Piedmont College will result in an “F.” For students who do not return to Piedmont College, the “I” must be removed within one calendar year or the “I” will be changed to an “F.”

In Progress

Assigning an In-Progress grade “IP” is at the discretion of an instructor with approval from the dean of the appropriate school. Eligible courses are available from the individual school. Failure to remove the “IP” by the end of the next semester enrolled at Piedmont College will result in an “F.” For students who do not return to Piedmont, the “IP” must be removed within a calendar year or it changes to an “F.”

Grade Changes

Grades reported to the Registrar and recorded shall not be changed except under the following specified circumstances:

1. A written statement by the instructor that the grade recorded was a factual error;
2. Change of grade of “I” or “IP,” as previously outlined;
3. Recommendation by the dean of the school in which the student is enrolled.

Grade Appeals

Students who wish to dispute a final grade and are prepared to present evidence to support a grade appeal must initiate the procedure by speaking first with the instructor who assigned the grade in question. If there are no errors in the computation of the grade or other substantial evidence to support an appeal, the student is encouraged to accept the grade assigned. However, in cases where there are substantial grounds for a review of the grade and a resolution cannot be reached between the student and the instructor, the student has the following recourse:

1. Within two weeks of the beginning of the term following the one for which the grade was posted, the student must submit to the appropriate department chair or program director a letter of appeal with evidence supporting the need for an external review of the grade in question. A form, which describes the supporting material required, is available on the registrar’s website. The department chair or program director will review the student’s material and consult with the instructor before deciding if the assigned grade should stand. The department chair or program director must provide a written response to the student with a copy to the school dean.

2. If a student does not accept the decision of the department chair or program director, there is one additional level of appeal. The student may submit documentation to the appropriate academic dean (in the school where the course was taught) who will determine if new information or insufficient consideration of the student's case merits further review. The dean's decision to proceed or not to proceed will be final in all cases.
3. If the dean determines that further review is warranted, the dean will review the material and consult with the student and the instructor. The dean may exercise discretion to consult other faculty or students who can provide relevant information. The dean's decision will be final.
4. The entire appeal process must be completed within four weeks of the date the grade was appealed.
5. When the dean, department chair or program director is the teacher of record, the dean will substitute for the department chair and the vice president for academic affairs will replace the dean.

Academic Standing

A student must maintain a cumulative GPA of 3.0 to remain in good standing in the program (Note: The degree requirements permit no more than one grade of C.). Academic Honors are not awarded in the Graduate Program.

Academic Probation

All graduate programs require a minimum cumulative grade point average (GPA) of 3.0 to graduate. A minimum 3.0 GPA must be maintained while at Piedmont College to be considered in good standing. Students falling below a cumulative 3.0 will be placed on academic probation. A student who is on academic probation whose subsequent cumulative GPA is still below 3.0 and has remained the same or is lower than the previous cumulative GPA will be placed on Academic Exclusion. A student whose subsequent semester cumulative GPA is still below 3.0 but has improved may, after review, continue on Academic Probation. A student who is on Academic Probation whose cumulative GPA reaches a 3.0 or higher will be removed from Academic Probation.

Academic Exclusion

A graduate student will be excluded from the college when the student earns a cumulative GPA of below 3.0 with the cumulative GPA remaining the same or lower than that earned the previous term. A student who is placed on exclusion may submit an appeal for reinstatement to the Dean of the appropriate school. Factors for reinstatement include progression in the program and recommendations from the advisor. A student who is reinstated following an Academic Exclusion will continue on Academic Probation and is subject to that policy.

Academic Dismissal

Academic Dismissal results in involuntary separation of the student from the College for an extended time period for academic reasons based upon the recommendation of the appropriate dean. Students may appeal the decision to the Vice President for Academic Affairs and, in turn, to the President if warranted. A student so dismissed may petition for readmission after a reasonable period of time, usually a year. The second academic dismissal is permanent. Specific schools may have different requirements—consult the specific school for requirements.

Non-academic Dismissal or Exclusion

Students who are found to be in violation of College regulations, in violation of local and/ or state laws, or for circumstances deemed to be in the best interest of the College, may be dismissed from the College. Students may appeal the decision to the Vice President of Academic Affairs and, in turn, the president, if warranted. Grades of "W" or "WF" may be assigned. Grades of "W" after midterm require the approval of the Vice President for Academic Affairs and will be approved only in cases of acceptable extenuating circumstances. The Title IV Federal Aid Policy may apply. Please see the Tuition & Expenses (p. 22)/Financial Aid (p. 26) section of the catalog.

Graduate Readmission After Exclusion or Dismissal

Students who have been dismissed for any reason by Piedmont College may reapply after 12 months have elapsed by submitting an Application for Readmission form to the Dean of the appropriate school. This form must be submitted at least two weeks prior to the beginning of the semester the student plans to attend. The applicant must attach a letter of explanation, as well as relevant supporting documents, to the application. The appeal will then be directed to the Business Office, Financial Aid Office, and then to the Vice President for Academic Affairs. The Vice President will make the determination to deny or approve readmission on a conditional basis. The dean of the appropriate school will notify the student of the decision in writing.

Transient Permission

Candidates who wish to take courses (maximum of six semester hours) at another institution, may do so only with prior written permission of the academic advisor and the dean. A Transient Permission Form must be properly executed (available from Registrar's Office). Requirements of the College for graduation apply. The last 6 hours of course work must be completed at Piedmont College. In no case can the transient permission hours or the transfer hours exceed six semester hours.

Transient Status

Graduate students in good standing from other SACS accredited institutions may apply as a transient student to take graduate courses on the Demorest or Athens campuses. Transient students will not be allowed to take courses in the off-campus cohorts.

Course Withdrawal

The drop/add period is the first five days of Fall and Spring semesters and the first three days of Summer semester. During this time, students may drop and add courses with the permission of their advisor. Students may not add an 8-week class after the first class meeting has been held.

After the initial drop/add period, a student may withdraw from a class by completing a drop/ add form which must be signed by the advisor and the professor. The professor must fill in the last date of attendance on the drop/add form.

Students who withdraw from a course on or prior to the date noted in the College's official calendar as the "last day to withdraw without receiving academic penalty" shall receive a "W" for the course and the hours will not be counted in the calculation of GPA. Students will still have to pay for the course. Classes dropped after this date will result in a grade of "W" or "WF" based on the grade at time of withdrawal, and the hours will be counted in the calculation of GPA if a grade of "WF" is earned. Students who stop attending, but do not submit appropriate forms to withdraw will receive a grade of "F."

NOTE: Before dropping or adding a class, off-campus cohort students must have the approval of the Regional Program Coordinator.

Withdrawal From College

Students who withdraw from the College must complete the necessary withdrawal form provided by the Registrar. Under extenuating circumstances, the Vice President for Academic Affairs may approve a withdrawal for medical reasons.

Students who withdraw from all courses at Piedmont College after the last day to drop a course without receiving academic penalty shall receive a "W" or a "WF" based on the work done in each course at the time of withdrawal.

NOTE: **Off campus** cohort students must have the approval of and process the withdrawal through the Regional Program Coordinator.

Medical Withdrawals

A student may request and be considered for a medical withdrawal* when **extraordinary** circumstances prevent the student from continuing classes. The medical situation must be **sudden** or **unexpected** and beyond the student's control. Certification by an appropriate medical professional is required, and it is the student's responsibility to follow all steps in the withdrawal process.

Please note: poor academic performance or lack of deadline awareness cannot be used as rationale for the petition.

Please note that medical withdrawals may still be subject to the Title IV Federal Policies under the Tuition and Expenses section. The student is responsible for tuition and/or charges that may apply.

To apply for a medical withdrawal, contact the Office of Academic Affairs.

**Catastrophic situations affecting individual students (i.e. death of a student, loss of limb, traumatic brain injury, stroke etc.) will be reviewed on a case-by-case basis.*

Students with Disabilities

Section 504 of the Vocational Rehabilitation Act of 1973 and The Americans with Disabilities Amendment Act of 2008 (ADA) assure persons with disabilities equal opportunities for access in programs and activities that receive federal financial assistance. Piedmont

College is committed to providing an accessible learning environment and willingly makes reasonable accommodation for individuals with documented disabilities.

Upon acceptance to Piedmont, students seeking accommodations are responsible for notifying the Disabilities Coordinator at 1-800-277-7020, ext. 1504 or by email at disabilityservices@piedmont.edu. Appropriate written documentation of disability is required and any accommodation provided is based upon individual need and existing academic requirements. All accommodation must be consistent with established academic requirements and standards of Piedmont College, and a student with accommodations continues to be responsible for his/her education and personal needs.

Piedmont College supports the efforts of each student to become a self-sufficient learner and encourages any student needing accommodations to seek support as early as possible. For further guidelines on accommodations, please contact the Disabilities Coordinator.

GRADUATION

Piedmont College holds three graduation ceremonies each academic year. Each year's class consists of students graduating in December, May and July. Example: The Class of 2020 includes graduates from December 2019, May 2020, and July 2020. Students will process into the ceremony in caps and gowns and will sit together to be recognized as graduates.

Please check the Academic Calendars posted on the web at www.piedmont.edu/registrar for ceremony dates and times and also for application deadlines for each semester's graduation. Mailings will be sent each semester with graduation details and participation forms that must be returned in order to participate in the ceremony or to have diplomas mailed after the ceremony.

Graduation and Residency Requirements

Only six graduate hours from a regionally accredited institution may be transferred into a graduate program of study if applicable. The last 12 academic hours, exclusive of student teaching in Education programs, must be taken at Piedmont College.

All requirements for the degree must be completed within six years. A student must satisfy the following:

1. Hold unconditional acceptance status;
2. Successfully complete an approved program of study;
3. Earn an overall GPA of 3.0 in all graduate courses attempted with no more than one "C" grade in the approved program of study; and
4. Complete all documentation requirements and apply for graduation by the posted appropriate graduation application deadline.

Graduation Charges

An application fee is due at the time of application for graduation.* The fees are \$125 for master's and education specialist and \$150 for doctoral candidates. It is the student's responsibility to be familiar with application deadlines which are posted on the academic calendars. All college accounts must be paid in full before the degree is conferred.

*Under extenuating circumstances, an application submitted after the published deadline requires approval from the dean of the appropriate school and an additional late fee.

Transcripts

A transcript is a record of all courses taken and grades received at the College, as well as those transferred into the College. As such it includes all initial and repeat courses and all courses that fall under the Forgiveness Policy.

Official Transcript Requests

For current information regarding official transcript requests, including the request process and cost structure, please see <https://www.piedmont.edu/request-transcript>.

Unofficial Transcript Requests

There is no charge for providing unofficial transcripts. They may be emailed as PDF files, faxed, or mailed. Students requesting unofficial transcripts should use the form available on the Registrar's web page (<https://www.piedmont.edu/request-transcript>).

Posthumous Degrees

In order to receive a posthumous degree, a majority of the degree requirements must have been completed. The president must approve the awarding of the degree. When a posthumous degree is awarded, a member of the student's family will be invited to accept the diploma during commencement exercises.

STUDENT ACADEMIC RECORDS – UNDERGRADUATE AND GRADUATE

(The Family Educational Rights and Privacy Act - FERPA)

SECTION A: Student Academic Records

The Registrar has a master roster of all students which lists high school grades, SAT scores, etc. Faculty members may examine student records on request to the Office of the Registrar.

After appropriate training and with the approval of the Vice President for Academic Affairs, faculty members may access student records via computer on the campus network.

SECTION B: Confidentiality of Student Records

Piedmont College complies with all requirements of the Family Educational Rights and Privacy Act of 1974 and all amendments thereto. Complete information is available in the Office of the Registrar and on the web at www.piedmont.edu/registrar.

The law defines student education records to include “records, files, documents, and other materials which contain information directly related to a student and are maintained by a university or by a person acting for a university.” Within 45 days of receiving a request, universities must allow students to inspect those education records. Excluded from the definition of student education records are records made about students by teachers and administrators for their own use and not shown to others.

Confidential letters of recommendation or evaluations which were in the records prior to January 1, 1975, need not be made available to students. For letters after that date, the law allows students to waive rights of access if the letters have to do with admission, employment, or honors, if the letters are used only those purposes, and if students are told, on their request, the names of all letter writers. No student or applicant may be required to execute a waiver.

Students have the right to challenge the contents of their educational records and to secure correction of inaccurate or misleading information. Students may insert into their records a written explanation respecting the content of such records. Students may challenge a grade in their records only on the ground that it was inaccurately recorded, not that it was different than the instructor ought to have recorded.

Teachers, administrators, and similar professional personnel (in the same institution) may look at the record if they have a “legitimate educational interest.”

The university may transfer information to other educational institutions in which the student intends or seeks to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer, and/or is in connection with a student’s application for, or receipt of, financial aid, and to public officials enumerated as follows:

1. State and local officials to whom state law in effect on November 19, 1974, required information to be reported.
2. Organizations like ETS and CEEB in connection with developing, validating, or administering predictive tests, administering student aid programs, and improving instruction.
3. Accrediting organizations in order to carry out their accrediting functions.
4. Parents of a student who is a dependent for income tax purposes.
5. Appropriate persons in the case of health and safety emergencies.

Directory information may be released without the consent of a student unless the student specifically asks that prior consent be obtained. Requests for non-disclosure will be honored for only one academic year; therefore, authorization to withhold directory information must be filed annually in the office of the Registrar. Directory information includes a student’s name, telephone listing, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational institution attended by the student; and a university must publish a list of what it designates as directory information and give each student a reasonable period of time to ask that any and all such information not be released without prior consent.

Other than in the exceptions listed, or in the case of directory information, or in responding to judicial process, employees of a university may not release personally identifiable information in education records or allow anyone access to those records, unless the student has given written consent specifying records to be released, the reasons for such release, and to whom, and a copy of the released records is furnished to the student.

Educational agencies and institutions are permitted to disclose personally identifiable information from students' education records, without consent, in connection with a health or safety emergency. Under the health and safety emergency exception, universities will be able to contact anyone, including parents, potential victims, a student's previous schools, and law enforcement authorities if that would help diffuse or assess the danger of imminent harm to the student or others. The college will be required to record the articulable and significant threat that formed the basis for the nonconsensual disclosure; they must also record the parties to whom information was disclosed. This document becomes part of the education record and will be subject to FERPA's inspection, review, amendment, and nondisclosure requirements. No information concerning a student's education record may be disclosed over the telephone to anyone, even to the student.

PHOTO/VIDEO RELEASE AGREEMENT

Piedmont College uses photographic, video, and digital images taken of students on College property and at College events, as well as quotes provided by students, in publications, advertisements, promotional materials and audiovisual productions associated with marketing and student recruiting.

Currently enrolled students may request not to be photographed or videotaped by sending written notification to the Registrar by October 1 of the fall semester and February 15 of the spring semester.

Failure to request in writing not to be photographed or videotaped demonstrates approval for the College to use images in its marketing and student recruitment materials.

ADMINISTRATIVE STRUCTURE

Dr. James F. Mellichamp, President
Dr. Daniel K. Silber, Vice President for Academic Affairs
Mr. Brant Wright, Vice President for Administration and Finance
Dr. Perry Rettig, Vice President for Enrollment Management
Mr. Craig Rogers, Vice President for Institutional Advancement
Dr. Stephanie Almagno, Associate Vice President for Academic Affairs
Dr. Shahryar Heydari, Associate Vice President for Information Technology

School of Arts and Sciences

Dr. Steven D. Nimmo, Dean
Dr. Steve Jacobs, Associate Dean
Dr. Wallace Hinson, Associate Dean of Fine Arts and Chair, Department of Music
Department of Art: Christopher Kelly, Chair
Department of Humanities: Dr. Hugh Davis, Chair
Department of Interdisciplinary Studies: Dr. Steve Jacobs, Chair
Department of Mass Communication: Dr. Joe Dennis, Chair
Department of Mathematics and Physics: Dr. Michael Berglund, Chair
Department of Natural Sciences: Dr. Elaine Bailey, Chair
Department of Social Sciences: Dr. Tony Frye, Chair
Department of Theatre: William Gabelhausen, Chair

Harry W. Walker School of Business

Dr. Edward C. Taylor, Dean
Dr. Kerry Waller, Associate Dean and Director of Demorest Operations
Margaret Ryder, Director of Athens Operations

School of Education

Dr. Rollin Nordgren, Dean
Dr. Susan Goss, Associate Dean (Demorest)
Dr. Clay Crowder, Associate Dean (Athens)
Ms. Kathleen Carter, Associate Dean, Graduate Enrollment and Off-Campus Programs
Department of Art: Christopher Kelly, Chair
Department of Early Childhood Education: Dr. Barbara Benson, Chair
Department of Exceptional Child Education: Dr. Elias Clinton, Chair
Department of Middle Grades Education: Dr. Katrina Short, Chair
Department of Music: Dr. Wallace Hinson, Chair
Department of Secondary Education: Dr. Jennifer Betz, Chair
Department of Theatre: William Gabelhausen, Chair
Division of Teacher Education: Dr. Susan Goss, Director
Division of Advanced Studies: Dr. Clay Crowder, Director

Doctoral Studies: Dr. Mark Tavernier, Director

R.H. Daniel School of Nursing and Health Sciences

Dr. Julia Behr, Dean
Dr. Abbey Dondanville, Associate Dean, Health Sciences
Dr. Maria Fisk, Associate Dean, Nursing

GRADUATE STUDIES

MISSION AND PURPOSE

The primary purpose of graduate studies at Piedmont College is to provide opportunities for dedicated students who have completed a baccalaureate and/or advanced degree to pursue the mastery of an area of learning and to develop the qualities of scholarship and academic discipline necessary to provide creative contributions to their chosen field of work or interest.

ACCREDITATION

Piedmont College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Piedmont College, to file third-party comments, or to file a complaint against the institution for alleged non-compliance. Normal inquiries about the institution, such as, admission requirements, financial aid, or educational programs should be addressed to the college and not to the Commission.

All teacher education programs offered by Piedmont College, as they appear in its published catalog, have the approval of the Georgia Professional Standards Commission. Authority to recommend for certification rests with the Dean of the School of Education.

The Walker School of Business received national accreditation in November 2007 from the Accreditation Council for Business Schools and Programs (ACBSP) for undergraduate and graduate business programs.

AN EQUAL OPPORTUNITY INSTITUTION

Piedmont College is an equal opportunity College open to any qualified individual without regard to race, religion, sex, age, color, national or ethnic origin, or disability. Pursuant to all applicable federal anti-discrimination laws and regulations, Piedmont College does not discriminate against any of the protected categories of individuals in the administration of its policies, programs, or activities. This non-discriminatory policy includes admission policies, scholarship and loan programs, employment practices, and athletic and other school-administered programs.

ACADEMIC CALENDAR

This catalog describes an academic calendar for Piedmont College that consists of two 16-week semesters and one 8-week summer semester. The requirements in this catalog apply to students entering Piedmont in the 2016-2017 academic year. An official copy of the academic calendar can be found on the Piedmont College website at www.piedmont.edu/registrar.

*Students enrolled in off campus cohort classes need to be aware that off campus cohort calendars are different and should follow the schedule provided by the cohort coordinator. Online classes provided through campus classes will follow the college calendar.

STUDENT RESPONSIBILITY

Information in this catalog is accurate as of the date of publication. Piedmont College reserves the right to make changes in policies, regulations, and charges giving due notice in accordance with sound academic and fiscal practice. It is the responsibility of students to be informed about regulations and procedures as stated in this catalog. While advisors, faculty members, and academic deans are available to assist students in meeting degree requirements, students have the primary responsibility of being familiar with and completing their chosen course of study.

STUDENT COMPLAINTS AND GRIEVANCES

Any student filing a complaint or grievance must first attempt to resolve it by consulting with the involved faculty or staff member. In the event no resolution is reached, the student should bring or send the complaint or grievance, in writing, to the appropriate officer of the College (the Vice President for Academic Affairs, for academic matters; the Assistant Vice President for Finance and Human Resources, for problems with charges, business office matters, or financial aid concerns; or the Dean of Student Engagement, for non-academic matters), or to the President of the College, who will assign the complaint or grievance to the appropriate officer. The officer will attempt to resolve the problem in a manner satisfactory to all concerned. By Executive Order from the Governor of the State of Georgia, the Georgia Non-Public Postsecondary Education Commission is designated as the state agency responsible for receiving complaints made by students enrolled in private postsecondary institutions. (Contact information: Georgia Non-Public Postsecondary Education Commission, 2082 East Exchange Place Suite 220, Tucker, Georgia 30084-5305. Office: (770) 414-3300.

Discrimination and Harassment: Piedmont College is committed to creating and sustaining an educational and working environment free of discrimination and harassment of all types. Any complaints or grievances regarding discrimination or harassment should be reported to

the Assistant Vice-President for Finance and Human Resources/Title IX Coordinator. A confidential tip line is also provided on the Campus Safety website as a means by which students, faculty, staff or community members may relay information anonymously for investigation.

DEGREES AND PROGRAMS

Piedmont College offers the following options for applicants to graduate admissions:

1. Doctor of Education (Ed.D.) in Curriculum and Instruction.
2. Education Specialist (Ed.S.) in Curriculum and Instruction, Art Education, Music Education, and Instructional Technology.
3. Master of Arts in Teaching (M.A.T.) for applicants seeking initial certification as teachers in the following fields:
 - a. Early Childhood Education (P-5);
 - b. Middle Grades Education (grades 4-8). All Middle Grades concentrations are available on the Demorest campus. Language arts, math and social studies concentrations are available on the Athens campus.
 - c. Secondary Education (grades 6-12) in the fields of English, history, math, and broadfield science (science courses may be offered in Demorest only);
 - d. Art Education (P-12) Demorest campus only;
 - e. Music Education (P-12) Demorest campus only;
 - f. Special Education Adapted Curriculum (P-12) Athens Campus only; and
 - g. Special Education General Curriculum (P-12) Athens Campus only.
4. Master of Arts (M.A.) for teachers seeking advanced degrees or seeking to change teaching fields to:
 - a. Early Childhood Education (P-5);
 - b. Middle Grades Education (4-8) (science courses may be offered in Demorest only)
 - c. Secondary Education (6-12) in the fields of English, history, math, and broadfield science (science courses may be offered in Demorest only);
 - d. Art Education (P-12) Art classes offered on the Demorest campus only;
 - e. Curriculum and Instruction (P-12) (Leading to initial Georgia Certification in Curriculum and Instruction – *not currently accepting applicants for this program*);
 - f. Educational Studies – A 33 credit advanced program, of which 27 credits must be in education course work (does not lead to state certification);
 - g. Gifted Education (P-12);
 - h. Instructional Technology Design, Integration, and Administration (leading to Georgia certification in Instructional Technology);
 - i. Instructional Technology: Instructional Design and Technology (non-certification track);
 - j. Music Education (P-12) Music courses offered on the Demorest campus only; and
 - k. Special Education General Education Curriculum: Instructional and Behavior Support Specialist (P-12) (Athens Campus only).
5. Certification only (post baccalaureate non-degree) programs not leading to a degree are limited courses of study designed for applicants who wish to pursue teacher certification. Additionally, experienced teachers are eligible to pursue initial certification-only programs in Instructional Technology or School Leadership.

Piedmont College offers Early Childhood Education (P-5), Middle Grades Education (grades 4-8), Drama Education (grades P-12), Special Education (P-12), Music Education (P-12), and Secondary Broadfield Science as post-baccalaureate programs. Not all programs are available on both campuses. Check with your advisor.

Applicants who wish to apply for a certification only (post-baccalaureate) program apply using the graduate application. All documents for these programs are processed through the Office of Graduate Admissions.

6. Master of Business Administration (M.B.A.) for applicants seeking an advanced degree in business administration.
7. Master of Science
 - a. Athletic Training
 - b. Health and Human Performance

Students who change programs must complete a Change of Major/Advisor Change Request form and must notify Graduate Admissions to determine if any additional documentation is required. Candidates wishing to change to the M.A. degree program in Educational Studies must complete a special Change of Major form available in the dean's office.

CERTIFICATION-ONLY PROGRAM DESCRIPTIONS

Early Childhood Education

A candidate seeking Early Childhood Certification-only must hold a minimum of a master's degree from an accredited institution in a field other than early childhood education or an undergraduate degree in education. The department chair evaluates a candidate's transcript and outlines a program of study necessary for the candidate to be recommended for ECE certification. A minimum of 15 hours of course-work, unless approved by the department chair, must be completed at Piedmont College (This does not include the clinical practice block). The candidate must maintain a GPA of 3.0 on all coursework completed for certification, with not more than one grade of "C." The candidate must also pass the GACE Program Admissions Assessments (or file exemption). Students in certification-only programs must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) test(s) and pass edTPA (Educational Teacher Performance Assessment) in order to be recommended for certification. Completion of requirements for Certification Only does not lead to a degree.

Secondary Education

Certification only is an option (not a program) for Broadfield Science, English, history, and mathematics and may be requested by a prospective candidate who holds a master degree from an accredited institution and prefers not to pursue an additional masters degree while seeking certification for grades 6-12 in one of the fields offered at Piedmont College. The applicant's transcript is reviewed by the adviser in the intended field of certification. A proposed program of study is designed to ensure depth in the content field, as well as meeting all requirements prescribed in the field of education, including an apprenticeship or internship. The proposed program is reviewed by the department chair and, if approved, serves as the advisement sheet for that candidate. All other procedures and requirements of the School of Education and the college apply. Students in certification-only programs must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) test(s) and pass edTPA (Educational Teacher Performance Assessment) in order to be recommended for certification. Completion of this program does not lead to a degree in education.

Middle Grades Education

A candidate seeking Middle Grades Certification-only (4-8) must hold a Bachelor's degree and/or a content-area Master's degree from a PSC-accepted accredited institution. The candidate must maintain a GPA of 3.0 in all coursework completed for certification, with not more than one grade of "C," and must pass the appropriate GACE test(s) as a prerequisite for certification. The candidate must complete the graduate admission to teacher education process, including passing the GACE Program Admissions Assessments as a prerequisite for admission to School of Education. In order for Piedmont College to recommend certification, at least 27 semester hours must be taken at Piedmont College. When appropriate, Piedmont College will accept teaching internship, and/or other experiences in lieu of similar college credit courses for post-baccalaureate candidates. Transfer credits 10 years or older are not accepted. Completion of requirements for certification-only does not lead to a degree. Completion of the program leads to recommendation for a Georgia induction certificate in middle grades education. Students in certification-only programs must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) content test(s) and pass edTPA (Educational Teacher Performance Assessment) in order to be recommended for certification.

Special Education

Certification only is an option (not a program) that may be requested by a prospective candidate who holds a master's degree from an accredited institution and prefers not to pursue an additional master's degree while seeking certification in Special Education General Curriculum. The applicant's transcript is reviewed by the advisor in the applicant's intended field of certification. A proposed program of study is designed to provide depth of knowledge as well as applied experiences in the form of practical, student teaching, or internships. A minimum of 15 semester hours must be taken at Piedmont College. The proposed program is reviewed by the department chair and, if approved, serves as the advisement sheet for that candidate. All other procedures and requirements of the school of education and the

college apply. Students in certification-only programs must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) test(s) and pass edTPA (Educational Teacher Performance Assessment) in order to be recommended for certification. Completion of this program does not lead to a degree in special education.

Music Education

A candidate seeking Music Certification-Only must hold a minimum of a master's degree in music from an accredited institution. The music department chair evaluates a candidate's transcript and outlines a program of study necessary for the candidate to be recommended for certification in music (P-12) in the State of Georgia. When appropriate, staff development units, teaching internship, and/or other experiences will be accepted in lieu of the same or similar college courses completed at other institutions. The candidate must maintain a GPA of 3.0 on all coursework completed for certification, earning no more than one grade of "C" during the course of study. The candidate must also complete the admission to teacher education process (unless a valid Georgia certificate is held) and pass the GACE Program Admissions Assessment (or demonstrate exemption) as a prerequisite to apprentice teaching or internship. Students in certification-only programs must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) content test(s) and pass edTPA (Educational Teacher Performance Assessment) in order to be recommended for certification. Completion of this program does not lead to a degree in music education.

Drama Education

Certification-only is an option (not a program) that may be requested by a prospective candidate who holds a master's degree from an accredited institution and prefers not to pursue an additional master's degree while seeking certification in drama education, general curriculum. The applicant's transcript is reviewed by the advisor in the applicant's intended field of certification. A proposed program of study is designed to provide depth of knowledge as well as applied experiences in the form of practica, student teaching, or internships. The proposed program is reviewed by the department chair and, if approved, serves as the advisement sheet for that candidate. All other procedures and requirements of the School of Education and the college apply. Students in certification-only programs must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) content assessments in order to be recommended for certification. Completion of this program does not lead to a degree in drama education.

Instructional Technology

Georgia educators who hold professional teacher certification may wish to pursue a six-course sequence (18 credits) in order to obtain Certification in Instructional Technology. Applicants must hold the minimum of a master's degree from a regionally accredited institution with a minimum 2.5 GPA.

School Leadership

Educators who hold professional educator certification in Georgia (who have three or more years of teaching experience) and who demonstrate disposition for school leadership, and who successfully complete requirements for certification (24 credits – 12 credits beyond the Ed.S. degree in Curriculum and Instruction), are eligible for recommendation for Tier I educational leadership certification. Candidates must hold the Education Specialist degree (Ed.S.) or the equivalent.

AREAS OF INSTRUCTION

The various areas of instruction or disciplines of study within Piedmont College are listed by school in alphabetical order on the following pages. Available majors, minors and areas of concentration in these disciplines are listed along with courses and course descriptions. The College faculty members teaching in each discipline are also noted.

WALKER SCHOOL OF BUSINESS

Dr. Edward C. Taylor, Dean
Dr. J. Kerry Waller, Associate Dean

Mission Statement

The Walker School of Business prepares engaged learners for successful careers. This is accomplished by offering undergraduate and graduate business programs of distinction, delivered by a talented and caring faculty, with an emphasis on academic rigor, ethical integrity, individual attention, and performance excellence.

Core Values

The faculty and staff of the Walker School of Business believe in the value of intellectual curiosity, the importance of critical thinking and in a sustained commitment to excellence in teaching, scholarship and service. We will strive to foster ever-improving learning through direct engagement in learning activities. Through engagement in original research, both independently and with our students, we will build a culture of discovery that will enhance the delivery of a relevant, timely curriculum. By continuing to partner with local organizations we will allow our students to apply and enhance the skills they have acquired and to develop an appreciation for community development.

Accreditation Council for Business Schools and Programs (ACBSP)

The Walker School of Business received national accreditation in November 2007 from the Accreditation Council for Business Schools and Programs (ACBSP) for both the undergraduate and graduate business programs. ACBSP's mission is to establish, promote, and recognize educational practices that contribute to the continuous quality improvement of business education programs, teaching of business courses, and student learning outcomes in colleges and universities throughout the United States and abroad.

Graduate Faculty

Professor - E. Taylor
Professor Emeritus - Sherrer
Senior Fellows - Bruns, Carlson, Sullivan
Associate Professor - Moore, Ryder, Waller, Warnock
Fellows - Maughon, Moery

Course Descriptions (p. 105)

BUSINESS ADMINISTRATION, M.B.A.

The Master of Business Administration program is designed to serve the educational and practical interests of individuals who are seeking managerial positions or wish to progress to higher levels of responsibility within their existing organizations. The program is especially beneficial to those with work experience, but new business school graduates are also accommodated on an exception basis. It is therefore preferred, not required, that all candidates, especially those without business degrees, have two years of relevant experience. The focus of the program is on core concepts that relate to both small entrepreneurial businesses as well as large corporate enterprises. Our focus on core business competencies underpins the following program outcomes.

Students graduating with a graduate business degree will have demonstrated

- A working knowledge of the functional areas of business
- Effective critical thinking skills when addressing complex business problems
- Effective communication skills
- A working knowledge of ethical responsibilities in business
- The ability to formulate business strategy
- A working knowledge of the strategic management process.

Program of Study: Requirements

Students lacking an undergraduate degree in business from a regionally accredited institution must successfully complete the prerequisite undergraduate course work listed below prior to enrolling in certain M.B.A. courses. The prerequisite course work must be taken at a regionally accredited institution and a grade of “C” or better must be earned. Students admitted to the M.B.A. program can elect to take the undergraduate courses listed below at Piedmont College at the graduate credit hour rates.

Piedmont equivalent course:

ACCT 2010	Accounting I	3
ACCT 2020	Accounting II	3
BUSA 2100	Statistics for Business I	3
	OR	
MATH 1300	Elementary Statistics	3
BUSA 2140	Legal Environment of Business	3

A minimum of 36 semester graduate credit hours (12 courses) are required.

The capstone course is a comprehensive program evaluation and the culmination of the M.B.A. program. The capstone culminating individual project is a written industry analysis, a formal presentation, and a critique of both by external evaluators.

The M.B.A. program of study with highly structured course offerings makes effective use of resources and allows students to effectively integrate their studies into their professional and personal lives.

Required Courses for M.B.A.

BUSA 6100	Managerial Ethics	3
BUSA 6200	Strategic Marketing	3
BUSA 6220	Global Economic Analysis	3
BUSA 6310	Leadership	3
ACCT 6430/BUSA 6430	International Financial Management	3
ACCT 6500/BUSA 6500	Corporate Financial Analysis	3
ACCT 6530/BUSA 6530	Managerial Accounting	3
BUSA 6600	Business Analytics	3
BUSA 6610	Project Management Analysis	3
BUSA 6820	Human Resource Management and Compliance	3
BUSA 6900	Strategic Management and Governance	3
BUSA 6910	Capstone of Contemporary Issues	3

SCHOOL OF EDUCATION

Preparing proactive educators to improve the lives of all children.

Dr. Rollin Nordgren, Dean
 Dr. Susan Goss, Associate Dean (Demorest)
 Dr. Clay Crowder, Associate Dean (Athens)

Faculty

Dean Nordgren
 Associate Deans Goss and C Crowder
 Professors Benson, Berrong, A. Brown, W. Brown, Rettig, Rogers, Samuelsen, Shirley, and Welsh
 Professors Emeritus Andrews, Briggs, Kibler, Lucado, Mapp, McCollum, McFerrin, Secules, H. Smith, and Smith-Patrick
 Senior Fellows Breithaupt, Busbee, Gazell, D. Smith, and Strawbridge
 Associate Professors Betz, I. Crowder, Ellett, Hollandsworth, Hutcheson-Williams, Nye, Rambo, Short, Southall, Tavernier, Tucker, and Witherington
 Assistant Professors Clinton, T. Goss, Griffin, Land, and Sears
 Instructor Willis

Mission

The School of Education strives to prepare scholarly, reflective, proactive educators in a caring environment with challenging and meaningful learning experiences. These practitioners effectively educate their own students to become knowledgeable, inquisitive, and collaborative learners in diverse, democratic learning communities.

Specific ideals support our conceptual framework. We advocate the democratic ideals of: equal rights and opportunities; individual freedom and responsibility; responsibility for the greater good; respect for diversity; openness to possibilities; and open, informed discourse.

We endorse the following processes as a means of striving for our democratic ideals: engaging in participatory decision-making; collaborating in teaching and learning; collecting information from all constituencies; examining options and projecting consequences; nurturing open discourse; providing for field experiences; assessing processes as well as products; modeling democratic ideals in the classroom; forming communities of learners; and constantly revising the curriculum to reflect new insights and understandings. Further, we endorse the development of a sense of personal integrity and of strong habits of mind (e.g., reflectiveness, persistence, clarity, accuracy, and responsiveness to feedback).

Students' Responsibility

Students must assume full responsibility for knowledge of the policies, rules, and regulations of the School of Education and the College, and of departmental requirements concerning their individual programs. Students are also responsible for meeting deadlines as published on the College website. In no case will a regulation be waived or an exception be granted because a student pleads ignorance of the regulation or asserts that the individual was not informed of a specific requirement by an advisor or other College personnel.

All Piedmont students are required to utilize the Piedmont email system for the dissemination of information by the administration. Students are responsible for all information distributed in this manner. Additionally, information for students is posted in the School of Education Student Bulletin Board website.

Continuation and completion of all programs is contingent upon demonstration of the knowledge, skills, and dispositions necessary to help all students learn as described in the School of Education Conceptual Framework and Candidate Program Learning Outcomes. Piedmont College reserves the right to withdraw a teacher candidate from teacher education for failure to meet these outcomes.

Students must be knowledgeable about professional ethics and social behavior appropriate for school and community, and they must also have specific knowledge about the Georgia Code of Ethics for Educators. Candidate Dispositions are consistently systematically measured.

Regulations, program requirements, and procedures are subject to change pending rules of the Georgia Professional Standards Commission. Programs of study leading to certification are approved by the Georgia Professional Standards Commission. Candidate Dispositions are consistently systematically measured.

SCHOOL OF EDUCATION PROGRAMS AND DEGREES

The School of Education offers programs and degrees leading to initial educator certification, as well as advanced programs and degrees:

Division of Professional Studies – Certification-only programs leading to initial certification, as well as Master of Arts in Teaching (M.A.T.) degree programs.

Initial educator preparation programs (I.e., art education, drama education, early childhood education, middle grades education, music education, secondary education, special education) are offered on our campuses in Athens and Demorest. Currently, Piedmont College does not offer initial teacher preparation programs online.

Division of Advanced Graduate Studies - Programs leading to the Master of Arts (M.A.) degree, the Education Specialist (Ed.S.) degree, certification programs in School Leadership, and endorsement programs for professional educators.

Master of Arts (M.A.) degree programs in art education*, early childhood education, instructional technology, middle grades education, music education*, secondary education) are offered on the campuses in Athens and Demorest, and in selected off-campus locations in north and middle Georgia. **Specialized course work in art education and music education is offered only on the Demorest campus in the summer, usually in a compacted format.*

Education Specialist (Ed.S.) degree programs in art education*, curriculum and instruction, instructional technology, and music education* are offered on the campuses in Athens and Demorest, and in selected off-campus locations in north and middle Georgia. **Specialized course work in art education and music education is offered only on the Demorest campus in the summer, usually in a compacted format.*

Endorsement programs for certified educators who wish to enhance their skills and add to their professional qualifications.

Doctoral Studies - Doctor of Education (Ed.D.) degree program in Curriculum and Instruction.

AREAS OF STUDY

Art Education (P-12)

Certification-only, Master of Arts in Teaching (M.A.T.), Master of Arts (M.A.), Education Specialist (Ed.S.)

Program Contact:

Professor C. Kelly, Department Chair
Dr. Jackie Ellett, Coordinator

Curriculum and Instruction (P-12)

Education Specialist (Ed.S.)

Program Contact:

Dr. Clay Crowder, Director, Division of Advanced Graduate Studies and Associate Dean

Drama Education (P-12)

Certification Only

Program Contact:

Professor W. Gabelhausen, Department Chair
Dr. Kathy Blandin, Coordinator

Early Childhood Education (P-5)

Certification-only, Master of Arts in Teaching (M.A.T.), Master of Arts (M.A.)

Program Contact:

Dr. Barbara Benson, Department Chair, Athens Campus

Exceptional Child Education (P-12)

Certification-only, Master of Arts in Teaching (M.A.T.), Master of Arts (M.A.)

Program Contact:

Dr. Elias Clinton, Department Chair
Dr. Isabelle Crowder, Coordinator of Gifted Education

Instructional Technology (P-12)

Certification-only, Master of Arts in Teaching (M.A.T.), Master of Arts (M.A.), Education Specialist (Ed.S.)

Program Contact:

Dr. Randy Hollandsworth, Coordinator

Middle Grades Education (Grades 4-8)

Certification-only, Master of Arts in Teaching (M.A.T.), Master of Arts (M.A.)

Program Contact:

Dr. Katrina Short, Chair

Dr. Evelyn Sears, Coordinator, Athens Campus

Music Education (P-12)

Certification-only, Master of Arts in Teaching (M.A.T.), Master of Arts (M.A.)

Program Contact:

Dr. Wallace Hinson, Department Chair

Secondary Education (6-12)

Certification-only, Master of Arts in Teaching (M.A.T.), Master of Arts (M.A.)

Program Contact:

Dr. Jennifer Betz, Department Chair

Dr. Angela Brown, Coordinator, Athens Campus

PROGRAM COMPLETION REQUIREMENTS**Initial Teacher Certification Programs**

The College's recommendation for a letter of eligibility for certification by the Georgia Professional Standards Commission in the appropriate area or areas is contingent upon:

- Completion of the Georgia Educators Ethics Assessments (both entry and exit levels)
- Completion of all courses in the professional education sequence (each with a minimum grade of "C");
- All professional education courses must be completed within 10 years of the student's graduation date unless approved by the department chair;
- Application for graduation;
- Submit documents of all field experience requirements;
- Successful completion of the edTPA portfolio;
- Attainment of the baccalaureate degree;
- Clearance on a personal affirmation form reflecting the moral standards and code of ethics of the Georgia Professional Standards Commission and the Piedmont College School of Education;
- Applications to teacher education and to Internship II may be denied based on information presented in the background clearance. Before being hired by a Georgia Public School System, another background check, including fingerprinting, will be conducted by the system;
- An overall GPA of 2.5, and a 2.75 GPA for secondary education majors in their content field;
- A passing score on the Program Admission Assessment (PAA) tests;
- A passing score on the appropriate GACE Content Assessments.

Candidates must take and pass the appropriate GACE (Georgia Assessments for the Certification of Educators) content tests prior to beginning the Internship II semester. Individuals who have not passed the GACE tests will not be permitted to register for Internship II.

Candidates who do not pass the GACE content tests may elect to change majors and/or apply to receive the Bachelor of Arts degree in Educational Studies.

Candidates who have not passed the appropriate GACE content tests and who graduate from Piedmont College with the B.A. degree in Educational Studies may apply to return to the College within five years as a certification-only student. A prerequisite for readmission as a certification-only student is successful completion of the appropriate GACE content tests.

For specific information about the certification application process, consult the School of Education Student Bulletin Board website.

In-Progress Grade Policy for the School of Education

Assigning an In-Progress grade “IP” is at the discretion of an instructor with the approval by the Dean of the School of Education. Failure to remove the “IP” by the end of the next semester enrolled at Piedmont College will result in an “F.” For students who do not return to Piedmont, the “IP” must be removed within a calendar year or it changes to an “F.”

A grade of “IP” (in progress) may be used in a limited number of courses approved by the Dean of Education for a candidate who initiates coursework which cannot be completed during the semester because of circumstances, such as a delay in collecting research data, a need for extended work in internships and capstones. The procedures for using the IP grade are as follows:

- The candidate is expected to initiate the request for an “IP” grade, completing all the items in the candidate section of the form and submitting the form to the course instructor.
- If the candidate is unable to initiate the request, the instructor may do so by completing all sections and writing “by phone” or “by email” for the candidate’s signature.
- If the instructor approves the request, it should be forwarded to the Dean of Education no later than the last day of classes for that semester.
- The Dean makes the final determination if the request is granted and will forward approved requests to the Registrar and instructor. Requests not approved by the Dean will be returned to the instructor who will notify the candidate then assign an appropriate grade.

Courses Approved for In-Progress Grades:

Research courses: An In-Progress grade in graduate research courses may be awarded in cases when the researcher is unable to complete the research as a result of delays beyond his or her control.

Capstones:

In-Progress grades may be appropriate in individual cases when the prospective presenter and graduate capstone course instructor agree that the presenter should continue development of the capstone into the next semester.

EDEC 7788	Capstone/Exhibition	3	
SPED 7780	Capstone Seminar (with required portfolio exhibition)	3	
EDS 8880	Leadership in 21st Century Schools	3	
			Subtotal: 9
EDUC 2251	Professional Practice I	1	
EDUC 3111	Professional Practice II	1	
EDUC 3151	Professional Practice III	1	
			Subtotal: 3

Teaching Experience:

An In-Progress grade may be awarded when a candidate’s internship is extended by the college.

ART 4498	Art Education Internship I	3	
ART 4499	Art Education Internship II	9	
EDEC 3361	Internship I	3	
EDMG 3361	Internship I, 4-8	3	
EDEC 4499	Internship II (P-5)	9	
EDMG 4499	Internship II (4-8)	9	
THED 3360	Internship I, B-12	3	
			Subtotal: 39

*Other courses may be eligible for an In-Progress grade by the discretion of the Dean of the School of Education.

DIVISION OF PROFESSIONAL STUDIES

B. Benson, *Chair, Dept. of Early Childhood Education*
 E. Clinton, *Chair, Dept. of Exceptional Child Education*
 K. Short, *Chair, Dept. of Middle Grades Education*
 J. Betz, *Chair, Dept. of Secondary Education*
 J. Ellett, *Coordinator, Art Education*
 I. Crowder, *Coordinator, Gifted Education*
 R. Hollandsworth, *Coordinator, Instructional Technology*
 A. Brown, *Coordinator, Dept. of Secondary Education*
 E. Sears, *Coordinator, Dept. of Middle Grade Education*

The Division of Professional Studies offers graduate programs on the campuses in Athens and Demorest, as well as in selected off-campus locations in north and middle Georgia.

Art Education

MASTER OF ARTS IN TEACHING (MAT) ART EDUCATION

The Master of Arts in Teaching program is designed for individuals who hold a bachelor's degree in art who wish to pursue teacher certification and simultaneously earn a master's degree. Prospective candidates not holding a bachelor's degree in art may be accepted provisionally pending a transcript analysis and upon completion of any required art courses.

The Master of Arts in Teaching (M.A.T.) in Art Education leads to initial Level 5 certification. In order to register for student teaching or take the capstone course in any program (whichever occurs last), M.A.T. candidates must successfully pass the appropriate Georgia Assessments for the Certification of Educators (GACE) content exams before registration for the final semester of coursework in the program.

Course Requirements

47 hours of study to complete program

Prerequisite

EDUC 5599	Graduate Orientation	1
	OR	
EDUC 2251	Professional Practice I	1
	Fundamentals of Learning and Cognition	
	OR	
	Human Growth and Development	
	Exceptional Children	

Education Courses (16 hours)

EDUC 6151	edTPA Orientation	1
EDUC 6601	Instructional Media and Technology for Teachers	3
EDUC 6690	Classroom Management	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3

Choose one course from:

EDUC 6642	Critical Thinking and Creativity in the Classroom	3
EDUC 7701	Critical Analysis of Current Trends and Issues in Education	3
EDUC 7730	School Law	3
EDUC 7721	Characteristics of Gifted Students	3
EDUC 7722	Assessment of Gifted Students	3

EDUC 7723	Programs, Curriculum and Methods for Gifted Students	3
-----------	--	---

Art Education Courses (18 hours)

ART 6620	Art Education Methods B-8	3
ART 6621	Art Education Methods 9-12	3
ART 6650	Special Topics in 2D Art Studio	3
ART 6651	Special Topics in 3D Art Studio	3
ART 6630	Art Criticism and Aesthetic Inquiry	3
ART 6675	Special Topics in Art History	3

A reliable internet connection and web camera are required for online portions of coursework

ART 6650: (Summer Demorest only)

Apprentice Teaching (10 hours)

ART 7737	Seminar in Advanced Instruction - Methods for Art Education OR	1
EDSE 7737	Secondary Methods II	1
ART 7742	Internship I (P-8)	3
ART 7743	Internship II (9-12) OR	5
ART 7744	Advanced Internship in Art	5
ART 7745	Advanced Internship in Art	5

ART 7744, ART 7745: (if teaching in the field)

Capstone (3 hours)

ART 7788	Art Education Capstone	3
----------	------------------------	---

This course is non-transferable and must be completed at Piedmont College

ART 7788: GACE (content exams) must be passed before registration for the final semester of coursework in Art Education

Program Entrance Requirements

- A completed B.A. or B.F.A. degree in art from a regionally accredited institution.
- A professional portfolio of 12 to 24 artworks and/or related professional projects. The portfolio may consist of original works, slides, or digital images placed on a CD, PowerPoint or web site and submitted for approval to the Art Education Coordinator
- An interview with the Department of Art Chair and/or Art Education Faculty.
- Pre-Service Certification must be completed before any field experiences in public schools are attempted.

Program Completion Requirements

- Admission to teacher education;
- Earn an overall GPA of 3.0 in all graduate courses attempted, with not more than one grade of "C";
- Successful completion of all components in the Capstone research, exhibition, and presentation; and
- Submission and approval of an application for graduation by the published deadline
- The Education Teacher Performance Assessment (edTPA) content pedagogy assessment may be required for certification.

CERTIFICATION-ONLY ART EDUCATION

Individuals who hold a degree but do not wish to pursue a master's degree may elect to pursue a sequence of studies that will enable them to be eligible for recommendation for teacher certification.

Individuals who have a degree and background in art may wish to pursue course work and the requisite clinical experiences in order to be eligible for state certification as an art educator. Based upon a transcript analysis, the program coordinator will develop an individual program of studies with the candidate. Additionally, candidates must take EDUC 5599 – Graduate Orientation, and pass all state-required assessments in order to be recommended for certification.

Early Childhood Education

MASTER OF ARTS IN TEACHING (MAT) EARLY CHILDHOOD EDUCATION

The Master of Arts in Teaching program is designed for individuals who hold a bachelor's degree (generally in a field other than education) and who wish to pursue teacher certification and simultaneously earn a master's degree.

Prerequisite Degree: Bachelor's

The Initial Certification Program of Study is designed to meet the needs of candidates who do not hold teacher certification. In order to register for Internship II, M.A.T. candidates must successfully pass the appropriate Georgia Assessments for the Certification of Educators (GACE) content tests.

Required early in program unless previously satisfied:

EDUC 6610	Human Growth and Development	3
	OR	
PSYC 2240	Psychology of Childhood and Early Adolescence	3
EDUC 6655	Exceptional Children	3

EDUC 6655: (This is a state requirement) (may take EDUC 3355)

EDUC 6610: (may CLEP undergraduate equivalent)

Course Requirements

EDUC 5599	Graduate Orientation	1
EDUC 6151	edTPA Orientation	1
EDUC 6600	Educational Assessment	3
EDUC 6601	Instructional Media and Technology for Teachers	3
EDUC 6628	Literature for Children: Expanding Students' Reading Abilities and Interests	3
EDUC 6631	Reading Methods	3
EDUC 6632	Language Arts	3
EDUC 6638	Advanced Assessment and Instruction in Reading	3
EDUC 6639	Exploration and Analysis of Reading Environments	3
EDUC 6642	Critical Thinking and Creativity in the Classroom	3
EDUC 6690	Classroom Management	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3
EDEC 7740	Internship I	3
EDEC 7788	Capstone/Exhibition	3

EDUC 5599: (1 hour Institutional Credit required first semester) This course is non-transferable and must be completed at Piedmont College.

EDEC 7788: (must be taken semester prior to Internship II or semester following Internship II). This course is non-transferable; must be completed at Piedmont College.

Content and Methodology

(All selections are based on transcript analysis) Select three minimum (others may be required)

EDUC 6622	Health and Physical Education in the Classroom	3
EDUC 6624	The Fine Arts in Education	3
EDUC 6630	Mathematics Methods in Education	3
EDUC 6634	Social Studies Methods in Education	3

EDUC 6636	Science Methods in Education	3
-----------	------------------------------	---

Internship II Block — 15 weeks OR 1 year advanced internship:

EDEC 7742	Internship II	5
	OR	
EDEC 7744	Advanced Internship I	5
EDEC 7745	Advanced Internship II	5

Total Minimum Number of Hours Course Work: 55 hrs**Minimum Hours of Field Experience: 120 hrs****Program Completion Requirements**

- The GACE Program Admissions Assessments (PAA) passed or exemption filed during first semester;
- Admission to Teacher Education completed and attainment of pre-service certificate;
- Submission for approval of an application for graduation the semester before graduation;
- Earn an overall GPA of 3.0 in all graduate courses attempted;
- Successful completion of capstone; and
- Successful completion of edTPA

CERTIFICATION-ONLY EARLY CHILDHOOD EDUCATION

Individuals who hold a degree but do not wish to pursue a master's degree may elect to pursue a sequence of studies that will enable them to be eligible for recommendation for teacher certification.

A program option that does not lead to a degree is the Certification Only (Cert. Only) program. It is designed for candidates who hold a master's degree from an accredited institution in a field other than Early Childhood Education and are seeking certification in E.C.E. A minimum of 15 hours of coursework, exclusive of Internship II must be completed at Piedmont College. For this program, a candidate may take courses at either the undergraduate or graduate level to meet certification requirements, but it is strongly recommended that graduate level courses be taken. After a transcript analysis, an individual program of studies will be developed with the faculty advisor.

MASTER OF ARTS (MA) EDUCATIONAL STUDIES

Students enrolled in Master of Arts in Teaching (MAT) programs in Early Childhood Education, Middle Grades Education, Secondary Education, Art Education, or Music Education who do not wish to pursue teacher certification or complete the professional requirements for student teaching, apprenticeship teaching, or internship may apply instead to complete requirements for an M.A. Degree in Educational Studies. Individuals who select this option are not recommended for state certification. A minimum of 33 credits, of which at least 21 must be in Education courses (and must include the capstone course), are required for completion of the degree. The professional semester, which typically includes the student teaching or apprenticeship experience, must be replaced by course work approved by the student's advisor. A request to switch to the M.A. degree program in Educational Studies must be filed with the Dean's office and Registrar on the appropriate form.

The Master of Arts (M.A.) in Educational Studies may also meet the needs of individuals who wish to pursue advanced study but who do not wish or need state certification. A minimum of 33 credits, of which at least 21 must be in Education courses (and must include the capstone course), are required for completion of the degree, which is planned with a faculty advisor. Candidates completing the M.A. degree in Educational Studies are not recommended for state certification.

Candidates who receive the M.A. degree in Educational Studies may apply to return to the college within five years as a certification-only student. A prerequisite for admission as a certification-only student is successful completion of the appropriate GACE content tests and School of Education Dean's approval.

Exceptional Childhood Education**Special Education: Adapted Curriculum****MASTER OF ARTS IN TEACHING (MAT) SPECIAL EDUCATION: ADAPTED**

CURRICULUM

The Master of Arts in Teaching program is designed for individuals who hold a bachelor's degree (generally in a field other than education) and who wish to pursue teacher certification and simultaneously earn a master's degree.

The Master of Arts in Teaching (MAT) degree program in Special Education: Adapted Curriculum is an initial certification program for individuals who wish to work with learners with significant cognitive disabilities in a school setting. Candidates will acquire the necessary information and skills in order to plan programs and support students with moderate to severe disabilities in order to access the core curriculum and other critical skills such as adaptive skills and community integration.

Individuals who hold a bachelor's degree and possess dispositions to work with diverse students will complete an intensive series of courses and field experiences that will prepare them to work with students with significant disabilities. The program requires a minimum of 43 credits and successful passing of the Georgia Assessments for the Certification of Educators (GACE) and the Educator Teacher Performance Assessments (edTPA).

Prerequisite Degree: Bachelor's in any field

Program Requirements

All requirements for admission to teacher education, as described in the catalog, must be met. In addition to the graduate admissions requirements listed, all candidates must submit three letters of recommendation that address potential for teaching students with disabilities. A passing score on the appropriate GACE Content Assessments is required for certification.

Required Early in Program Unless Previously Satisfied:

This course should be satisfied as soon as possible if not previously met and may be taken at either the undergraduate or graduate level in a GaTAPP program.

EDUC 6631	Reading Methods	3
-----------	-----------------	---

Cluster A

EDUC 5599	Graduate Orientation	1
SPED 6602	Learning Characteristics of Children with Disabilities	3
SPED 6607	Single Case Research for Special Educators	3
SPED 7705	Policies and Legal Issues in Special Education	3
SPED 6634	Instructional Methods for Individuals with Moderate/Severe Disabilities and Autism Spectrum Disorder	3
SPED 6684	Advanced Strategies for Behavior Change	3
SPED 6606	Applied Behavior Analysis for Teachers	3
EDUC 6600	Educational Assessment	3
SPED 6635	Curriculum and Assessment for Individuals with Significant Cognitive Disabilities	1
EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3
SPED 6636	Health Care of Students with Special Needs	3

Cluster B (to be at the end of the program of study)

SPED 6151	Professional Practice (edTPA)	1
SPED 7741	Internship I	3
SPED 7742	Internship II	5
	OR	
SPED 7744	Advanced Internship I	5
SPED 7745	Advanced Internship II	5
SPED 7780	Capstone Seminar (with required portfolio exhibition)	3

SPED 7780: This course is non-transferable and must be completed at Piedmont College

Subtotal: 41

Program Completion Requirements:

- Admission to Teacher Education, and pre-service certificate;
- Submit and have approved an application for graduation the semester before graduation;
- Earn an overall GPA of 3.0 in all graduate courses attempted; and
- Approval of Capstone (SPED 7780) with a passing score

Note: In order to register for Student Teaching or take the capstone course in any program (whichever occurs last), M.A.T. candidates must successfully pass the appropriate Georgia Assessments for the Certification of Educators (GACE) tests(s).

Special Education: General Curriculum

MASTER OF ARTS IN TEACHING (MAT) SPECIAL EDUCATION: GENERAL CURRICULUM

The M.A.T program is designed to meet the needs of candidates with a bachelor's degree other than education seeking initial certification and lead to recommendation for a Georgia level 5 certificate. The M.A.T. program is designed to link theory and practice through a combination of course work, research, and applied field experiences. The candidate's program is based on transcript review, previous work experience, and the requirements of Piedmont College, and the Georgia Professional Standards Commission.

Prerequisite Degree: Bachelor's in any field

Program Requirements

All requirements for admission to teacher education, as described in the catalog, must be met. In addition to the graduate admissions requirements listed, all candidates must submit three letters of recommendation that address potential for teaching students with disabilities. A passing score on the appropriate GACE Content Assessments is required for certification.

Required Early in Program Unless Previously Satisfied:

These courses should be satisfied as soon as possible if not previously met and may be taken at either the undergraduate or graduate level in a GaTAPP program.

EDUC 6631	Reading Methods	3
-----------	-----------------	---

Program Requirements (Cluster A)

EDUC 5599	Graduate Orientation	1
EDUC 6600	Educational Assessment	3
EDUC 6601	Instructional Media and Technology for Teachers	3
SPED 6602	Learning Characteristics of Children with Disabilities	3
SPED 6606	Applied Behavior Analysis for Teachers	3
SPED 6607	Single Case Research for Special Educators	3
SPED 6633	Curriculum and Differentiated Instruction	3
EDUC 6656	Essentials of Collaboration and Inclusion	1
SPED 6684	Advanced Strategies for Behavior Change	3
EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3
SPED 7705	Policies and Legal Issues in Special Education	3

Cluster B (to be at the end of the program of study)

SPED 6151	Professional Practice (edTPA)	1
SPED 7741	Internship I	3
SPED 7742	Internship II	5
	OR	
SPED 7744	Advanced Internship I	5
SPED 7745	Advanced Internship II	5
SPED 7780	Capstone Seminar (with required portfolio exhibition)	3

SPED 7780: This course is non-transferable and must be completed at Piedmont College

Hours 43 Minimum

After all requirements for cluster A and B, and appropriate assessment requirements are met, candidates may be recommended for the Special Education General Curriculum Certificate, which prepares them to work in a consultative setting with a content teacher of record.

Program Completion Requirements:

- Admission to Teacher Education, and pre-service certificate;
- Submit and have approved an application for graduation the semester before graduation;
- Earn an overall GPA of 3.0 in all graduate courses attempted; and
- Approval of Capstone (SPED 7780) with a passing score

Note: In order to register for Student Teaching or take the capstone course in any program (whichever occurs last), M.A.T. candidates must successfully pass the appropriate Georgia Assessments for the Certification of Educators (GACE) tests(s).

The Master of Arts in Teaching program is designed for individuals who hold a bachelor's degree (generally in a field other than education) and who wish to pursue teacher certification and simultaneously earn a master's degree.

CERTIFICATION-ONLY SPECIAL EDUCATION: GENERAL CURRICULUM

Individuals who hold a degree but do not wish to pursue a master's degree may elect to pursue a sequence of studies that will enable them to be eligible for recommendation for teacher certification.

A program option that does not lead to a degree is the Certification Only (Cert. Only) program. It is designed for candidates who hold a master's degree from an accredited institution in a field other than Early Childhood Education and are seeking certification in E.C.E. A minimum of 15 hours of coursework, exclusive of Internship II must be completed at Piedmont College. For this program, a candidate may take courses at either the undergraduate or graduate level to meet certification requirements, but it is strongly recommended that graduate level courses be taken. After a transcript analysis, an individual program of studies will be developed with the faculty advisor.

Instructional Technology

Educators who wish to enhance their knowledge and use of instructional technology may pursue certification in Instructional Technology in either a master's degree Program (MA) or as a Certification-only candidate.

MASTER OF ARTS (MA) ("S" CERTIFICATION) INSTRUCTIONAL TECHNOLOGY

Educators who are currently certified may wish to pursue advanced study in order to improve their skills and knowledge and to add instructional technology (Service "S" certification - Level 5) to their existing certification. Individuals seeking certification in Instructional Technology must first hold an initial teaching certificate; the service certification is on top of professional certification.

The Advanced-Certification Master's program is offered to students with a current valid teaching certificate in one or more of the following content areas (any grade level): Art, Biology, Chemistry, English, History, Math, Music, and Special Education. This program is also available to students certified in Early Childhood and Middle Grades Education.

The M.A. in Instructional Technology program consists of a minimum of 42 semester hours, 30 of which must be taken at Piedmont College. The last six hours of coursework must be taken at Piedmont College. It is estimated that full-time candidates could complete the program within two calendar years. Students may take up to six years to complete the program. No course older than six calendar years may apply to graduation. Students may enter the program with a GA Inductee Teaching Certification but will need to be certified at the Professional Level of Teaching (3 years minimal teaching) to become certified as an S-5 Instructional Technology in GA.

Cluster A: Instructional Technology Core Courses (18 hours)

EDIT 6600	Introduction to Instructional Technology and Systems Design	3
EDIT 6602	Instructional Systems Design	3

EDUC 6699	Methods and Interpretation of Educational Research	3
EDIT 6603	Special Topics in Instructional Technology and Design	3
EDIT 6604	Multimedia Development Authoring Tools	3
EDIT 6605	Instructional Technology Practicum	3

Cluster B: Advanced Content Courses and/or Content Pedagogy (12 hours)

Cluster C: Technology, Integration, and Administration Track (12 hours)

EDUC 7702	Integrating Instructional Media and Technology	3
EDIT 6606	Foundations for Distance Learning	3
EDIT 6608	Instructional Technology Program Administration	3
EDIT 6788	Capstone	3

EDIT 6788: This course is non-transferable and must be taken at Piedmont College. (must be taken last semester of program)

Total Minimum Number of Hours Required of All Candidates: 42 hrs

Program Completion Requirements

- A minimum of one hundred (100) field experience hours embedded in coursework
- Pass the Instructional Technology GACE Test
- Complete the CITI Research Training Module
- Complete a Practicum Field Project
- Successfully pass a flagship research paper in one of the courses.
- Successfully complete one of three requirements: Earn a professional certification in the field of instructional technology; or present at an academic or professional conference; or publish in a professional online or print peer reviewed journal or publication.
- Successful completion and presentation of capstone;
- Earn an overall GPA of 3.0 in all graduate courses attempted.

CERTIFICATION-ONLY INSTRUCTIONAL TECHNOLOGY

Individuals who hold a degree but do not wish to pursue a master's degree may elect to pursue a sequence of studies that will enable them to be eligible for recommendation for teacher certification.

Georgia educators who hold professional teacher certification may wish to pursue a six-course sequence (18 credits) in order to obtain certification in Instructional Technology. Interested candidates must make application with the Office of Graduate Admissions, and, when accepted, meet with the program coordinator for details. A minimum of twenty (20) hours of field experience are required. Candidates must attempt and pass the GACE Instructional Technology Exam during the program for recommendation to PSC for Certification in Instructional Technology by Piedmont College.

Required Courses

EDIT 6600	Introduction to Instructional Technology and Systems Design	3
EDUC 6601	Instructional Media and Technology for Teachers	3
EDIT 6602	Instructional Systems Design	3
EDIT 6606	Foundations for Distance Learning	3
EDIT 6608	Instructional Technology Program Administration	3
EDUC 6699	Methods and Interpretation of Educational Research	3

MASTER OF ARTS (MA) (DESIGN AND DEVELOPMENT) INSTRUCTIONAL

TECHNOLOGY

Individuals who are not P-12 educators but who wish to pursue a graduate degree in Instructional Technology may wish to consider the Master of Arts (MA) degree program in Instructional Technology - Design and Development.

Program of Study

This program does not lead to Georgia P-12 certification in Instructional Technology.

Instructional Technology Core Courses (21 hours)

EDIT 6600	Introduction to Instructional Technology and Systems Design	3
EDIT 6602	Instructional Systems Design	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDIT 6603	Special Topics in Instructional Technology and Design	3
EDIT 6604	Multimedia Development Authoring Tools	3
EDIT 6605	Instructional Technology Practicum	3
EDIT 6788	Capstone	3

EDIT 6788: This course is non-transferable and must be taken at Piedmont College. (must be taken last semester of program)

Instructional Design and Development (15 hours)

EDUC 6607	Fundamentals of Learning and Cognition	3
EDIT 6606	Foundations for Distance Learning	3
EDIT 6609	Human Resource Training and Development	3
EDIT 6610	Instructional Audio and Video	3
EDIT 6611	Instructional Product Evaluation	3

Total Minimum Number of Hours Required of All Candidates: 36 hrs

Program Completion Requirements

- A minimum of twenty (20) field experience hours embedded in coursework
- Complete the CITI Research Training Module
- Complete a Practicum Field Project
- Successfully pass a flagship research paper in one of the courses.
- Successfully complete one of three requirements: Earn a professional certification in the field of instructional technology; present at an academic or professional conference; or publish in a professional online or print peer reviewed journal or publication.
- Successful completion and presentation of capstone;
- Earn an overall GPA of 3.0 in all graduate courses attempted, with not more than one grade of "C"

Middle Grades Education

MASTER OF ARTS IN TEACHING (MAT) MIDDLE GRADES EDUCATION

The Master of Arts in Teaching program is designed for individuals who hold a bachelor's degree (generally in a field other than education) and who wish to pursue teacher certification and simultaneously earn a master's degree.

Prerequisite Degree – Bachelor's Degree

The Master of Arts in Teaching (M.A.T) degree program is designed to meet the needs of candidates who do not hold a teacher certification. Prior to Admission to Teacher Education the candidate must hold a Bachelor's Degree from a PSC-accepted accredited institution and pass or exempt the Georgia Assessments for the Certification of Educators (GACE) Program Admissions Assessment as well as passing EDUC 5599 Graduate Orientation. Before taking the Internship II semester, the candidate must pass the appropriate

GACE content area tests to be recommended for initial certification. Completion of all program requirements and passing scores on the GACE content area tests will lead to recommendation for Georgia certification in Middle Grades Education.

The M.A.T. program consists of a minimum of 55 semester hours, 240 hours of field experience, and one semester of Internship II (or 10 hours of Advanced Internship for candidates already teaching in their own classrooms). The last 12 academic hours in the candidate's program, exclusive of student teaching, must be taken at Piedmont College. Full-time M.A.T. candidates can complete the program within six to seven semesters if the candidate is approved for the minimum program. Students may take up to six years to complete the program. No course older than six calendar years may apply toward graduation.

Course Requirements

Required Courses:

EDUC 5599	Graduate Orientation	1
EDUC 5537	Teaching Reading and Writing in the Content Areas	3
EDUC 6151	edTPA Orientation	1
EDUC 6601	Instructional Media and Technology for Teachers	3
EDUC 7702	OR Integrating Instructional Media and Technology	3
EDMG 6645	Advanced Teaching in the Middle School	3
EDUC 6600	Educational Assessment	3
EDUC 6655	Exceptional Children	3
EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3
EDUC 6690	Classroom Management	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDMG 7740	Internship I (4-8)	3
EDMG 7742	OR Internship II (4-8)	5
EDMG 7744	Advanced Internship (4-8)	5
EDMG 7745	AND Advanced Internship (4-8)	5
EDMG 7788	Capstone/Exhibition	3

Content Courses:

15 Hours of Content courses (9 in primary content, 6 in secondary concentration)	15
2 Methods courses in chosen contents	6

Total Minimum Hours: 58 unless candidate needs EDUC 6111 or does Advanced Internship II rather than Internship II.

Program Completion Requirements:

- Minimum field experience hours: 120
- Minimum overall GPA of 3.0 in all graduate courses attempted, with not more than one grade of "C";
- Submit and have approved an application for graduation two semesters before graduation;
- Successful completion of Capstone;
- Successful completion of one semester or full year Advanced Internship;
- Pass GACE Program Admission Assessment and content area tests.

NOTE: In order to register for Internship II or Advanced Internship or take the capstone course in any program (whichever occurs last), M.A.T. candidates must successfully pass the appropriate Georgia Assessments for the Certification of Educators (GACE) tests(s).

NOTE: Candidates wishing to fulfill the teaching experience sequence in a private school are advised that private schools must be pre-approved for internship in order for that experience to satisfy the program requirement.

NOTE: The College assures candidates in our middle grades education programs that we can provide supervision of student teaching and internships at public schools and approved private schools located within 50 miles of either the Demorest or Athens campus. Consideration for supervision in placements beyond 50 miles is on a case-by-case basis and requires approval by the Chair of Middle Grades Education prior to registering for an internship or student teaching. A candidate should not consider a position on the assumption that Piedmont College is obliged to provide that service.

NOTE: Content Area Courses:

As has been noted, candidates must have a minimum of 15 semester hours at the graduate level (5000 courses or higher) is required; 9 hours and 6 hours, respectively, at the graduate level in the fields of intended certification.

Candidates with undergraduate majors in fields not related to the chosen content areas will be required to add to their programs additional 3000-, 4000-, or graduate level courses in order to provide a substantial content knowledge base for teaching and for passing the GACE content area tests. Courses at the 3000- or 4000-level will not count toward the requirement for graduate level content courses. A transcript analysis of undergraduate coursework will be completed with the Department Chair to determine the additional number of courses that must be taken to meet the 15 hours per content area requirement.

See course descriptions

CERTIFICATION-ONLY MIDDLE GRADES EDUCATION

Individuals who hold a degree but do not wish to pursue a master's degree may elect to pursue a sequence of studies that will enable them to be eligible for recommendation for teacher certification.

Certification Only is an option (not a degree program) which may be requested by a prospective candidate who holds a Bachelor's and/or Master's degree from an accredited institution and prefers not to pursue a Master's degree while seeking initial certification for grades 4-8 in one of the fields offered at Piedmont College. The Department Chair evaluates a candidate's transcript and outlines a program of study necessary for the candidate to be recommended for MG certification in the applicant's intended field of certification. A proposed program of study is designed to ensure depth in the content field, as well as meeting all requirements prescribed in the field of education, including Internship II. The proposed program is reviewed by the Department Chair and, if approved, serves as the advisement sheet for that candidate. All other procedures and requirements of the School of Education and Piedmont College apply.

The candidate must maintain a GPA of 3.0 in all coursework completed for certification. In order for Piedmont College to recommend certification, at least 27 semester hours must be taken at Piedmont College. The candidate must also pass the Georgia Assessments for the Certification of Educators (GACE) Program Admission Assessments (or file exemption) and the middle grades appropriate content-area GACE test(s) prior to Internship II. When appropriate, Piedmont College will accept a teaching internship and/or other experiences in lieu of similar college credit courses for post-baccalaureate candidates. Transfer credits 10 years or older are not accepted. Completion of requirements for certification-only does not lead to a degree. Completion of the program leads to recommendation for a Georgia certificate in middle grades education.

Course requirements:

(Certification-only candidates may take graduate or undergraduate courses.)

EDUC 1199	Introduction to Education	3
EDUC 2250	Media and Technology for Educators	3
	OR	
EDUC 6601	Instructional Media and Technology for Teachers	3
EDUC 2251	Professional Practice I	1
	OR	
EDUC 5599	Graduate Orientation	1
EDUC 3111	Professional Practice II	1
	OR	
EDUC 6611	Professional Practice II	1
EDMG 3331	Reading Methods, 4-8	3

	OR	
EDUC 6631	Reading Methods	3
EDUC 3337	Teaching Reading and Writing in the Content Areas	3
	OR	
EDUC 5537	Teaching Reading and Writing in the Content Areas	3
EDMG 3345	Teaching in the Middle School	3
	OR	
EDMG 6645	Advanced Teaching in the Middle School	3
EDUC 3355	Exceptional Children	3
	OR	
EDUC 6655	Exceptional Children	3
EDUC 4495	Educational Assessment for All Learners	3
	OR	
EDUC 6600	Educational Assessment	3
EDUC 4401	The Multicultural Classroom	3
	OR	
EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3
EDUC 3307	Learning and Cognition	3
	OR	
EDUC 6607	Fundamentals of Learning and Cognition	3
EDMG 3361	Internship I, 4-8	3
	OR	
EDUC 7740	Internship I	3

Content Courses: 12 hours of content courses or 15 hours (9 in primary concentration, 5 in secondary concentration-See advisor/department chair for course specifics)

EDUC 4497	Classroom Management	3
	OR	
EDUC 6690	Classroom Management	3

These courses must be taken as a block and constitute the professional semester.

EDUC 4498	Senior Seminar: Reflection and Application	3
EDMG 4499	Internship II (4-8)	9
	OR	
EDMG 7742	Internship II (4-8)	5
	OR	
EDMG 4444	Advanced Internship	5
EDMG 4445	Advanced Internship Taken Consecutively	5
	OR	
EDMG 7744	Advanced Internship (4-8)	5
EDMG 7745	Advanced Internship (4-8) Taken Consecutively	5

Program Completion Requirements:

- Pass appropriate GACE content test(s);
- Minimum course hours completed with 3.0 GPA or better: Variable, depending on track

- Successful completion of required field experiences
- A practicum will be required unless the Dean of the School of Education grants experiential credit.

Music Education

MASTER OF ARTS IN TEACHING (MAT) MUSIC EDUCATION

The Master of Arts in Teaching program is designed for individuals who hold a bachelor's degree in music who wish to pursue teacher certification and simultaneously earn a master's degree. Prospective candidates not holding a bachelor's degree in music may be accepted provisionally pending a transcript analysis and upon completion of any required music courses.

Program of Study

This program of study will guide the student in program completion if not certified. Prior to admission to teacher education, the student must pass the Georgia Assessments for the Certification of Educators (GACE) Program Admissions Assessments. In order to register to take the capstone course in any program, M.A.T. candidates must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) test(s). Students in certification-only programs must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) test(s) in order to be recommended for certification.

Course Requirements

EDUC 5599	Graduate Orientation	1
EDUC 3355	Exceptional Children	3
	OR	
EDUC 6655	Exceptional Children	3

EDUC 5599 or having taken EDUC 2251 in undergraduate program

EDUC 3355, EDUC 6655: Exceptional Children is a prerequisite or corequisite for the M.A.T. in Music Education.

Required (19 hours, or show evidence of completion as an undergraduate or another graduate program)

EDUC 6151	edTPA Orientation	1
EDUC 6601	Instructional Media and Technology for Teachers	3
EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 6642	Critical Thinking and Creativity in the Classroom	3
EDUC 6690	Classroom Management	3
EDUC 6607	Fundamentals of Learning and Cognition	3
	OR	
EDUC 6610	Human Growth and Development	3

Apprentice Teaching Sequence (9-10 hours)

MUED 7400	Internship I (Observation)	4
MUED 7410	Internship II	5
	OR	
MUED 7440	Advanced Internship in Music Education I	5
MUED 7450	Advanced Internship in Music Education II	5

MUED 7440, MUED 7450: if teaching in the field

Content Courses (12 hours minimum—more if candidates show evidence of completion of education courses.)

MUED 6100	Music Education Methods I	3
MUED 6200	Music Education Methods II	3
MUED 7100	Advanced Study in Music Education	3
MUSC 6750	Special Topics in Music History	3
MUSC 5910	Applied Music Lessons	2
MUSC 5920	Applied Music Lessons	2
MUSC 6910	Applied Music Lessons	2

MUSC 6920	Applied Music Lessons	2
MUSC 6480	Advanced Conducting and Literature	3
MUSC 5100	Seminar in Music Theory	3
MUSC 6500	Advanced Applied Pedagogy	3

MUSC 6750: (May be repeated for credit)

MUED 6100, MUED 6200, MUSC 5910, MUSC 5920: Required Content Courses

MUED 7100: Required if MUED 6100 and 6200 have been completed on the undergraduate level or on the graduate level at another institution. If 6100 or 6200 (or undergraduate equivalents) have been completed prior to admission to the program, the hours must be satisfied with content area courses.

Elective content courses will be determined by advisor and candidate after transcript evaluation, and will be based on candidate's interests, strengths, and weaknesses.

Participation in at least one ensemble is required each fall and spring semester: 0-1 hour credit each, 0 hours count toward the degree.

Capstone Presentation (3 hours)

MUED 7800	Music Education Capstone Exhibition/Project	3
-----------	---	---

This course is non-transferable and must be completed at Piedmont College.

Total Minimum Number of Course Work Hours: 43-44 hrs

Minimum Hours of Field Experience Prior to Internship II: 20 hrs

The range of total credit hours is due to the possibility of candidates' completion of course work before entering Piedmont's program.

Program Entrance Requirements

- Hold a B.A. in Music (or equivalent) from a regionally accredited institution;
- Audition on major instrument (voice, piano, organ, etc.);
- Minimum score on Music Theory Placement Exam (contact the graduate music education coordinator for minimum requirements);
- Show evidence of having successfully completed a senior-level recital on major instrument; and
- Show evidence of, or pass, a Piano Proficiency Exam.

Program Completion Requirements

- Pass the Georgia Assessments for the Certification of Educators (GACE) Program Admissions Assessments.
- Admitted to teacher education;
- Hold a Georgia Pre-Service Certificate;
- Successful completion of capstone exhibition;
- Completion of the music education portfolio;
- Submit and have approved an application for graduation the semester before graduation; and
- Earn an overall GPA of 3.0 in all graduate courses attempted.

In order to register for student teaching or take the capstone course in any program (whichever occurs last), M.A.T. candidates must successfully pass the appropriate Georgia Assessments for the Certification of Educators (GACE) tests(s). Students in certification-only programs must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) test(s) in order to be recommended for certification.

Candidates may be required to pass the Education Teacher Performance Assessment (edTPA) in order to be eligible for state certification.

CERTIFICATION-ONLY MUSIC EDUCATION

Individuals who hold a degree but do not wish to pursue a master's degree may elect to pursue a sequence of studies that will enable them to be eligible for recommendation for teacher certification.

Secondary Education

MASTER OF ARTS IN TEACHING (MAT) SECONDARY EDUCATION

The Master of Arts in Teaching program is designed for individuals who hold a bachelor's degree (generally in a field other than education) and who wish to pursue teacher certification and simultaneously earn a master's degree.

For candidates who hold a bachelor's degree in a field related to the desired programs of study, who are not currently certified in Georgia, and who seek initial certification in secondary education in English, History, Mathematics or Broadfield Science (6-12).

These 46 semester-hour (minimum) programs include a year-long internship teaching or internship block, plus courses in education and appropriate course work in the content field (based on an analysis of each candidate's content-field experience). NOTE: Most candidates' programs require more than the minimum number of courses in the content field. For details, refer to the current advisement sheet in the intended field of certification.

Successful completion of EDUC 5599, Graduate Orientation, is required during the first semester of enrollment. A pre-service certificate must be earned before any course is taken that requires a field experience in a public school. Please see your advisement sheet for specifics.

In order to register for Internship II or Advanced Internship II or take the capstone course in any program (whichever occurs last), M.A.T. candidates must successfully pass the appropriate Georgia Assessments for the Certification of Educators (GACE) content exam(s).

Dual-Degree Track: For Piedmont undergraduates intending to pursue a secondary education Master of Arts in Teaching program in English, or history, or mathematics, or broadfield science leading to recommendation for a T-5 Georgia teaching certificate.

Candidates for the Dual-Degree program first secure a bachelor's degree, following the courses of study provided in the sections of this catalog dealing with their respective majors for a career in secondary education, including EDSE 3366 Foundations and Practicum in Secondary Education. The Dual Degree track continues with the Master of Arts in Teaching.

Refer also to Fast-Track Admissions (p. 17).

Undergraduate prerequisite course for Dual Degree Track

EDSE 3366	Foundations and Practicum in Secondary Education	4
-----------	--	---

M.A.T. Program of Study

A. Required Courses

EDUC 5599	Graduate Orientation	1
EDUC 6151	edTPA Orientation	1
EDUC 6601	Instructional Media and Technology for Teachers	3
EDUC 6655	Exceptional Children	3
EDUC 6603	American High School	3
EDUC 6600	Educational Assessment	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDSE 7788	Capstone/Exhibition	3
ENGL 6656	Reading Improvement at the Secondary Level	3

EDSE 3366: Requires a pre-service certificate

ENGL 6656: for English M.A.T. only

EDUC 5599: Required during the first semester of enrollment

EDSE 7788: This course is non-transferable and must be completed at Piedmont College.

EDSE 7788: GACE (content exams) must be passed before registration for the final semester of coursework in Secondary Education

*** See note: GACE Passage

B. Electives

Number of electives varies by program. Refer to the current advisement checklist in the intended field of certification. The following are highly recommended for all initial certification candidates. Other electives may be available.

EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6642	Critical Thinking and Creativity in the Classroom	3
EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3
EDUC 6690	Classroom Management	3

C. Teaching Experience Sequence (Internship I, II) Advanced Internship (one year, beginning Fall Semester)

EDSE 7740	Internship I (6-12)	3
EDSE 7735	Secondary Methods I	1
EDSE 7736	Secondary Content Pedagogy I	1
EDSE 7737	Secondary Methods II	1
EDSE 7738	Secondary Content Pedagogy II	1
EDSE 7743	Internship II	5

EDSE 7743: GACE (content exams) must be passed before registration for the final semester of coursework in Secondary Education

Advanced Internship—Candidates teaching on a non-renewable certificate (One year, beginning Fall Semester)

EDSE 7735	Secondary Methods I	1
EDSE 7736	Secondary Content Pedagogy I	1
EDSE 7744	Advanced Internship I	5
EDSE 7737	Secondary Methods II	1
EDSE 7738	Secondary Content Pedagogy II	1
EDSE 7745	Advanced Internship II	5

EDSE 7745: GACE (content exams) must be passed before registration for the final semester of coursework in Secondary Education

NOTE: To assure that each candidate derives the maximum in professional development from an advanced internship while providing competent instruction to students, advisors will consider (a) each candidate's content field background and (b) preparedness for managing classroom instruction. A candidate may request an exception to this policy by offering evidence of experiences in lieu of M.A.T. courses that demonstrate the ability to succeed in the advanced internship. Exceptions require the approval of the Chair of the Secondary Education Department.

NOTE: The School of Education generally provides supervision of internships at public schools and approved private schools located within 40 miles of either the Demorest or Athens campuses. Consideration of supervision of internships beyond 40 miles is on a case-by-case basis and requires approval by the Chair of Secondary Education prior to registering for an internship. A candidate should not assume that placement can be made at a long distance from the college.

NOTE: Candidates wishing to fulfill the teaching experience sequence at a private school are advised that private schools must be accredited and pre-approved for internship placements in order for that experience to satisfy this requirement.

Candidates are expected to arrange with their host schools to leave school on days of the methods classes to arrive on time every time the class meets. Responsibility for extracurricular school activities, including band, chorus, theatre, and athletics is not an accepted reason for missing class sessions.

D. Subject Matter Courses:

A minimum requirement of nine semester hours at the graduate level (6000 or higher) in the field of intended certification. Most programs provide an option for additional subject matter courses as electives.

NOTE: Candidates with undergraduate majors in fields not specifically intended for secondary education careers may be required to add to their programs additional 3000, 4000-, and 5000-level courses to their program in order to provide a substantial content knowledge base for teaching and for passing GACE content exams. Courses at 3000-, 4000-, and 5000-level will not count toward the requirement for graduate level content courses.

CERTIFICATION-ONLY SECONDARY EDUCATION

Individuals who hold a degree but do not wish to pursue a master's degree may elect to pursue a sequence of studies that will enable them to be eligible for recommendation for teacher certification.

Certification only is an option (not a program) and is currently offered in Broadfield Science, English, History, and Mathematics and may be requested by a prospective candidate who holds a master's degree from an accredited institution and prefers not to pursue an additional masters degree while seeking certification for grades 6-12 in one of the fields offered at Piedmont College.

The applicant's transcript is reviewed by the advisor in the intended field of certification. A proposed program of study is designed to ensure depth in the content field, as well as meeting all requirements prescribed in the field of education, including an apprenticeship or internship.

The proposed course of study is reviewed by the department chair and, if approved, serves as the advisement sheet for that candidate. All other procedures and requirements of the School of Education and the college apply.

Candidates must apply for and be admitted to Teacher Education, complete the Education Teacher Performance Assessment (edTPA), and pass the Georgia Assessments for the Certification of Educators (GACE) content exams in their chosen content field. Completion of this course of study does not lead to a degree in education.

ENDORSEMENT PROGRAMS

Educators who wish to pursue additional, focused, graduate study may wish to consider endorsements to enhance their skills and knowledge in new areas. These endorsements are described in the Division of Advanced Graduate Studies section of the catalog.

DIVISION OF ADVANCED GRADUATE STUDIES

Associate Dean Clay Crowder, *Director*

J. Ellett, *Coordinator, Art Education*

C. Crowder, *Coordinator, Curriculum and Instruction*

R. Hollandsworth, *Coordinator, Instructional Technology*

T. Goss, *Coordinator, School Leadership*

The Division of Advanced Studies offers graduate degrees, certification programs, and endorsements to support educators in expanding their knowledge and improving their skills. Degree programs are offered on our campuses in Athens and Demorest, and in selected off-campus locations in north and middle Georgia.

Art Education

MASTER OF ARTS (MA) ART EDUCATION

Educators who are currently certified may wish to pursue advanced study in order to improve their skills in knowledge in their respective field. Georgia educators who complete the Master of Arts degree in a field in which they hold certification are eligible for a certification upgrade. *In-field Master of Arts degrees do NOT lead to initial certification.*

33 hours of study to complete program:

Education Courses (12 hours)

EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3

Choose two courses from: (Electives)

EDUC 6600	Educational Assessment	3
EDUC 6603	American High School	3
EDUC 6642	Critical Thinking and Creativity in the Classroom	3
EDUC 7701	Critical Analysis of Current Trends and Issues in Education	3
EDUC 7702	Integrating Instructional Media and Technology	3
EDUC 7712	Group Processes and Interpersonal Skills	3
EDUC 7721	Characteristics of Gifted Students	3
EDUC 7722	Assessment of Gifted Students	3

EDUC 7723	Programs, Curriculum and Methods for Gifted Students	3
-----------	--	---

Art Education Courses (18 hours)

Summer Demorest Campus Only.

ART 6630	Art Criticism and Aesthetic Inquiry	3
ART 6650	Special Topics in 2D Art Studio	3
ART 6651	Special Topics in 3D Art Studio	3
ART 6675	Special Topics in Art History	3
ART 7701	Studies in Art Instruction	3
ART 7702	Advanced Studies in Art Instruction	3

A reliable internet connection and web camera are required for online portions of coursework.

Capstone (3 hours)

ART 7788	Art Education Capstone	3
----------	------------------------	---

This course is non-transferable and must be completed at Piedmont College

Total Minimum Number of Course Work Hours: 33

Minimum Hours of Field Experience: 20

Program Entrance Requirements

- Hold initial certification in art (P-12) from the State of Georgia or a state that has Georgia certificate reciprocity. For more information on this agreement, see <http://www.teaching-certification.com/teaching/georgia-teacher-reciprocity.html>
- A professional portfolio of 12 to 24 artworks and/or related professional projects. The portfolio may consist of original works, slides, or digital images placed on a CD, PowerPoint, or web site and submitted for approval to the Art Education Coordinator. Images may be a combination of personal artwork and those completed with students.
- An interview with the Chair of the Art Department and/or faculty.

Program Completion Requirements

- Earn an overall GPA of 3.0 in all graduate courses attempted;
- Successful completion of all components in the Capstone research, exhibition, and presentation; and
- Submission and approval of an application for graduation by the published deadline.

EDUCATION SPECIALIST (EDS) ART EDUCATION

Mission

The mission of the Education Specialist degree program in Art Education is to prepare professional educators to attain distinguished levels of both theory and practice and to become contributing members in the professional discourse of improving schooling in roles such as director of art education, department head, or curriculum coordinator.

Degree Requirements

Required Courses

EDS 8800	Program Orientation and Scholarly Writing	3
ART 8650	Theoretical Perspectives in Art Education	3
EDS 8823	Representation and Analysis of Quantitative Data	3
ART 8651	Contemporary Issues in Art Education	3
EDS 8816	Advanced Curriculum and Instruction in the Fine Arts	3
EDS 8845	Theory and Practice of Differentiated Instruction	3
EDS 8824	Analysis and Evaluation of Research	3
EDS 8851	School Resource Utilization	3

EDS 8860	School Law and Ethics	3
EDS 8880	Leadership in 21st Century Schools	3

Subtotal: 30**Curriculum and Instruction****EDUCATION SPECIALIST (EDS) CURRICULUM AND INSTRUCTION****Coursework**

All courses are 3 semester hours

Program of Study

The Education Specialist in Curriculum and Instruction prepares candidates to become imaginative leaders, able to develop curricula, design learning environments, and use assessment to improve student outcomes. Candidates learn to use research to drive innovation and to inform their role as a leader beyond the walls of the classroom. The program provides a rigorous yet pragmatic experiences that meet the needs of candidates in various geographic and educational contexts. Participants are required to complete 30 hours of course work and all assigned field experiences. (20 hours across diverse settings)

Core Courses (required of all degree candidates)

EDS 8800	Program Orientation and Scholarly Writing	3
EDS 8815	Curriculum Design for a Changing World	3
EDS 8860	School Law and Ethics	3
EDS 8851	School Resource Utilization	3
EDS 8877	Communication for Professional Practice	3
EDS 8845	Theory and Practice of Differentiated Instruction	3
EDS 8846	Principles of Assessment Design and Application	3
EDS 8823	Representation and Analysis of Quantitative Data	3
EDS 8824	Analysis and Evaluation of Research	3
EDS 8880	Leadership in 21st Century Schools	3

EDS 8880: Pre-requisite EDS 8815, EDS 8823, EDS 8824, EDS 8845

ADDITIONAL REQUIREMENTS**Other Program Requirements: Specialist Candidate Learning Log**

All candidates in Piedmont's Education Specialist Program will complete an entry log which assesses their mastery of the Specialist Program outcomes against content, scholarly work and course experiences. The SPCLLO log allows the candidate to address course outcomes through a triple entry format which is submitted to the course professor and at the end of the program to the 8800 Orientation professors or designated other professors. The candidate's entries will be assessed for:

- Mastery of course outcomes through a triple entry method of recording newly acquired knowledge, the impact of that knowledge, and establishing goals as a teacher leader for using the new knowledge to improve teaching and learning in P-12 schools
- Quality of writing, research, and reporting
- Scholarship
- Intellectual reflection with an emphasis on teacher leadership and curriculum and instruction
- Application to school and community

Flagship Papers

Each course in the Ed.S. program requires a scholarly paper which will be evaluated using the Scholarly Writing Rubric. Individual assignments for the course are identified as Flagship Assignments and the paper should be written to the standards established in the Scholarly Writing Rubric.

Reading and Research

Each candidate in the Ed.S. degree program is required to be knowledgeable of the literature in the field, to study research and become critical consumers of current research. Candidates will be required to write a scholarly literature review addressing a specific area of education.

Field Experiences

A minimum of 20 hours field experience in all levels of P-12 environments is required. These experiences will be aligned with course requirements and documented on a field experience documentation log. Candidates are expected to conduct field experiences outside of their home school.

CONVERSION MECHANISM

Piedmont College is approved by the Georgia Professional Standards Commission to evaluate the programs of previous Piedmont College graduates who are not certified in Curriculum and Instruction (C&I) to determine if they are eligible for program conversion. Graduates who have passed the requisite coursework and the GACE in Curriculum and Instruction qualify to be recommendation for initial certification C&I at the level commensurate with their degree.

Piedmont College does NOT offer the Conversion Mechanism to graduates of other institutions.

Who is eligible?

Educators who completed a graduate degree with Piedmont College, either in Curriculum and Instruction or a previously offered field closely related to C&I (e.g., Teacher Leadership, Teaching and Learning) prior to June 2013 may apply for the Conversion Mechanism. Candidates must make formal application with the Office of Graduate Admissions.

Acceptance for the Conversion Mechanism and recommendation for certification is not automatic. In addition to the formal application and transcript analysis, candidates are required to complete a professional portfolio within a one credit-hour seminar: EDUC 7796 - Portfolio and Presentation - Conversion Mechanism. Additional courses may also be required depending upon their previous graduate study and professional work experience. An interview and formal defense of the portfolio are also required.

Early Childhood Education

MASTER OF ARTS (MA) EARLY CHILDHOOD EDUCATION

Educators who are currently certified may wish to pursue advanced study in order to improve their skills in knowledge in their respective field. Georgia educators who complete the Master of Arts degree in a field in which they hold certification are eligible for a certification upgrade. *In-field Master of Arts degrees do NOT lead to initial certification.*

Prerequisite Degree: Bachelor's and Teaching Certificate in Early Childhood (PreK-5)

Course Requirements

EDUC 6638	Advanced Assessment and Instruction in Reading	3
EDUC 6642	Critical Thinking and Creativity in the Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7701	Critical Analysis of Current Trends and Issues in Education	3
EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3
EDUC 7730	School Law	3
EDEC 7788	Capstone/Exhibition	3

EDEC 7788: (must be taken last semester of program) This course is non-transferable and must be completed at Piedmont College.

Content and Methodology:

Select one with advisor

EDUC 6628	Literature for Children: Expanding Students' Reading Abilities and Interests	3
EDUC 6630	Mathematics Methods in Education	3
EDUC 6634	Social Studies Methods in Education	3
EDUC 6636	Science Methods in Education	3
EDUC 6686/EDUC 4486	Instructional Methods for Learners with Autism Spectrum Disorder	3
EDUC 7723	Programs, Curriculum and Methods for Gifted Students	3

EDUC 6686: Prerequisite: EDUC 6685

EDUC 7723: Prerequisite: EDUC 7721 & EDUC 7722

Electives:

Select two with advisor (6 hours)

Total Minimum Number of Hours Course Work: 30

Minimum Hours of Field Experience: 20

Program Completion Requirements

- Submit and have approved an application for graduation the semester before graduation;
- Overall GPA of 3.0 in all graduate courses attempted, with not more than one grade of "C";
- Minimum course work hours: 30;
- Minimum field experience hours: 20; and
- Successful completion of Capstone.

Exceptional Childhood Education

Gifted Education (P-12 Consultative)

MASTER OF ARTS (MA) GIFTED EDUCATION (P-12)

Master of Arts (M.A.) degree program in Gifted Education

Prerequisite Degree: Clear renewable certificate in any field of education and a minimum of three years of teaching experience.

The Master of Arts (M.A.) degree in Gifted Education is a 30-39 credit program providing advanced, in-depth preparation for educators who desire to teach gifted learners or currently serve gifted students at the classroom, school, and district levels. Completion of this program leads to recommendation for advanced certification in the area of Gifted (P-12) Consultative. Candidates may also be eligible to request the addition of the Gifted In-Field Endorsement to their existing Georgia teaching certificate upon completion of the required M.A. coursework.

The Master of Arts degree in Gifted Education does NOT lead to initial certification; rather, the P-12 consultative certification is on top of the educator's current certification.

Program Requirements

Elective Courses

Six Elective Hours (Must be graduate courses – 5000 level or above – in candidate’s area of certification – selected with approval of advisor)

Subtotal: 6

Required Courses

EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6642	Critical Thinking and Creativity in the Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3
EDUC 7724	Social and Emotional Development of Gifted Students	3
EDUC 7725	Enrichment Programs for Gifted Learners	3
EDUC 7740	Internship I	3
EDUC 7788	Capstone/Exhibition	3

Subtotal: 24

Foundational Courses

Each candidate is required to complete the following foundational courses, if not taken previously, in addition to the required course work for the degree program. Candidates who begin the program with the Gifted In-Field Endorsement added to their existing Georgia teaching certificate may be exempt from these courses. Certified Georgia educators may be recommended for the Gifted In-field Endorsement upon completion of these foundational courses:

EDUC 7721	Characteristics of Gifted Students	3
EDUC 7722	Assessment of Gifted Students	3
EDUC 7723	Programs, Curriculum and Methods for Gifted Students	3

Subtotal: 9

Subtotal: 30-39

Special Education: General Curriculum

MASTER OF ARTS (MA) SPECIAL EDUCATION: GENERAL CURRICULUM

Educators who are currently certified may wish to pursue advanced study in order to improve their skills in knowledge in their respective field. Georgia educators who complete the Master of Arts degree in a field in which they hold certification are eligible for a certification upgrade. *In-field Master of Arts degrees do NOT lead to initial certification.* The M.A. in Special Education General Curriculum: Instructional and Behavioral Support Specialist is designed to meet the needs of candidates with a degree in education leading to recommendation for a Georgia level 5 certificate.

The M.A. program is designed to link theory and practice through a combination of course work, research, and applied field experiences. The candidate’s program is based on transcript review, previous work experience, and the requirements of Piedmont College, and the Georgia Professional Standards Commission.

Program Requirements

In addition to the graduate admissions requirements listed in the catalog, all candidates must submit three letters of recommendation that address potential for teaching students with disabilities. A passing score on the appropriate GACE Content Assessments is required for certification.

Required Early in Program Unless Previously Satisfied:

(may be taken at either the graduate or undergraduate level or in a GaTAPP program)

EDUC 6600	Educational Assessment	3
EDUC 6631	Reading Methods	3
EDUC 6656	Essentials of Collaboration and Inclusion	1

Cluster A

SPED 6602	Learning Characteristics of Children with Disabilities	3
SPED 6606	Applied Behavior Analysis for Teachers	3
SPED 6607	Single Case Research for Special Educators	3
SPED 6633	Curriculum and Differentiated Instruction	3
EDUC 6638	Advanced Assessment and Instruction in Reading	3
SPED 6684	Advanced Strategies for Behavior Change	3
EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3
SPED 7705	Policies and Legal Issues in Special Education	3

Cluster B, Elective courses: (9 hours)

Candidates must choose three of the following courses*:

EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6628	Literature for Children: Expanding Students' Reading Abilities and Interests	3
EDUC 6630	Mathematics Methods in Education	3
EDUC 6632	Language Arts	3
EDUC 6634	Social Studies Methods in Education	3
EDUC 6636	Science Methods in Education	3
EDUC 6639	Exploration and Analysis of Reading Environments	3
EDUC 6642	Critical Thinking and Creativity in the Classroom	3
EDMG 6645	Advanced Teaching in the Middle School	3
EDSE 6660	Advanced Studies in Secondary Instruction	3
EDUC 6685/EDUC 4485	Characteristics of Learners with Autism Spectrum Disorder	3
EDUC 6686/EDUC 4486	Instructional Methods for Learners with Autism Spectrum Disorder	3
EDUC 6687/EDUC 4487	The Autism Advisor	3
EDUC 6690	Classroom Management	3
EDUC 7702	Integrating Instructional Media and Technology	3
EDUC 7712	Group Processes and Interpersonal Skills	3
EDUC 7721	Characteristics of Gifted Students	3
EDUC 7722	Assessment of Gifted Students	3
EDUC 7723	Programs, Curriculum and Methods for Gifted Students	3
EDUC 7770	The Foxfire Approach to Instruction	3

*or other graduate-level methodology course, with approval of advisor

Cluster C, to be at the end of the program of study

SPED 7740	Advanced Research to Practice	3
SPED 7780	Capstone Seminar (with required portfolio exhibition)	3

SPED 7780: This course is non-transferable and must be completed at Piedmont College.

Hours: 39 hours

After requirements for cluster A and B and appropriate assessment requirements are met, candidates may be recommended for the Special Education General Curriculum certificate, which prepares them to work in a consultative setting with a content teacher of record.

Program Completion Requirements:

- Submit and have approved an application for graduation the semester before graduation;
- Earn an overall GPA of 3.0 in all graduate courses attempted with not more than one grade of “C”; and
- Approval of Capstone (SPED 7780) with a passing score

- NOTE: Passing score on appropriate GACE Content Assessment examination is required for certification.

Instructional Technology

EDUCATION SPECIALIST (EDS) INSTRUCTIONAL TECHNOLOGY: INITIAL CERTIFICATION

Educators with a master's degree from an accredited college or university, a minimum of two or more years of verified successful teaching experience, and a valid teaching certificate may wish to pursue certification in Instructional Technology in order to qualify to serve as a technology specialist or coordinator at the school or district level.

Prerequisite course (if not taken previously)

EDUC 7702	Integrating Instructional Media and Technology	3
-----------	--	---

Required Courses

EDS 8800	Program Orientation and Scholarly Writing	3
EDS 8823	Representation and Analysis of Quantitative Data	3
EDS 8824	Analysis and Evaluation of Research	3
EDIT 8600	Introduction to Instructional Technology and Design	3
EDIT 8602	Instructional Systems Design	3
EDIT 8606	Foundations for Distance Learning	3
EDIT 8608	Instructional Technology Program Administration	3
EDS 8877	Communication for Professional Practice	3
EDS 8845	Theory and Practice of Differentiated Instruction	3
EDS 8846	Principles of Assessment Design and Application	3
EDS 8880	Leadership in 21st Century Schools	3

Total Credit Hours: 30

EDUCATION SPECIALIST (EDS) INSTRUCTIONAL TECHNOLOGY: ADVANCED (IN-FIELD) CERTIFICATION

Mission. The mission of the Education Specialist degree program in Instructional Technology is to prepare and support professional educators to attain distinguished levels of both theory and practice and to become contributing members in the professional discourse of improving schooling in roles such as Technology Leader, Instructional Technology Coordinator or Director of Instructional Technology.

Required Courses

EDS 8800	Program Orientation and Scholarly Writing	3
EDIT 8612	Leadership in Instructional Technology	3
EDS 8823	Representation and Analysis of Quantitative Data	3
EDIT 8603	Special Topics in Instructional Technology and Design	3
EDS 8840	Advanced Classroom Technology	3
EDS 8845	Theory and Practice of Differentiated Instruction	3
EDS 8846	Principles of Assessment Design and Application	3
EDS 8824	Analysis and Evaluation of Research	3
EDS 8860	School Law and Ethics	3
EDS 8880	Leadership in 21st Century Schools	3

Total Credit Hours: 33

CERTIFICATION-ONLY INSTRUCTIONAL TECHNOLOGY

Individuals who hold a degree and educator certification - but do not wish to pursue a master's degree - may elect to pursue a sequence of studies that will enable them to be eligible for recommendation for Georgia educator Service (S) certification in Instructional Technology.

Individuals seeking certification in Instructional Technology must first hold an initial teaching certificate; the service certification is on top of professional certification.

CONVERSION MECHANISM INSTRUCTIONAL TECHNOLOGY

Educators who hold an advanced degree in Instructional Technology (or closely related area) from an NCATE, TEAC, or CAEP-accredited program and who hold professional educator certification may apply for consideration for the Conversion Mechanism in order to be recommended for certification in Instructional Technology. Upon completion of requirements of the conversion mechanism, candidates must take and pass the Georgia Assessments for the Certification of Educators (GACE) assessments in Instructional Technology in order to qualify for certification.

Conversion Plan and Required Course Work:

Upon acceptance, candidates will work with a faculty advisor to complete a Conversion Plan. In addition to any course work that may be required, candidates will participate in a portfolio exhibition at the end of the semester in which they complete EDUC 7796 - Portfolio and Presentation – Conversion Mechanism. The purpose of the portfolio exhibition is for candidates to demonstrate (before a faculty panel) how the six Instructional Technology Standards guide their professional practice.

Middle Grades Education

MASTER OF ARTS (MA) MIDDLE GRADES EDUCATION

Educators who are currently certified may wish to pursue advanced study in order to improve their skills in knowledge in their respective field. Georgia educators who complete the Master of Arts degree in a field in which they hold certification are eligible for a certification upgrade. *In-field Master of Arts degrees do NOT lead to initial certification.*

Prerequisite Degree: Bachelor's and Georgia Teacher Certification

Piedmont College's Master of Arts (M.A.) degree program with a major in middle grades education for grades 4-8 leads to recommendation for advanced certification in Middle Grades Education. The M.A. program is designed to meet the needs of those who already hold certification in middle grades education and who are seeking advanced certification (Level 5), or for those who hold certification in a field other than middle grades (early childhood or secondary) and seek to add a new field of certification.

The program consists of a minimum of 30 semester hours, 24 of which must be taken at Piedmont College, and 20 hours of field experience. Full time candidates can complete the program within one calendar year if approved for the minimum program. Students may take up to six years to complete the program. No course older than six calendar years may apply to graduation.

Course Requirements:

Required courses:

EDUC 5537	Teaching Reading and Writing in the Content Areas	3
EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3
EDMG 6645	Advanced Teaching in the Middle School	3
EDUC 6699	Methods and Interpretation of Educational Research	3

4 content courses – 12 hours

-See advisor/department chair for specific courses

2 electives – 6 hours

EDMG 7788	Capstone/Exhibition	3
-----------	---------------------	---

EDUC 5537: required if not satisfied in Undergraduate

Program Completion Requirements

- Completion of minimum course work hours: 30
- Completion of required 20 field experience hours
- Submit and have approved an application for graduation two semesters before graduation
- Earn an overall GPA of 3.0 in all graduate courses attempted, with not more than one grade of “C”
- Successful completion of Capstone
- Pass GACE in content area (if applicable)

Music Education

MASTER OF ARTS (MA) MUSIC EDUCATION

Educators who are currently certified may wish to pursue advanced study in order to improve their skills in knowledge in their respective field. Georgia educators who complete the Master of Arts degree in a field in which they hold certification are eligible for a certification upgrade. *In-field Master of Arts degrees do NOT lead to initial certification.*

Course Requirements

Required (6 hours—or show evidence of completion)

EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3
EDUC 6699	Methods and Interpretation of Educational Research	3

Education Electives (6 hours minimum - chosen from the list below or as approved by the Music Department Chair)

EDUC 6600	Educational Assessment	3
EDUC 6601	Instructional Media and Technology for Teachers	3
EDUC 6603	American High School	3
EDUC 6642	Critical Thinking and Creativity in the Classroom	3
EDUC 7712	Group Processes and Interpersonal Skills	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 7701	Critical Analysis of Current Trends and Issues in Education	3
EDUC 7702	Integrating Instructional Media and Technology	3
EDUC 7795	Applied Research Project	1-3
EDUC 7798	Special Topics in Education	1-3
EDUC 7730	School Law	3
EDUC 6690	Classroom Management	3

Content Courses (18 hours minimum — more if candidates show evidence of completion of education courses.)

MUED 7100	Advanced Study in Music Education	3
MUSC 6750	Special Topics in Music History	3
MUSC 5910	Applied Music Lessons	2
MUSC 5920	Applied Music Lessons	2
MUSC 6910	Applied Music Lessons	2
MUSC 6920	Applied Music Lessons	2
MUSC 6480	Advanced Conducting and Literature	3
MUSC 5100	Seminar in Music Theory	3
MUSC 6500	Advanced Applied Pedagogy	3

MUED 7100, MUSC 6750, MUSC 5910, MUSC 5920, MUSC 5100, MUSC 6500: Required Content Courses

Elective content course will be determined by advisor and candidate after transcript evaluation, and will be based on candidate’s interests, strengths, as well as content and professional development needs.

Participation in at least one ensemble each fall and spring semester: 1 hour credit each, 0 hours count toward the degree.

Capstone Presentation (3 hours)

MUED 7800	Music Education Capstone Exhibition/Project	3
-----------	---	---

This course is non-transferable and must be completed at Piedmont College.

Total Minimum Number of Course Work Hours: 33

Minimum Hours of Field Experience: 20

Program Entrance Requirements

- Hold initial certification in Music (P-12) from the State of Georgia or a state that participates in the Interstate Certification Compact. For more information on this agreement, see <http://www.gapsc.com/MovetoGeorgia/outOfStateEducators.aspx>;
- Audition on major instrument (voice, piano, organ, etc.);
- Minimum score on Music Theory Placement Exam (contact the graduate music education coordinator for minimum requirements);
- Show evidence of having successfully completed a senior-level recital on major instrument; and
- Show evidence of, or pass, a Piano Proficiency Exam.

Program Completion Requirements

- Successful completion of capstone exhibition;
- Completion of the music education portfolio;
- Submit and have approved an application for graduation the semester before graduation; and
- Earn an overall GPA of 3.0 in all graduate courses attempted.

EDUCATION SPECIALIST (EDS) MUSIC EDUCATION**Mission**

The mission of the Education Specialist degree program in Music Education is to prepare professional educators to attain distinguished levels of both theory and practice and to become contributing members in the professional discourse of improving schooling in roles such as director of music, department head, or curriculum coordinator.

Degree Requirements**Required Courses:**

EDS 8800	Program Orientation and Scholarly Writing	3
MUED 8100	Advanced Music Education Methods	3
EDS 8823	Representation and Analysis of Quantitative Data	3
MUSC 8500	Graduate Applied Pedagogy	3
EDS 8816	Advanced Curriculum and Instruction in the Fine Arts	3
EDS 8845	Theory and Practice of Differentiated Instruction	3
EDS 8851	School Resource Utilization	3
EDS 8860	School Law and Ethics	3
EDS 8824	Analysis and Evaluation of Research	3
EDS 8880	Leadership in 21st Century Schools	3

Subtotal: 30

School Leadership**TIER I CERTIFICATION PROGRAM SCHOOL LEADERSHIP**

The School Leadership Certification Program is comprised of eight, three-credit hour courses, for a total of 24 credit hours. In addition to course work at the post-master's degree level, candidates will complete a performance-based internship and take the Georgia Assessments for the Certification of Educators (GACE) assessments in educational leadership.

Required Courses

EDSL 8810	Introduction to School Leadership	3
EDS 8815	Curriculum Design for a Changing World	3
EDS 8851	School Resource Utilization	3
EDSL 8852	Monitoring and Evaluating School Practices	3
EDS 8860	School Law and Ethics	3
EDSL 8861	Data Driven Decision Making	3
EDS 8880	Leadership in 21st Century Schools	3
EDSL 8881	Internship in School Leadership	3

EDUCATION SPECIALIST (EDS) CURRICULUM AND INSTRUCTION AND SCHOOL LEADERSHIP

Qualified candidates with a master's degree from an accredited college or university who possess the appropriate dispositions to serve as school leaders may apply to take the course work in the school leadership certification program while simultaneously pursuing the Education Specialist (Ed.S.) degree in curriculum and instruction. This 42-credit program includes the thirty credits in the Ed.S. program, plus twelve additional credits in school leadership courses. Additionally, candidates must take the Georgia Assessments for the Certification of Educators (GACE) assessments in both curriculum and instruction and school leadership.

Required Courses**Courses in Ed.S. Program in Curriculum and Instruction**

EDS 8800	Program Orientation and Scholarly Writing	3
EDS 8815	Curriculum Design for a Changing World	3
EDS 8860	School Law and Ethics	3
EDS 8851	School Resource Utilization	3
EDS 8877	Communication for Professional Practice	3
EDS 8845	Theory and Practice of Differentiated Instruction	3
EDS 8846	Principles of Assessment Design and Application	3
EDS 8823	Representation and Analysis of Quantitative Data	3
EDS 8824	Analysis and Evaluation of Research	3
EDS 8880	Leadership in 21st Century Schools	3

Subtotal: 30

EDS 8880: Pre-requisite EDS 8823, EDS 8824

Additional Courses in School Leadership

EDSL 8810	Introduction to School Leadership	3
EDSL 8852	Monitoring and Evaluating School Practices	3
EDSL 8861	Data Driven Decision Making	3
EDSL 8881	Internship in School Leadership	3

Subtotal: 12**Total Credit Hours: 42****Secondary Education****MASTER OF ARTS (MA) SECONDARY EDUCATION**

Educators who are currently certified may wish to pursue advanced study in order to improve their skills in knowledge in their respective field. Georgia educators who complete the Master of Arts degree in a field in which they hold certification are eligible for a certification upgrade. *In-field Master of Arts degrees do NOT lead to initial certification.*

This program is for teachers currently certified in Georgia seeking advanced certification or teachers in private schools in the same field as they have been teaching and/or certified in. The 36-semester-hour program (minimum) involves a combination of education and content-field courses, planned with an advisor, based on an analysis of each candidate's background and professional needs. Refer to the current advisement checklist in the field of certification for details.

For teachers adding a new field (ANF): (a) there may be a substantial requirement of additional content courses in the new field; (b) a three-semester hour internship is required (EDSE 7740 - Internship I or EDSE 7744 - Advanced Internship II); and (c) a passing score on the GACE content exams in the new field of certification is required in order to be recommended for certification.

Each candidate in this program is required to take EDSE 6660 Advanced Studies in Instruction the **first time it is offered** after entering the program. Failure to do so may result in being denied registration in subsequent semesters. EDSE 6660 is offered fall and spring semesters, and has the mandatory program field experience and Portfolio requirements embedded in the coursework.

M.A. Program of Study

A. Required

EDSE 6660	Advanced Studies in Secondary Instruction	3
EDUC 6603	American High School	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDSE 7788	Capstone/Exhibition	3
EDUC 6601	Instructional Media and Technology for Teachers	3
EDUC 6655	Exceptional Children	3

EDSE 7788: This course is non-transferable and must be completed at Piedmont College.

EDUC 6601, EDUC 6655: Unless met in undergraduate courses or approved professional development programs

NOTE: Required courses completed in a previous certification program, as undergraduate courses, or in professional development programs, may be replaced with an equal number of hours in either education or content courses.

B. Recommended Electives

(Number of electives varies by program. Refer to the current advisement checklist in the intended field of certification.)

EDUC 6642	Critical Thinking and Creativity in the Classroom	3
EDUC 7703	Social, Cultural, and Ethical Perspectives of Education	3
EDUC 7770	The Foxfire Approach to Instruction	3
EDUC 6600	Educational Assessment	3

Other electives may be suggested by the advisor.

C. Subject Matter Courses

Minimum requirement is nine semester hours at the graduate level (6000 or higher) in the field of intended certification. Most programs provide an option for more subject matter courses as electives.

Endorsement Programs for Practitioners

Certified educators in Georgia may wish to add one or more endorsements to their professional certificate. As an approved Educator Preparation Program Provider by the Georgia Professional Standards Commission, the Piedmont College School of Education offers the following endorsements:

- Autism Education Endorsement Program
- Gifted In-Field Endorsement
- Instructional Coaching Endorsement
- STEM Endorsement

AUTISM EDUCATION ENDORSEMENT PROGRAM

Candidates in graduate teacher education programs at Piedmont College may, with the help of their faculty advisor, elect to take a sequence of three courses, making them eligible for an endorsement in Autism. Additionally, individuals seeking the endorsement may apply to the Office of Graduate Admissions to pursue the endorsement as a non-degree student. For more information, contact Dr. Candice Southall, Department of Exceptional Child Education.

Required Courses

EDUC 6685/EDUC 4485	Characteristics of Learners with Autism Spectrum Disorder	3
EDUC 6686/EDUC 4486	Instructional Methods for Learners with Autism Spectrum Disorder	3
EDUC 6687/EDUC 4487	The Autism Advisor	3

IN-FIELD ENDORSEMENT IN GIFTED EDUCATION

Candidates in graduate teacher education programs at Piedmont College may, with the help of their faculty advisor, elect to take a sequence of three foundational courses, making them eligible to add the Gifted In-Field Endorsement to their Georgia teaching certificate. Additionally, individuals seeking the endorsement may apply to the Office of Graduate Admissions to register for the Gifted In-Field Endorsement courses as a non-degree student. Each of the three courses is offered during the fall, spring, and summer. Courses are designed to be taken in the order listed below. For more information, contact Dr. Isabelle Crowder, Coordinator of Gifted Education.

Required Courses

EDUC 7721	Characteristics of Gifted Students	3
EDUC 7722	Assessment of Gifted Students	3
EDUC 7723	Programs, Curriculum and Methods for Gifted Students	3

INSTRUCTIONAL COACHING ENDORSEMENT

Candidates in graduate teacher education programs at Piedmont College may, with the help of their faculty advisor, elect to take a sequence of three courses, making them eligible for an Instructional Coaching Endorsement. Additionally, individuals seeking the endorsement may apply to the Office of Graduate Admissions to pursue the endorsement as a non-degree student.

Required Courses

EDUC 7761	Coaching Endorsement-Adult Learning & Supervision	3
EDUC 7762	Coaching Endorsement-Collaborative Interprofessional	3
EDUC 7763	Coaching Endorsement-Current Issues	3

STEM ENDORSEMENT

Advanced candidates in graduate teacher education programs at Piedmont College may, with the help of their faculty advisor, request the formation of a cohort in their respective schools making them eligible for an endorsement in Science, Technology, Engineering, and Mathematics (STEM). Additionally, individuals seeking the endorsement may apply to the Office of Graduate Admissions to pursue the endorsement as a non-degree student. For more information, contact Dr. Lynn Rambo.

Program Description

A. Program Abstract

STEM education is a strategy grounded in the principle of educating students through the integration and application of science, technology, engineering and mathematics. STEM education provides students a cohesive learning paradigm grounded in real-world applications allowing students to explore concepts, collaborate with fellow students and professionals, and create products and solutions to address the challenges and opportunities of the 21st century. STEM education affords students a true appreciation of how problems are addressed and the steps necessary to develop a solution or create a product for the betterment of mankind and the world around us.

The Piedmont College Georgia STEM Education Endorsement Program seeks to transform P-12 certified educators from grade level, and in some cases, discipline specific, classroom teachers to STEM educators who demonstrate through their practice, dispositions, and skills/abilities STEM habits of mind.

Through field work, online and face-to-face coursework, collaborative endeavors, and demonstrated application candidates will develop as STEM educators who understand STEM is interdisciplinary, is a way of thinking, is a process, is collaborative, has a pedagogy, requires deep cross disciplinary knowledge of content and assessment, and is experiential; they will demonstrate the ability to engage P-12 students in authentic STEM learning experiences.

While dedicated to preparing individuals to model STEM content pedagogy in the field and at the grade level of their base certification, the Piedmont College Georgia STEM Education Endorsement Program aims to provide a dynamic and transformative set of experiential and collaborative learning opportunities in an inquiry-driven and competency-based program. Examples follow:

- Endorsement candidates will, from the beginning, be immersed in STEM learning environments, both virtually and in person. These opportunities for embedded experiential learning support research findings that teachers need authentic experiences in STEM professions and they need to learn and practice appropriate STEM pedagogy. Additionally, an on-campus Piedmont College STEM Discovery Center offers both a practice teaching lab space and opportunities to engage P-12 students in formal extracurricular STEM learning experiences (see I.E.2.).
- Candidates move through the endorsement program as a multi-grade level, interdisciplinary cohort or learning community. Grounded in social cognitive and constructivist theories of Bandura, Piaget, and Vygotsky, candidates construct understanding through shared experiences and vicariously.
- Each course in the endorsement program is inquiry-driven by design. Candidates are challenged to consider their own prior understandings and experiences, background knowledge, and questions; collect data (quantitative and qualitative); analyze data; synthesize prior understandings/experiences and background knowledge with data; and develop new approaches, habits, and mindsets. Through program experiences, candidates are transformed from STEM-interested teachers into prepared STEM educators.
- The endorsement program supports evidence-based reflective practice through ongoing self-assessment, creation of a content growth plan, oral syntheses of program experiences, and development of a STEM educator portfolio, each contributing to individual professional growth and improved practice.
- Rather than a grade-based focus, the Piedmont College Georgia STEM Educator Endorsement Program is competency-driven. The application and creation of knowledge, along with the development of important skills and dispositions are emphasized; assessment is timely, meaningful and a positive learning experience for candidates; differentiated support based on candidates' individual learning needs is provided; and transferable learning objectives empower candidates to persevere.

B. Delivery Model

To offer flexibility of access as well as necessary support and collaborative opportunities, the Piedmont College Georgia STEM Education Endorsement will offer a blended delivery model that considers time, place, path and pace, and course design includes asynchronous and synchronous online as well as face-to-face teaching and learning. Elements amenable to self-pacing and individualized study will be fully online and available for asynchronous consumption. Within-cohort collaboration may require initial in-person time (face-to-face) then follow with Web-based pair and small group work for discussion, project work, etc. (online asynchronous and online synchronous). Differentiated and personalized instruction based on readiness, interest, and learning preference of candidates will allow for variation in pace (e.g., readiness for technology integration, computational or model-based reasoning, or content knowledge; interest in hydroponics, robotics, or health sciences).

C. Admission Criteria

In addition to meeting the Piedmont College graduate level admission requirements (see <http://www.piedmont.edu/Requirements>), prospective candidates for the Piedmont College Georgia STEM Education Endorsement program must

1. Provide a letter of interest, stating how the STEM Education Endorsement will enhance their professional practice as well as better meet the needs of their students.
2. Submit a letter of recommendation and support from a school or district level administrator.
3. *Meet the STEM-related content requirements below prior to entry in Course II:
 - Submit transcripts indicating 8 or more credit hours earned in post-secondary laboratory based science AND 6 or more credit hours earned in post-secondary mathematics (not including remedial coursework) for a minimum of 14 credit hours in combined science and mathematics content OR
 - Earn a passing score on the GACE Middle Grades Science Assessment (for P-8 candidates) or a passing score on the GACE Science, Biology, Chemistry or Physics Assessment (9-12 candidates). *Candidates who do not meet minimum STEM-related

content requirements above must complete additional coursework through Piedmont College or another institution, OR achieve passing GACE scores as indicated prior to entry in Course II, Planning for STEM Teaching and Learning.

Required Courses

CEDU 7771	Exploring STEM Education	4 CEUs
CEDU 7772	Planning for STEM Teaching and Learning	4 CEUs
CEDU 7773	Developing STEM Habits of Mind	4 CEUs
CEDU 7774	Engaging Students as a STEM Educator	4 CEUs

DOCTORAL STUDIES

Doctor of Education (Ed.D.) in School Leadership

Starting Summer 2020

Program of Study

The Doctor of Education (EdD) Program in School Leadership provides the candidate with the knowledge, skills, and research foundation to serve in leadership roles in P-12 educational systems. It is the belief of the School of Education faculty that school leaders must have a strong background and commitment to quality teaching and learning. Consequently, an advanced degree in curriculum and instruction or related field is a prerequisite. Georgia educators must hold Tier I Educational Leadership certification, as well as certification in Curriculum and Instruction.

Admissions Criteria

Candidates for certification in educational leadership are successful educators who have demonstrated an understanding of student learning as evidenced by the completion of previous degrees and course work in their respective areas of education, as well as documented successful teaching and/or administrative experience.

Admissions Criteria for Doctor of Education (Ed.D.) Program in School Leadership:

1. In order to be eligible to apply for the doctor of education program, applicants must have earned the minimum of an Education Specialist degree with a 3.5 cumulative grade point average from Piedmont College and have five or more years of verified teaching experience at public or private schools accredited by the Southern Association of Colleges and Schools (SACS) or the Georgia Accrediting Commission Inc. (GAC.) at the Accredited with Quality (AWQ) or Accredited (ACC) Level.

You may also apply for the doctor of education program if you have received an Education Specialist degree in Curriculum and Instruction or related field from a regionally accredited college or university with approval from the Department chair and or Dean of the School of Education.

2. Certification in Curriculum and Instruction (having passed the GACE content assessments in Curriculum and Instruction).

3. Georgia Tier I Educational Leadership Certification (having passed the GACE Leadership assessments and GACE Leadership ethics assessments).

Eligibility for application requires a master's degree with a 3.5 cumulative GPA from a regionally accredited college or university and five (5) or more years of verified successful teaching experience at a public or a private school accredited by the Southern Association of Colleges and Schools (SACS) or the Georgia Accrediting Commission Inc. (GAC) at the Accredited With Quality (AWQ) or Accredited (ACC) level.*

Applicants must also submit:

- a. Graduate Admissions Application
- b. Official, final transcript from the college or university awarding the Education Specialist degree. (Transcripts are on file for candidates who received the EdS degree from Piedmont College.)
- c. Three professional references; one each from:
 1. Supervising administrator
 2. Former professor or instructor
 3. Professional colleague. Current official test score (within the last five years) from the Graduate Record Exam (GRE) general test. The target GRE score is the 60th percentile for the combined Verbal and Quantitative Sections, and a 4.0 on the Analytic Writing section. Test scores are not the sole criteria; applicants with scores lower than the target score are eligible to apply. Applicants with a 3.7 or higher GPA at the completion of the Ed.S are not required to take the GRE.
- e. Copy of current educator certificate issued by the Georgia Professional Standards Commission. Candidates from independent schools should submit a letter from the principal or head of school verifying full-time employment as a teacher or educational administrator. (Note: candidates not currently certified in Georgia who are seeking certification must contact the Georgia Professional Standards Commission.)
- f. Letter of Intent
- g. Professional Activities Resume
- h. Verification of Professional Experience (minimum of five years)
- i. Copies of five most recent professional evaluations
- j. Personal Affirmation Form

SCHOOL LEADERSHIP, ED.D.

Program of Study

Area I

An Education Specialist (Ed.S.) degree or 30 credits beyond the master's degree from a regionally-accredited college or university in curriculum and instruction, teaching and learning, or closely-related field (as determined by transcript analysis).

Area II

EDD 8855	Reading and Writing at the Doctoral Level	3
EDD 8830	Philosophical Views in Education	3
EDD 8831	Trends and Issues in Curriculum Leadership	3
EDD 8870	Program Design and Evaluation	3
EDD 8899	Quantitative Research and Statistical Analysis	3
EDD 9900	Qualitative Research and Analysis in Education	3
EDD 8875	Preparing for Admission to Candidacy and Understanding the Purpose of a Literature Review	1
EDD 8862	Educational Law, Ethics, and Policy	3
EDSL 8871	Leading Change for School/District Improvement	3
EDSL 8872	Organizational Leadership	3
EDSL 8873	School/Community Relationships	3
EDSL 8874	Human Resources Management	3
EDSL 8875	School & District Resource Management	3
EDSL 8882	Educational Leadership Residency	1
EDSL 8883	Educational Leadership Residency	1
EDSL 8884	Educational Leadership Residency	1
EDSL 8885	Educational Leadership Residency	1
EDSL 8886	Educational Leadership Residency	1

Area III

Required courses:

EDD 9901	Dissertation Applied Research I	3
EDD 9904	Dissertation Applied Research II	3

EDD 9907	Dissertation Applied Research IIIA	1
EDD 9908	Dissertation	1
EDD 9917	Dissertation Applied Research IIIB	1
EDD 9927	Dissertation Applied Research IIIC	1

Optional Courses

As directed by advisor.

EDD 9902	Dissertation: Individual Support for Scholarly Writing I	1
EDD 9903	Dissertation: Individual Support for Completing the Research Plan	1
EDD 9905	Dissertation: Individual Support for Scholarly Writing II	1
EDD 9906	Dissertation: Individual Support for Prospectus Preparation and Continued Research	1

Doctor of Education (Ed.D.) in Curriculum and Instruction

Faculty

Dr. Mark Tavernier, Director of Doctoral Studies

Preparing distinguished teaching and learning leaders to improve the lives of all children.

Program Overview

The Doctor of Education (Ed.D.) is consistent with the goals in all graduate programs at Piedmont College. It is designed to develop eminent leaders in the field of education. The primary focus of the Ed.D. program is to facilitate transformational change of individuals and schools by preparing teacher leaders, other school professionals, and school administrators for the challenges of our rapidly changing world. The program will also serve to prepare educators for various roles in college and university teaching and in research and leadership positions in other educational institutions. Additionally, the doctoral program allows candidates to demonstrate a comprehensive knowledge base of theoretical and pedagogical issues relating to curriculum and instruction through adding new knowledge about their fields.

Candidates for the Ed.D. degree in Curriculum and Instruction are expected to engage in independent learning throughout their program. Research toward, and the ultimate completion of, the doctoral dissertation are primary examples of independent learning. Independent learning is a key component in many courses in which the aim is the development of analytical skills and critical thinking. Developing the ability to think independently leads to strengthened learning communities.

The components of the doctoral program include course work, field experience, research, and writing, culminating in the dissertation process. Candidates may earn the Specialist Degree equivalency after successful completion of the Area I coursework and other requirements as indicated in the program description. The Ed.D. degree requirements include a minimum of 61 hours of coursework beyond the master's degree and twelve hours minimum of dissertation credit.

Candidates who have earned the Education Specialist (Ed.S.) degree from Piedmont College may apply to the Ed.D. program and may apply credit toward Area I coursework requirements. Up to six hours of transfer credit beyond the master's degree may be submitted by applicants with post master's credit from other institutions. All transfer credit is subject to approval by the Director of Doctoral Studies department and by the Registrar.

The Doctoral program in Curriculum and Instruction is an approved program by the Professional Standards Commission (PSC) and The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This program leads to an S-7 Certificate and requires successful passage of the GACE exam in Curriculum and Instruction. Candidates completing the program are eligible for a pay upgrade, to a 7 year level. (Those enrolling in the Ed.S. program after January 2013 will complete the GACE exam as a part of their S-6 certification.

Description of Admissions Process

Step 1. The applicant will complete the required application file by the January 15 deadline.

Step 2. The Ed.D. Admissions Committee will review completed application files and invite those who are approved to sit for a writing assessment and an interview.

Step 3. The Ed.D. Admissions Committee will review all admissions materials and select candidates to be offered acceptance into the Ed.D. degree program.

Course Descriptions (p. 105)

CURRICULUM AND INSTRUCTION, ED.D.

Program of Study

The Ed.D. in Curriculum and Instruction will be delivered in a lock-step cohort model, on the Athens and Demorest campuses of Piedmont College and may include synchronous interactive video. Candidates will complete coursework on a schedule which is designed to provide optimum learning opportunities. Program completion is dependent on meeting all dissertation requirements.

Candidates for the doctoral program must complete a minimum of 73 hours beyond the master's degree. The program is divided into three areas. Area I courses form the foundation on which the doctoral program is built. Area II courses provide an in depth and advanced look at the areas affecting P-12 schools while preparing the candidate to do advanced graduate research. Area III supports the candidate throughout the dissertation process. The curriculum for the Ed.D. program is designed to promote depth and breadth to the study of curriculum and instruction while promoting teacher leadership and school improvement. Candidates explore major areas of concern in the contemporary school as well as historical issues affecting schools today.

Area I (30 hours)

Either an Education Specialist (EdS) degree from Piedmont College or an Education Specialist (EdS) degree or thirty (30) credits beyond the master's degree in Curriculum and Instruction or related field from an accredited college or university. A transcript analysis will be conducted by the program director and an individual program of studies will be developed.

Area II Courses (31 hours)

EDD 8831	Trends and Issues in Curriculum Leadership	3
EDD 8830	Philosophical Views in Education	3
EDD 8847	Advanced Studies in Learning and Cognition	3
EDD 8841	Advanced Study of Differentiated Instruction: A Paradigm for Embracing Student Diversity	3
EDD 8855	Reading and Writing at the Doctoral Level	3
EDD 8856	Collaborative Communities: Innovative Teaching and Learning in a Multicultural Environment	3
EDD 8862	Educational Law, Ethics, and Policy	3
EDD 8870	Program Design and Evaluation	3
EDD 8875	Preparing for Admission to Candidacy and Understanding the Purpose of a Literature Review	1
EDD 8899	Quantitative Research and Statistical Analysis	3
EDD 9900	Qualitative Research and Analysis in Education	3

Area III Courses

EDD 9901	Dissertation Applied Research I	3
EDD 9902	Dissertation: Individual Support for Scholarly Writing I	1
EDD 9903	Dissertation: Individual Support for Completing the Research Plan	1
EDD 9904	Dissertation Applied Research II	3
EDD 9905	Dissertation: Individual Support for Scholarly Writing II	1
EDD 9906	Dissertation: Individual Support for Prospectus Preparation and Continued Research	1
EDD 9907	Dissertation Applied Research IIIA	1
EDD 9917	Dissertation Applied Research IIIB	1
EDD 9927	Dissertation Applied Research IIIC	1
EDD 9908	Dissertation	1

In addition to the coursework outlined above, candidates will also complete the following requirements to earn the Ed.D. degree:

- Completed application for graduation
- Documentation of meeting Doctoral Candidate Learning Outcomes (DCLOs), and, the DCLO Interactive Display requirements

- Comprehensive Examination
- Admission to Candidacy
- Residency Requirements
- Dissertation Prospectus Defense with Human Subjects Review of Research Plan
- Dissertation Research and Defense
- Submission of final dissertation document to the library for publication

Interactive Learning Artifact Display

Doctoral candidates are required to demonstrate mastery of the Doctoral Candidate Learning Outcomes (DCLOs). The Interactive Learning Artifact Display allows candidates to share knowledge gleaned from coursework, faculty, other Piedmont students, and their own research. An exhibition/poster synthesis of their learning provides candidates with an avenue to guide other educators in best practice; connecting theory to practice; modelling knowledge, skills, and dispositions; and to motivating others to action. This culminating event occurs at the end of Area II coursework and is scheduled with the Director of Doctoral Studies in conjunction with the major professors in the program. Faculty, community members, the candidate's colleagues, and Piedmont students are invited to attend the event.

Committee Structure

During the last semester of Area II coursework, each doctoral student will select a committee chair who is a faculty member of the Piedmont College School of Education. Once the chair is confirmed and the student enters Area III, they work together to select at least two other committee members to make up the committee (one must be Piedmont faculty, the other Piedmont faculty or a person with a terminal degree approved by the Director of Doctoral Studies). Members other than Piedmont faculty must submit a current vita (unless already on file). The proposed committee membership should be submitted on the "Doctoral Committee for Doctorate of Education Candidate" form to the Director of Doctoral Studies for final approval.

The doctoral committee, in consultation with the candidate and research director, is charged with advising the candidate on the required research skills, guiding the dissertation research, and approving the dissertation prospectus and the final dissertation defense.

Field Experience:

A minimum of 20 hours field experience in all levels of P-12 environments is required for candidates seeking certification in Curriculum and Instruction (C&I). Candidates must also take and pass the GACE 300 C & I test to reserve recommendation for this certification. These experiences will be aligned with course requirements and documented on a field experience documentation form.

Comprehensive Examinations (COMPS)

Candidates will complete comprehensive examinations after completing Area I and Area II coursework. The COMPS are designed as a multiple choice examination covering salient content from all courses in Area II. Candidates must pass COMPS before entering Area III. Candidates may retake the examination only one time. If the candidate fails the examination the second time, he/she must schedule a meeting with the Director of Doctoral Studies.

Admission to Candidacy

The Admission to Candidacy examination requires a student to write a scholarly paper prior to entering Area III. This examination is designed to assess the student's ability to synthesize research and to produce a coherent, scholarly, literature review on a topic relevant to his or her research interests. The Admission to Candidacy Committee reviews each student's paper and evaluates the quality of the submission. The committee determines the student's readiness for candidacy and his or her potential for writing a dissertation. The committee assigns a pass, pass with revisions, or fail assessment. Candidates who receive a pass with revisions or a fail can re-write the paper one time. If the candidate fails Admission to Candidacy, he or she must wait one full year to retake the examination.

Dissertation Prospectus

The dissertation prospectus must be approved by the candidate's doctoral committee. The prospectus typically consists of the first three chapters of the dissertation and is reflective of the candidate's knowledge of the literature in curriculum and instruction, as well as the

literature associated with the dissertation topic. Additionally a well developed plan for the research methodology is articulated by the candidate. Candidates must present the prospectus in person to the committee in a professional presentation as well as a written format. Candidates will be advised of approval of the prospectus by the committee along with any recommendations.

Dissertation

The Ed.D. culminates in the preparation and defense of a dissertation. The dissertation is prepared under the supervision of the doctoral committee. The committee receives continuous updates and revisions during the process in order to better facilitate communication of the project. When complete, the chair and the candidate will schedule a defense of the dissertation. The defense is heard by the doctoral committee, which must approve both the oral defense and the written dissertation. The document should be well written grammatically correct and follow current APA guidelines within the document and reference page. The academic community is invited to attend the final defense of any doctoral candidate.

Dissertation Editing Fee

All candidates must submit their dissertations for review by a final editor after the completion of the dissertation defense. Candidates are required to complete all suggested changes under the leadership of their doctoral chairs. All candidates may be required to pay a one-time dissertation editing fee prior to completion of the program.

Continuous Enrollment Requirement

Candidates for the Doctor of Education degree (Ed.D.) are expected to be continuously enrolled through all phases of their program. Full-time study load for students enrolled in Area I and Area II in the Ed. D. program is a minimum of 6 credit hours. Students who have completed Area I and Area II course work and who have successfully passed the comprehensive examination and Admission to Candidacy move to the dissertation phase (Area III). Thereafter, as candidates progress through the dissertation (Area III) phase, they must be enrolled in a minimum of 1 credit hour to be considered full-time doctoral candidates and must maintain regular communication with their doctoral committee chair.

Requests for a leave of absence for extenuating circumstances will be considered on a case-by case basis and must be made in writing to the Director of Doctoral Studies. Final approval rests with the Dean of the School of Education.

DOCTOR OF EDUCATION (ED.D.) DEGREE PROGRAM IN CURRICULUM AND INSTRUCTION AND SCHOOL LEADERSHIP CERTIFICATION

Qualified candidates who have earned the Education Specialist (Ed.S.) degree in Curriculum and Instruction at Piedmont College and who possess the appropriate dispositions to serve as school leaders may apply to take the course work in the school leadership certification program while simultaneously pursuing the Doctor of Education (Ed.D.) degree in Curriculum and Instruction (p. 94). As part of the required course work for the doctoral program, candidates will take 12 credits in school leadership studies in Area I, plus an additional four courses (12 credits). Additionally, candidates must take the Georgia Assessments for the Certification of Educators (GACE) assessments in both curriculum and instruction and school leadership. The following courses are required.

Required Courses

Courses in the Ed.S. Program in Curriculum and Instruction

EDS 8815	Curriculum Design for a Changing World	3
EDS 8860	School Law and Ethics	3
EDS 8851	School Resource Utilization	3
EDS 8880	Leadership in 21st Century Schools	3

Subtotal: 12

Additional Courses in School Leadership

EDSL 8810	Introduction to School Leadership	3
EDSL 8852	Monitoring and Evaluating School Practices	3
EDSL 8861	Data Driven Decision Making	3
EDSL 8881	Internship in School Leadership	3

Subtotal: 12

DANIEL SCHOOL OF NURSING AND HEALTH SCIENCES

Dr. Julia Behr, Dean

Dr. Abbey Dondanville, Associate Dean for Health Sciences

Dr. Maria Fisk, Associate Dean for Nursing

School of Nursing and Health Sciences Mission Statement

In accordance with the mission of Piedmont College, the Daniel School of Nursing and Health Sciences is committed to providing the graduate with the foundations to integrate knowledge, skills, and values from the arts and sciences through the development of a reciprocal learning community. The health professional will provide or accommodate quality care with respect for the diversity of individuals, groups and communities. The health professional, through engagement, personal growth, and ethical reasoning, will be a responsible global citizen who is a leader upholding high standards, while working collaboratively through the interprofessional team.

Faculty

Professor Dondanville

Assistant Professors Fouts, Koshuta, McKinney

ATHLETIC TRAINING, M.S.

Master of Science Degree

3+2 Master of Science Degree (Including B.S. in Exercise and Sport Science)

(Beginning 2019-2020)

Athletic trainers are allied health care professionals who collaborate with physicians to optimize patient and client activity and participation. Athletic training encompasses the prevention, diagnosis, and treatment of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. (www.NATA.org)

The M.S. in Athletic Training prepares students to become entry-level athletic trainers and qualifies them to take the BOC Exam (national board exam). It is a rigorous academic program that builds upon foundational course work in anatomy, physiology, exercise physiology, psychology, and other science related courses to provide students didactic and clinical experience exposure to the evidence-based decision making process used to examine, diagnose, and create appropriate prevention, treatment, and wellness interventions for clients across the age and ability spectrums. A degree in Athletic Training offers graduates opportunities to practice in a variety of settings. These settings include, but are not limited to, high school, college, and professional athletics, outpatient clinics, industrial rehabilitation sites, physician practices, the performing arts, safety settings, and higher education. Upon program completion, students will also be prepared to take the CHES (certified health education specialist) and CSCS (certified strength and condition specialist) exams. Acceptance into the Athletic Training Program is competitive and not guaranteed.

Once admitted into the program, students are required to maintain an overall minimum cumulative GPA of 3.0 and satisfactory performance during the clinical experiences to remain active in the athletic training program. Failure to maintain a cumulative 3.0 GPA for one semester will result in a one-semester probation. If the student has two consecutive semesters with a cumulative GPA below 3.0, they will be removed from the program (graduate students may not earn less than a "B" in more than one class over the course of their program). In addition to the Piedmont College graduation requirements, Athletic Training Majors must also complete a minimum of 900 hours of practical clinical experience (as assigned by the Program) and the Skills Master Log prior to graduation.

The existing undergraduate Athletic Training Program is accredited through the CAATE (Commission on Accreditation of Athletic Training Education; www.caate.net), and the process begun to transition to the graduate level (anticipated completion in 2018-2019). A CAATE-accredited degree in Athletic Training is necessary for students to be eligible to sit for the National Board of Certification Exam and practice as Certified Athletic Trainers. In 2015, the CAATE, in partnership with the NATA and Board of Certification, announced the mandatory transition of all undergraduate professional Athletic Training programs to the graduate level. To meet this goal, Piedmont College began a 3+2 program in Fall 2017, in which incoming undergraduate students who wish to become Certified Athletic Trainers will earn both bachelor's and master's degrees in five academic years (BS in Exercise and Sport Science and MS in Athletic Training). This program also allows students who hold a bachelor's degree from another institution to complete the master's in two academic years through a traditional admission route (beginning Summer 2019). As of Fall 2017, the program is no longer admitting students into the undergraduate degree track; students wishing to major in Athletic Training can enter the graduate track through both the 3+2 and traditional routes. The first graduate students will apply in Spring 2019 to begin coursework in Summer 2019.

Admission Criteria (3+2 and Traditional Entry)

Acceptance into the Athletic Training Program is competitive and not guaranteed. Prospective students must meet the minimum criteria listed below to be considered for admission to the program:

- Ability to meet the Technical Standards of Admission as documented by a licensed physician, nurse practitioner, or physician's assistant
- Admission to Piedmont College
- Declare Athletic Training as a major
- "C" or better on all required prerequisite coursework
- Completed application, cover letter, and professional resume (due February 15th; rolling admission afterwards until the cohort is full)
- Copy of unofficial transcripts (Final, official transcripts due before summer classes begin)
- 35 clinical observation hours with a Certified Athletic Trainer
- Copy of First Aid and CPR certification cards (must be valid through the start of summer courses)
- Copy of immunization records, including MMR, Tdap, Varicella, Hepatitis B and a current TB skin test (within 12 months)
- Overall cumulative minimum GPA of 2.8
- Two letters of recommendation (if already enrolled at Piedmont, one must be from a faculty or staff member)
- Successful background check and drug screen (must use the College's chosen vendor for both)
- Successful interview (interviews are extended in March)
- Current medical physical as documented by a licensed MD, PA, or No within the last 12 months

Prerequisite Courses: (3+2 and Traditional Entry)

All students applying from outside of Piedmont College who will complete all requirements for a Bachelor's degree at their home institution by the end of the application semester (traditional route) must have all prerequisites completed at that time. Prospective students must have completed, or be currently enrolled in, the following courses when applying to the Athletic Training program (only grades of "C" or better will be accepted):

- Anatomy and Physiology I and II (6-8cr)
- Organic Chemistry (4cr; required for Piedmont and transfer 3+2 students; recommended for traditional entry students)
- Biochemistry (3-4cr)
- Microbiology, Medical Microbiology, or similar (4cr)
- Physics I and II (8cr)
- Exercise Physiology (3-4cr)
- Kinesiology or Biomechanics (3-4cr)
- Basic Nutrition or Sport Nutrition (3cr)
- Fitness Assessment, Exercise Prescription, Strength and Conditioning, or similar (3cr)
- General Psychology, Anthropology, or Sociology (3cr)
- Introduction to health science, exercise science, athletic training, or similar (3cr)
- Developmental, Abnormal, or Sport Psychology or similar (3cr)
- Statistics or Biostatistics (3cr)

Provisional Admission and Transfer Policy (3+2 Track only):

All students applying in their 3rd year from Piedmont College or transferring from an outside institution into the 3+2 track must have all General Education Core courses, all prerequisite courses, and a minimum of 90 credit hours completed by the end of the application semester. Prospective students must have completed, or be currently enrolled in, the prerequisite courses listed above when applying to the Athletic Training program (only grades of “C” or better will be accepted). In addition to the Admission Criteria above, these students must also submit the following:

- An application for admission with the required essay
- Official transcripts from each college, university, or technical school attended. Transfer applicants must present a satisfactory academic record (normally at least a 2.0 on a 4.0 scale with all grades being considered) from each institution attended
- Only courses from regionally accredited institutions and foreign institutions approved for semester abroad will be accepted for credit
- Courses from regionally accredited technical colleges in the State of Georgia may be accepted pursuant to Articulation Agreements between Piedmont College and the specific technical college
- Only grades of “C” or higher are transferred in all courses
- Developmental, orientation, student-assembly, and cultural-events credits are nontransferable

Graduation Requirements: (3+2 and Traditional Entry)

- If on the 3+2 track, completion of a minimum of 165 credit hours, of which all 65hrs in the professional phase of the program must be completed at Piedmont College;
- Complete all professional phase required courses and elective coursework with no more than one grade lower than a “B”
- Have a cumulative GPA of at least 3.0
- Demonstrate satisfactory performance during the clinical experiences ($\geq 70\%$ on all evaluations)
- Complete all required skills as documented in the Master Log on e*Value
- Complete all required clinical hours (900hrs) as documented in the Practicum (required) and Internship (recommended) courses
- Demonstrate satisfactory performance on the thesis project and presentation ($\geq 70\%$ on each)

Athletic Training (3+2) Curriculum Outline

General Education

Subtotal: 46

Piedmont College Requirement

PDMT 1101	Intro to College Life and Liberal Arts Tradition	1
-----------	--	---

Subtotal: 1

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont College must meet this college requirement.

Exercise and Sport Science Foundation

BIOL 1101	General Biology I	3
BIOL 2150	Medical Microbiology	4
HSCS 2210	Basic Nutrition	3
MATH 2450	Calculus I	4

Subtotal: 14

BIOL 2100, BIOL 2110, BLAB 1101, MATH 2100, PSYC 2290: Courses required by Athletic Training included under General Education and not counted again here.

Exercise and Sport Science Concentration

CHEM 1101	General Chemistry I	3
CHEM 1102	General Chemistry II	3

CHEM 2351	Organic Chemistry I	4
CHEM 4210	Biochemistry	3
HSCS 1101	Emergency Techniques	2
HSCS 1110	Introduction to Health Sciences	3
HSCS 2202	Care and Prevention	3
HSCS 2221	Kinesiology and Biomechanics	3
HSCS 3301	Physiology of Exercise	4
HSCS 3321	Fitness Assessment and Prescription	3
PHYS 2110	General Physics I	4
PHYS 2120	General Physics II	4

Subtotal: 45**Athletic Training Concentration (Beginning in 2019-2020)**

ATRG 5120	Practical and Emergency Techniques in Athletic Training	3
ATRG 5125	Physical Assessment and the Patient Experience	3
ATRG 5201	Practicum I in Athletic Training	2,2,4
ATRG 5221	Practicum II in Athletic Training	2,2,4
ATRG 5222	Therapeutic Modalities	4
ATRG 5303	Orthopedic Assessment: Upper Extremity	3
ATRG 5322	Therapeutic Exercise	4
ATRG 5323	Orthopedic Assessment: Lower Extremity	3
ATRG 6301	Practicum III in Athletic Training	2,4,6
ATRG 6321	Practicum IV in Athletic Training	2,4,6
ATRG 6402	Organization and Administration of AT Programs	3
ATRG 6420	Seminar (Capstone Course)	3
HSCS 5100	Epidemiology and Biostatistics	3
HSCS 5302	Pathology and Pharmacology	4
HSCS 5301	Implementation and Evaluation of Health Programming	3
	OR	
HSCS 5340	Coaching Behavior Change	3
HSCS 5410	Research Methodology in Health Sciences	3
HSCS 5411	Current and Emerging Issues in Health Policy, Economics, and Advocacy	3
HSCS 6411	Assessing Healthcare Quality	3
	OPTIONAL:	
HSCS 5420	Advanced Strength and Conditioning	3
HSCS 5440	Nutrition for Health Programming	3
ATRG 5499	Internship in Athletic Training	1-6

Subtotal: 65

Subtotal: 165

Athletic Training (MS-only) Curriculum Outline**(Beginning in 2019-2020)**

ATRG 5120	Practical and Emergency Techniques in Athletic Training	3
ATRG 5125	Physical Assessment and the Patient Experience	3
ATRG 5201	Practicum I in Athletic Training	2,2,4
ATRG 5221	Practicum II in Athletic Training	2,2,4
ATRG 5222	Therapeutic Modalities	4
ATRG 5303	Orthopedic Assessment: Upper Extremity	3
ATRG 5322	Therapeutic Exercise	4
ATRG 5323	Orthopedic Assessment: Lower Extremity	3

ATRG 6301	Practicum III in Athletic Training	2,4,6
ATRG 6321	Practicum IV in Athletic Training	2,4,6
ATRG 6402	Organization and Administration of AT Programs	3
ATRG 6420	Seminar (Capstone Course)	3
HSCS 5100	Epidemiology and Biostatistics	3
HSCS 5302	Pathology and Pharmacology	4
HSCS 5301	Implementation and Evaluation of Health Programming	3
HSCS 5340	OR Coaching Behavior Change	3
HSCS 5410	Research Methodology in Health Sciences	3
HSCS 5411	Current and Emerging Issues in Health Policy, Economics, and Advocacy	3
HSCS 6411	Assessing Healthcare Quality	3
	OPTIONAL:	
HSCS 5420	Advanced Strength and Conditioning	3
HSCS 5440	Nutrition for Health Programming	3
ATRG 5499	Internship in Athletic Training	1-6
Subtotal: 65		

HEALTH AND HUMAN PERFORMANCE, M.S.

Master of Science Degree

(Beginning 2019-2020)

The Master of Science in Health and Human Performance is a full-time, residential program which follows a 14-month (36 credits), sequenced curriculum focused on improving access to and quality of health services provided to clients. This program is designed for students who wish to explore the interaction between sociocultural variables, resource availability, and programming strategies that promote health and wellness. Throughout their coursework, students will assess population needs and use targeted behavior coaching and health education principles to address chronic and acute conditions, enhance team and individual physical performance, and promote a healthy lifestyle. All students complete both a culminating thesis project on a professionally-relevant topic and a 2 credit hour (minimum) internship with a community partner. Upon program completion, students will be prepared to take the CHES (certified health education specialist) and CSCS (certified strength and condition specialist) exams. The M.S. in Health and Human Performance is appropriate for students from a variety of majors including, but not limited to: exercise science, athletic training, community and commercial recreation, community health or health promotion, applied health science, physical education, and sport administration.

Admission Criteria

Acceptance into the Health and Human Performance Program is open to all students who meet the following criteria:

- Admission to Piedmont College
- Declare Health and Human Performance as a major
- "C" or better on all required prerequisite coursework
- Completed application, cover letter, and professional resume (due February 15th; rolling admission afterwards until the cohort is full)
- Copy of unofficial transcripts (final official transcripts must be submitted before classes begin)
- Copy of immunization records, including Hepatitis B and a TB skin test (within 12 months)
- Overall cumulative minimum GPA of 2.8
- Two letters of recommendation (if already enrolled at Piedmont, one must be from a faculty or staff member)

- Successful background check and drug screen (must be completed prior to participating in the Internship)

Prerequisite Courses:

Prospective students must have completed, or be currently enrolled in, the following prerequisite courses when applying to the Health and Human Performance program (only grades of “C” or better will be accepted):

- Anatomy and Physiology (two course sequence; 6-8cr)
- Kinesiology or Biomechanics (3-4cr)
- Basic Nutrition or Sport Nutrition (3cr)
- Fitness assessment, exercise prescription, strength and conditioning, or similar (3cr)
- General psychology, anthropology, or sociology (3cr)
- Introduction to health science, exercise science, athletic training, physical education, or similar (3cr)
- Statistical methods or biostatistics (3cr)
- Health Promotion or similar (3cr)
- Health Policy and Law or similar (3cr)

Recommended Courses:

The following courses are recommended, but not required for program admission:

- Exercise physiology (3-4cr)
- Developmental or abnormal psychology (3cr)
- Sport Psychology (3cr)

Provisional Admission and Transfer Policy:

Prospective students must have completed, or be currently enrolled in, the prerequisite courses listed above when applying to the Health and Human Performance program (only grades of “C” or better will be accepted). In addition to the Admission Criteria above, these students must also submit the following:

- An application for admission with the required essay
- Official transcripts from each college, university, or technical school attended. Transfer applicants must present a satisfactory academic record (normally at least a 2.0 on a 4.0 scale with all grades being considered) from each institution attended
- Only courses from regionally accredited institutions and foreign institutions approved for semester abroad will be accepted for credit
- Courses from regionally accredited technical colleges in the State of Georgia may be accepted pursuant to Articulation Agreements between Piedmont College and the specific technical college
- Only grades of “C” or higher are transferred in all courses
- Developmental, orientation, student-assembly, and cultural-events credits are nontransferable

Graduation Requirements:

- Complete all required courses (36 credits) coursework with no more than one grade lower than a “B”
Have a cumulative GPA of at least 3.0
- Demonstrate satisfactory performance during the internship ($\geq 70\%$ on all evaluations)
- Demonstrate satisfactory performance on the thesis project and presentation ($\geq 70\%$ on each part)

Health and Human Performance, M.S., Curriculum Outline

ATRG 5120	Practical and Emergency Techniques in Athletic Training	3
	OR	
HSCS 5440	Nutrition for Health Programming	3
ATRG 5125	Physical Assessment and the Patient Experience	3
ATRG 6402	Organization and Administration of AT Programs	3
HSCS 5100	Epidemiology and Biostatistics	3
HSCS 5301	Implementation and Evaluation of Health Programming	3
HSCS 5302	Pathology and Pharmacology	4
HSCS 5340	Coaching Behavior Change	3
HSCS 5410	Research Methodology in Health Sciences	3
HSCS 5411	Current and Emerging Issues in Health Policy, Economics, and Advocacy	3
HSCS 5420	Advanced Strength and Conditioning	3
HSCS 5499	Internship in Health Sciences	1-6
HSCS 6411	Assessing Healthcare Quality	3
Subtotal: 36		

COURSES

ACCT - ACCOUNTING

ACCT 6430 - International Financial Management (3)

This course examines the theoretical and technical concepts involved in conducting business in a global economy. A framework for making intelligent investment decisions and achieving successful investments results is developed.

Prerequisite: ACCT 2010 (and ACCT 2020 or equivalent.). Cross-Listed as: BUSA 6430.

ACCT 6500 - Corporate Financial Analysis (3)

Students explore theoretical and practical applications of making successful financing and investing decisions. Course content includes capital markets, financial statement analysis, portfolio theory, securities valuation, capital budgeting, capital structure decision-making, financial planning, capital market financing techniques, merger and acquisition, international finance, and regulatory reporting requirements.

Prerequisite: ACCT 2010 and ACCT 2020 or equivalent.. Cross-Listed as: BUSA 6500.

ACCT 6530 - Managerial Accounting (3)

Students examine how internal managers use accounting data for planning and controlling operations as well as other management responsibilities. Course emphasis is on the manager's ability to add value using financial analyses for effective decision-making.

Prerequisite: ACCT 2010 and ACCT 2020 or equivalent.. Cross-Listed as: BUSA 6530.

ACCT 6990 - Special Topics (3)

The content varies from offering to offering. This course is used to add special material to the curriculum on an ad hoc basis and also provides a venue for visiting faculty to teach their specialties thereby enriching the student's M.B.A. experience.

Cross-Listed as: BUSA 6990.

ANTH - ANTHROPOLOGY

ANTH 6600 - Advanced Studies in Anthropology (3)

The course requires intensive reading and/or research on anthropological topics. The content of the course can vary from course to course. The course may be taken more than once for credit if the course topic is different.

Typically Offered: As needed online.

ART - ART

ART 6620 - Art Education Methods B-8 (3)

Studio work, seminars, and presentations on planning and implementing an art program for grades B-8. Emphasis on teaching studio, art history and aesthetic inquiry methods appropriate for early childhood and middle grades. Directed field-based experience required. Teaching of laboratory classes required.

ART 6621 - Art Education Methods 9-12 (3)

Studio work, seminars, and presentations on planning and implementing an art program for grades 9-12. Emphasis on teaching studio, art history and aesthetic inquiry methods appropriate for secondary education. Directed field-based experience required. Teaching of laboratory classes required.

ART 6630 - Art Criticism and Aesthetic Inquiry (3)

A study of issues in art criticism and aesthetics, including artistic theories and the analysis and evaluation of works of art. Case studies and reviews of specific works are examined. Creative, pedagogical and social implications are emphasized.

ART 6650 - Special Topics in 2D Art Studio (3)

Development of two dimensional studio course work as an artist/educator. Emphasis on individualized instruction leading to the development of a focused body of professional work. May be repeated for credit. Additional studio work outside of class is required. Only available at the Demorest Campus.

ART 6651 - Special Topics in 3D Art Studio (3)

Development of three dimensional studio course work as an artist/educator. Emphasis on individualized instruction leading to the development of a focused body of professional work. May be repeated for credit. Additional studio work outside of class is required. Only available at the Demorest Campus.

ART 6675 - Special Topics in Art History (3)

Selected topics and research problems in art history. Emphasis on individualized research with professional and/or pedagogical applications. May be repeated for credit.

ART 7701 - Studies in Art Instruction (3)

Seminars, special presentations and research projects for experienced art teachers seeking advanced professional development. Classroom techniques for studio, art history, and aesthetic inquiry will be emphasized. Directed field-based experience required. Teaching of laboratory classes required.

ART 7702 - Advanced Studies in Art Instruction (3)

Seminars, special presentations and research projects for experienced art teachers seeking advanced professional development. Curriculum development, scope and sequence, and strategies in integrating art into the educational system are discussed. Directed field-based experience required. Teaching of laboratory classes required.

ART 7737 - Seminar in Advanced Instruction - Methods for Art Education (1)

A study of instructional methods, including cooperative learning, inquiry learning, grouping considerations, and other instructional variables. Candidates will learn how to select, plan, sequence, implement, and evaluate various instructional methodologies applicable to their student teaching placement. Guided practicum in collaboration with corequisite ART 7742 teaching experience.

Corequisite: ART 7742.

ART 7742 - Internship I (P-8) (3)

Field-based experience under the supervision of one or more host teachers and a college faculty member. Candidates observe, plan and teach lessons, conduct assessments, and work with both whole-class and small groups at PK-K, 1-3, 4-5, and 6-8 grade levels.

ART 7743 - Internship II (9-12) (5)

Placement in a school for a directed experience in the field of art education (9-12) under the supervision of one or more host teachers and a college faculty member.

Prerequisite: Georgia Assessments for the Certification of Educators (GACE) Content Assessments must be passed before registration for the final semester of coursework in Art Education.

ART 7744 - Advanced Internship in Art (5)

A candidate must complete an application for internship prior to registering for ART 7744 and provide a copy of his/her yearlong teaching contract to the department chair. The internship extends throughout one academic year (two semesters). It is preferable that candidates begin an internship in the fall semester and complete it the following spring semester. The internship experience is based in a public or

approved private school. Internship placements may take place only within a 50-mile radius of the campus unless otherwise approved by the Dean of the School of Education.

Prerequisite: Georgia Assessments for the Certification of Educators (GACE) Content Assessments must be passed before registration for the final semester of coursework in Art Education.

ART 7745 - Advanced Internship in Art (5)

A candidate must complete an application for internship prior to registering for ART 7744 and provide a copy of his/her yearlong teaching contract to the department chair. The internship extends throughout one academic year (two semesters). It is preferable that candidates begin an internship in the fall semester and complete it the following spring semester. The internship experience is based in a public or approved private school. Internship placements may take place only within a 50-mile radius of the campus unless otherwise approved by the Dean of the School of Education.

Prerequisite: Georgia Assessments for the Certification of Educators (GACE) Content Assessments must be passed before registration for the final semester of coursework in Art Education.

ART 7788 - Art Education Capstone (3)

This course is non-transferable and must be completed at Piedmont College. Designed to synthesize the graduate experience for candidates in the art education program. The course culminates in research that demonstrates the individual's mastery of the graduate program in education, including conceptual, content, and pedagogical skills. Components of this course include written documentation of research skills, exhibit of student and personal artwork, and a portfolio containing graduate studies.

Prerequisite: Application for graduation must be submitted when registering for this course..

ART 8650 - Theoretical Perspectives in Art Education (3)

This is a graduate level seminar, which focuses on theoretical perspectives in the area of art education and the relevance of theory to the practice of curriculum development and implementation, and scholarly writing in art education. Students will explore and engage with selected theories of the 20th and 21st century's that hold a place of prominence in current research, curriculum, and pedagogical dialogues in the field of art education. This course will involve careful reading of the work of key theorist through both primary sources and secondary sources that exemplify putting theory to work in art education and related fields. This course is not intended to promote particular theories or theorists, but rather to assist graduate students in their development as researchers and scholars who persist in the difficult work of challenging the limitations of personal experience, understanding, and ways of knowing through engagement with theories that can offer alternative perspectives.

ART 8651 - Contemporary Issues in Art Education (3)

This is a graduate level seminar, which focuses on theoretical perspectives in the area of art education and the relevance of theory to the practice of curriculum development and implementation, and scholarly writing in art education. Students will explore and engage with selected theories of the 20th and 21st century's that hold a place of prominence in current research, curriculum, and pedagogical dialogues in the field of art education. This course will involve careful reading of the work of key theorist through both primary sources and secondary sources that exemplify putting theory to work in art education and related fields. This course is not intended to promote particular theories or theorists, but rather to assist graduate students in their development as researchers and scholars who persist in the difficult work of challenging the limitations of personal experience, understanding, and ways of knowing through engagement with theories that can offer alternative perspectives.

ATRG - ATHLETIC TRAINING

ATRG 5120 - Practical and Emergency Techniques in Athletic Training (3)

(Effective Summer 2019)

This laboratory-based course includes principles and techniques in the emergency care of injuries and conditions to the physically active. Content will include, but is not limited to; CPR, basic life support, AED usage, oxygen administration, Heimlich maneuver, emergency response and planning, and the healthcare chain. Special consideration will be given to bloodborne and airborne pathogens and the prevention of disease transmission. Additionally, concepts and skills regarding protective equipment fitting and removal, taping, wrapping, bracing (preventatively and functionally), emergency transportation techniques including spine boarding will be included.

Prerequisite: ATRG or HLHP Program Admission. Typically Offered: Demorest Campus: summer.

ATRG 5125 - Physical Assessment and the Patient Experience (3)

(Effective Summer 2019)

This laboratory-based course explores physical assessment skills including pre-participation physical examinations, hydration status, environmental safety, urinalysis, glucometers, peak flow meters, vital signs, sphygmomanometer, stethoscope, ophthalmoscope, and otoscope use among many others. This course also explores the patient experience and strategies to enhance that experience for all patients.

Prerequisite: ATRG or HLHP Program Admission. Typically Offered: Demorest Campus: summer.

ATRG 5201 - Practicum I in Athletic Training (2,2,4)

(Effective Fall 2019)

This experiential learning course allows students to practice skills learned in their didactic courses under a clinical preceptor's supervision. Students must complete 150 clinical hours and assigned proficiencies. Proof of current PPD and CPR/AED certification and signed clinical agreement are required no later than 7 days after the first day of classes.

Prerequisite: ATRG 5120 and ATRG 5125. Typically Offered: Demorest Campus: fall.

ATRG 5221 - Practicum II in Athletic Training (2,2,4)

(Effective Fall 2019)

This experiential learning course allows students to practice skills learned in their didactic courses under a clinical preceptor's supervision. Students must complete 150 clinical hours and assigned proficiencies. Proof of current PPD and CPR/AED certification and signed clinical agreement are required no later than 7 days after the first day of classes.

Prerequisite: ATRG 5201. Typically Offered: Demorest Campus: spring.

ATRG 5222 - Therapeutic Modalities (4)

(Effective Fall 2019)

This course explores the therapeutic and physiologic effects, indications, and contraindications of various treatment modalities. Students will practice application of these techniques in both the laboratory component and during clinical experience hours under preceptor supervision.

Prerequisite: ATRG 5120 and ATRG 5125. Typically Offered: Demorest Campus: fall.

ATRG 5303 - Orthopedic Assessment: Upper Extremity (3)

(Effective Fall 2019)

This course emphasizes evaluation, diagnosis, and treatment of sports-related head, neck, abdomen, and upper extremity injuries and conditions. Special attention will be given to inspection, palpation, and special testing of bony, neurological, vascular, muscular, and inert soft tissues.

Prerequisite: ATRG 5120 and ATRG 5125. Typically Offered: Demorest Campus: fall.

ATRG 5322 - Therapeutic Exercise (4)

(Effective Fall 2019)

An examination of the theory, use, and effects of rehabilitative exercises used in the treatment of orthopedic injuries. Students will practice designing and implementing comprehensive rehabilitative programs in both the laboratory component and during clinical experience hours under preceptor supervision.

Prerequisite: ATRG 5222. Typically Offered: Demorest Campus: spring.

ATRG 5323 - Orthopedic Assessment: Lower Extremity (3)

(Effective Fall 2019)

This course emphasizes evaluation, diagnosis, and treatment of sports-related lumbar spine, pelvic, and lower extremity injuries and conditions. Special attention will be given to inspection, palpation, and special testing of bony, neurological, vascular, muscular, and inert soft tissues and gait analysis.

Prerequisite: ATRG 5303. Typically Offered: Demorest Campus: spring.

ATRG 5499 - Internship in Athletic Training (1-6)

(Effective Fall 2019)

Supervised clinical experience in an approved setting. Students must complete 50 experiential learning hours per academic credit hour. Internship application and proof of affiliated site agreement, memo of supervisor understanding, and signed clinical agreement are required no later than 14 days BEFORE the first day of the internship. Sites must be evaluated by the college and preceptors trained before the internship can begin. Can be repeated for a total of 6 hours.

Prerequisite: Instructor permission. Typically Offered: Demorest Campus: fall, spring, summer.

ATRG 6301 - Practicum III in Athletic Training (2,4,6)

(Effective Fall 2019)

This experiential learning course allows students to practice skills learned in their didactic courses under a clinical preceptor's supervision. Students must complete 300 clinical hours and assigned proficiencies. Proof of current PPD and CPR/AED certification and signed clinical agreement are required no later than 7 days after the first day of classes.

Prerequisite: ATRG 5221. Typically Offered: Demorest Campus: fall.

ATRG 6321 - Practicum IV in Athletic Training (2,4,6)

(Effective Fall 2019)

This intensive experiential learning course allows students to practice skills learned in their didactic courses under a clinical preceptor's supervision. Students must complete 375 clinical hours and assigned proficiencies. Proof of current PPD and CPR/AED certification and signed clinical agreement are required no later than 7 days after the first day of classes.

Prerequisite: ATRG 6301. Typically Offered: Demorest Campus: spring.

ATRG 6402 - Organization and Administration of AT Programs (3)

(Effective Fall 2019)

Examination of organization and administration, including: budgeting, legal concerns, leadership theories, facility and event planning, program and personnel evaluation, human resource management, insurance and risk management practices, and Code of Ethics.

Prerequisite: ATRG or HLHP Program Admission. Typically Offered: Demorest Campus: fall.

ATRG 6420 - Seminar (Capstone Course) (3)

(Effective Fall 2019)

This course includes BOC exam preparation, professional resume/vitae development, and interview skills practice. Research literature will be used to determine the evidence underpinning current practice and to develop critical thinking skills. Each student will also complete an original research project, write a professional report, and present the results of the study to the faculty, staff, and students. CAPSTONE COURSE

Prerequisite: HSCS 5410. Typically Offered: Demorest Campus: spring.

BIOL - BIOLOGY

BIOL 5100 - Biological Science (3)

This course is based on current topics and issues in the world of science. Students will research current scientific developments in the areas of environmental biology, ecology, genetics, etc. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

BIOL 5200 - Plant Diversity (3)

This course is an introduction to the evolution, diversification and conservation of plant species. Includes identification of plant species, and interactions among and within plant populations and communities.

BIOL 5700 - Ecological Concepts (3)

This course serves as an introduction to ecological concepts and emphasizes interactions at the individual, population, and community levels. Natural selection, population dynamics, and ecological succession are also covered.

BIOL 5800 - The Internal Environment (3)

A survey of the major functions of the human body with special emphasis on their interconnection and homeostasis. Intended for secondary education and middle grades graduate students with a science concentration. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

BIOL 6100 - Biological Science (3)

This course is based on current topics and issues in the world of science. Students will research current scientific developments in the areas of environmental biology, ecology, genetics, etc. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

BIOL 6200 - Plant Diversity (3)

This course is an introduction to the evolution, diversification and conservation of plant species. Includes identification of plant species, and interactions among and within plant populations and communities.

BIOL 6500 - Animal Diversity (3)

A survey of the animal phyla with emphasis on functional morphology, ecology and phylogeny. Intended for secondary education and middle grades graduate students with a science concentration.

BIOL 6700 - Ecological Concepts (3)

This course serves as an introduction to ecological concepts and emphasizes interactions at the individual, population, and community levels. Natural selection, population dynamics, and ecological succession are also covered.

BUSA - BUSINESS ADMINISTRATION**BUSA 6100 - Managerial Ethics (3)**

This course explores a broad range of ethical issues and resulting opinions that impact one's role in both society and the corporate world. Special emphasis is given to the integration of ethics into key strategic business decisions. Topics covered include stakeholder relationships, agency theory, individual factors versus organizational factors, legal requirements versus ethical duties, and ethical issues in the global arena.

BUSA 6200 - Strategic Marketing (3)

The marketing mix involves price, product, promotion and place. By adopting a strategic view of marketing we ensure that the marketing plan clearly articulates the business level strategy in the marketplace. A necessary attribute of "clear articulation" is internal consistency with the mix. This strategic view then insures that marketing decision-making focuses on the linkages between strategic management and marketing management. Specific topics covered include opportunity analysis, the formulation of marketing strategies, and the implementation and control of these strategies.

BUSA 6220 - Global Economic Analysis (3)

The focus of this course is driven by international trade theory and policy as well as international monetary theory and policy. The potential impacts of the theories and policies upon business decisions and performance is explored. Topics covered include trade theories and extensions, trade policies and the impacts of implementation, foreign exchange dynamics, and international financial markets and their use.

BUSA 6310 - Leadership (3)

The purpose of the strategic management process, at the business unit level of analysis, is the development and sustainment of competitive advantage. Competitive advantage is based upon knowledge and ultimately, all knowledge is held either in human brains or in technology. Explicit knowledge resides in both technology and the human brain whereas tacit knowledge resides only in the human brain. In this course, students will learn leadership theory and the behavioral science literature that underpins leadership theory. Students will then understand the linkage between competitive advantage and human resources.

BUSA 6430 - International Financial Management (3)

This course examines the theoretical and technical concepts involved in conducting business in a global economy. A framework for making intelligent investment decisions and achieving successful investment results is developed.

Prerequisite: ACCT 2010 and ACCT 2020 or equivalent. Cross-Listed as: ACCT 6430.

BUSA 6500 - Corporate Financial Analysis (3)

Students explore theoretical and practical applications of making successful financing and investing decisions.. Course content includes capital markets, financial statement analysis, portfolio theory, securities valuation, capital budgeting, capital structure decision-making, financial planning, capital market financing techniques, merger and acquisition, international finance, and regulatory reporting requirements.

Prerequisite: ACCT 2010 and ACCT 2020 or equivalent.. Cross-Listed as: ACCT 6500.

BUSA 6530 - Managerial Accounting (3)

Students examine how internal managers use accounting data for planning and controlling operations as well as other management responsibilities. Course emphasis is on the manager's ability to add value using financial analyses for effective decision making.

Prerequisite: ACCT 2010 and ACCT 2020 or equivalent.. Cross-Listed as: ACCT 6530.

BUSA 6600 - Business Analytics (3)

This course explores the key statistical concepts that are the foundation to a wide variety of quantitative techniques used to make more effective business decisions. Students will be introduced to the broad field of business analytics, review the statistical foundation, explore software technologies available, and learn how to implement several common techniques such as statistical process control, regressions, classification models and cluster analysis.

BUSA 6610 - Project Management Analysis (3)

This course, informed by the Project Management Institute's Body of Knowledge, emphasizes the role that successfully executed projects play in continuous improvement efforts such as Six Sigma. Students will critically assess both P.E.R.T. and C.P.M to understand the pros and cons of each approach to network analysis and therefore know when to apply each approach. Finally, students will learn that when they employ project management techniques in the continuous improvement cycle (the Deming Cycle), reducing the time required to complete one loop of the Deming Cycle can be the basis for competitive advantage.

BUSA 6820 - Human Resource Management and Compliance (3)

This course explores the practices associated with each phase of the employment process and their potential impacts upon the strategic management of the firm. Topics covered include hiring processes, issues in managing a diverse workforce, compensation management, performance management, termination, downsizing, compliance with laws and regulations related to the human side of the enterprise.

BUSA 6900 - Strategic Management and Governance (3)

The strategic management process, the mainstay of this course, addresses corporate level strategy and business level strategy with special emphasis on their interrelationships. This means a focus on macro, industry and rival analysis; competitive advantage assessment; and value chain development. The elevation of student thinking to the strategic level, the synthesis of business strategy through the lenses of the resource-based view and the oral and written communication of that thinking to others are the primary course outcomes. There is also a special emphasis on corporate governance and the role of agency theory in the creation and sustainment of an ethical business climate.

Prerequisite: ACCT 2010 and ACCT 2020 or equivalent..

BUSA 6910 - Capstone of Contemporary Issues (3)

Application for graduation must be submitted when registering for this class.

As the program capstone, this course serves two purposes: to serve as an integration mechanism for the M.B.A. curriculum and to serve as a vehicle for program assessment. Students will focus on running a business computer based simulator that will challenge the student to integrate knowledge acquired throughout the M.B.A. curriculum. This simulation integrates a capstone assessment model, which our accreditor has pre-approved.

Prerequisite: BUSA 6900 and this course must be taken during the student's last regular semester or with permission..

BUSA 6990 - Special Topics (3)

The content varies from offering to offering. This course is used to add special material to the curriculum on an ad hoc basis and also provides a venue for visiting faculty to teach their specialties thereby enriching the student's M.B.A. experience.

Cross-Listed as: ACCT 6990.

CEDU - CONTINUING EDUCATION**CEDU 7771 - Exploring STEM Education (4 CEUs)**

The goal of this course is to provide candidates with a broad foundation in STEM education, the STEM student, and the STEM learning environment. Candidates will be immersed in exemplary STEM learning environments, through case studies and in-person participation, to collect and analyze data in an effort to synthesize findings toward development of a STEM mindset. Candidates will understand and describe STEM education as interdisciplinary, collaborative, and a process driven endeavor; create an annotated bibliography on STEM education including economics of and careers in STEM, community and global perspectives, and technology applications. Field-based experiences will include connecting with and/or job shadowing STEM businesses or scientists. Each candidate will also complete a personal STEM content knowledge assessment and development plan.

CEDU 7772 - Planning for STEM Teaching and Learning (4 CEUs)

The goal of this course is to provide candidates experiences in the practices of STEM teaching and learning and includes the integration of multidiscipline standards and business/industry practices/partnerships to Project Based Learning, collaborative team planning, and managing differentiated learning in the STEM classroom. Candidates will develop an understanding of the importance of STEM vertical alignment in P-16 education and appreciate that the uniqueness of the community parallels the uniqueness of STEM programs within the community. Candidates will experience the bundling and integration of standards through continued content and collaborative skill development, the use of performance assessment tasks and rubrics, integrated task design (PBL, problem-based, place-based, authentic), implementation and appropriate use of technology, co-planning and co-facilitating experiences, managing and differentiating active learning in the classroom to support the overall student development in STEM etiquette, practices, and application.

CEDU 7773 - Developing STEM Habits of Mind (4 CEUs)

The goal of this course is to extend the candidates' experiences in the practices of STEM learning to further develop the engineering design process, authentic student research in STEM, and facilitate students' thinking through experiences and reasoning in STEM. Candidates will build on their understanding from Course II and apply practices to the engineering design model, Project Based Learning, and authentic STEM research. Emphasis will be placed on application of technology to enhance students' STEM experiences, the art of effective questioning, facilitating students' thinking through experiences, and reasoning in STEM education be it computational, model-based, quantitative, systems, etc. The importance of community STEM partners be they educational, non-profit, or business, will be evaluated and aligned with educational goals to promote grant writing techniques that benefit all partners while candidates begin planning Course IV requirements that demonstrate the application of STEM teaching and learning.

CHEM - CHEMISTRY

CHEM 5000 - Topics in Chemistry (3)

This course is based on current topics and issues in the area of chemistry. Examples include biochemistry, pharmacology, and synthetic compounds. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

CHEM 6000 - Topics in Chemistry (3)

This course is based on current topics and issues in the area of chemistry. Examples include biochemistry, pharmacology, and synthetic compounds. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

CHEM 6010 - Research in Chemistry (3)

Course will include OSHA regulations and guidelines for laboratory safety as well as the proper storage and disposal of chemicals. Students will begin researching the chemical literature. First five-week summer session: two meetings with the instructor and one or more laboratory or research session per week. Individual research project into the synthesis and reactions of novel organic compounds. Investigation of the means of synthesis of specific chemical substrates and their isolation and identification. Students are required to synthesize and characterize the compounds needed for the final project. Properly maintained laboratory notebooks will be required for satisfactory completion of this course.

Prerequisite: All science courses necessary to be certified at the initial level and at least one course in organic chemistry..

CHEM 6020 - Synthesis and Reactions of Organic Compounds (3)

Second five-week summer session: one or more meetings with instructor and two to three laboratory sessions per week. Individual research to be carried out by the student independently. Students are to investigate the rates of hydrolysis and other reactions of a series of organic compounds that have been specifically modified. A written report, following the guidelines of the American Chemical Society, and a seminar presentation of the results of the research are required.

Prerequisite: CHEM 6010.

EDD - EDUCATION

EDD 8830 - Philosophical Views in Education (3)

The purpose of this course is the study of the Philosophy of Education. The emphasis of this course is to broaden each candidate's perspective and understanding of the philosophical foundations of education and their relevance to educational issues. The refinement of each candidate's philosophical orientation and the epistemological foundation of subject content that the candidate teaches will be examined and evaluated. As educators it is essential that self-assessment and examination of one's teaching become the dominant basis for positive change. The understanding of philosophical foundations will enable each candidate to more fully understand his or her teaching style and how to adjust one's modus operandi to become increasingly more effective.

Typically Offered: Demorest Campus/Athens Campus: 2nd summer in sequence.

EDD 8831 - Trends and Issues in Curriculum Leadership (3)

This course is an in-depth study and analysis of contemporary issues and trends in curriculum. It is also an exploration of the social, historical, theoretical and political foundations which undergird and influence curriculum development. Trends that influence current curriculum practices and decisions will be discussed as well as the impact these practices have on student learning and student assessment.

Typically Offered: Demorest Campus/Athens Campus: 2nd fall in sequence.

EDD 8841 - Advanced Study of Differentiated Instruction: A Paradigm for Embracing Student Diversity (3)

This course will examine the idea that, if our educational system is to remain truly effective, we must broaden our definition of learning and of student success. This perspective implies that schools embrace student diversity in its many forms, and that educational experiences are offered that cultivate a wider range of knowledge and skills. Differentiated instruction is a paradigm of instructional delivery that encourages teachers to consider students as individuals rather than homogenous groups. Differentiated instruction requires flexible means of presenting content, engaging students, and encouraging student expression. Candidates will examine the philosophical

underpinnings of differentiated instruction as well as empirical evidence that may provide support for its use. Candidates will also examine the need for cultural shifts within schools to accommodate flexibility, barriers to implementation, and the changing roles of teachers. Implications for system-level change as well as classroom-level practices will be examined.

Typically Offered: Demorest Campus/Athens Campus: 1st summer in sequence.

EDD 8847 - Advanced Studies in Learning and Cognition (3)

This course provides an analysis of the development and application of learning theory through a critical inspection of foundational and current research as they relate to contemporary issues in cognition and learning. Candidates will reflect on historical and philosophical orientations of learning and cognitions and their relevance to current day practices. Advanced theory and research related to human learning, memory, and overall cognitive development will be examined, with an emphasis on their implications for classroom instruction. Candidates will be expected to integrate these elements into a personal theory and philosophy of cognitive development at the conclusion of the course.

Typically Offered: Demorest Campus/Athens Campus: 2nd fall in sequence.

EDD 8855 - Reading and Writing at the Doctoral Level (3)

The ability to read critically, synthesize multiple academic articles, and write well-crafted scholarly papers are essential skills students need in order to be successful in the doctor of education program at Piedmont College. This hybrid course provides instruction designed to aid doctoral students in developing these essential skills.

Typically Offered: Demorest Campus/Athens Campus: 1st fall in sequence.

EDD 8856 - Collaborative Communities: Innovative Teaching and Learning in a Multicultural Environment (3)

Essential to effective schools is attention to the establishment and maintenance of communities that value, understand, and strive for appropriate responses to diversity. Collaborative communities require leaders who embrace multiculturalism in order to create positive social change and who examine their own context with regard to race, sex, religion and cultural ethnicity. By reflecting on one's own experiences, beliefs and roles in the multicultural environment, candidates will explore ways to build positive relationships and communities of learners in a rapidly changing and diverse world and specifically in school environments.

Typically Offered: Demorest Campus/Athens Campus: 1st summer in sequence.

EDD 8862 - Educational Law, Ethics, and Policy (3)

This course promotes understanding of constitutional, statutory, and judicial provisions as a basis for the legal operation of public schools. It addresses traditional and emerging issues of school case law and litigation as they pertain to school/student safety; student/teacher relationships; instructional issues; administrative authority/oversight; taxation; religious practices; and other relevant issues. A graduate of this course should be confident in planning for and responding to legal and ethical issues in the educational environment and confident in his/her abilities to deal confidently, effectively, and appropriately with legal issues.

Typically Offered: Demorest Campus/Athens Campus: spring.

EDD 8870 - Program Design and Evaluation (3)

In this course, candidates will learn basic principles and tools for program evaluation, to lead efforts in their schools for site-based evaluation of specific programs. This course will use a problem-to-project design in which candidates will work together learning to evaluate case studies and then progress to evaluate programs in their own schools.

Typically Offered: Demorest Campus/Athens Campus: 2nd summer in sequence.

EDD 8875 - Preparing for Admission to Candidacy and Understanding the Purpose of a Literature Review (1)

This hybrid course provides doctoral students the opportunity to begin preparations for the admission to candidacy requirement. The students will also become familiar with the general structure of each chapter of the dissertation before focusing on researching and writing a literature review.

Typically Offered: Demorest Campus/Athens Campus: 2nd fall in sequence.

EDD 8899 - Quantitative Research and Statistical Analysis (3)

The successful EDD student will demonstrate the ability to design and evaluate quantitative research. EDD students will gain a general knowledge of both descriptive and inferential statistics, and the ability to utilize tools such as SPSS software in the evaluation of quantitative research. The course will be taught with each class consisting of both the exploration of a research study and the production of a statistical product requiring the relevant statistical procedure. Additionally, for each exercise, the EDD student will complete an interpretative analysis of the results.

Typically Offered: Demorest Campus/Athens Campus: 1st fall in sequence.

EDD 9900 - Qualitative Research and Analysis in Education (3)

Education research is a complex endeavor involving several different methodological approaches. This course focuses on one kind of approach: qualitative methods. These methods include various means of obtaining in-depth information about the behaviors and beliefs of people in naturally occurring social settings. This course provides candidates with the ability to apply theoretical insights which underlie this methodological approach and the techniques for and issues in gathering, analyzing, writing-up, and using qualitative data.

Typically Offered: Demorest Campus/Athens Campus: spring.

EDD 9901 - Dissertation Applied Research I (3)

This course provides the candidate with the knowledge and skills to develop a research plan which will prepare him or her to write a dissertation prospectus. The candidate will first develop a model that will guide the development of the research questions, hypotheses, instrument choice and research design. Once the model is agreed upon, students will investigate and decide upon instruments to use and sample sizes that may be necessary. With those decisions made, the research questions and hypotheses can be developed. Throughout the course, candidates will work toward developing the following aspects of their studies:

- Statement of the problem
- Statement of the purpose of the Study
- Research questions(s)/hypothesis
- Choice of instrument(s) to be used (including validity/reliability evidence)
- Outline for literature review

Typically Offered: Demorest Campus/Athens Campus: spring.

EDD 9902 - Dissertation: Individual Support for Scholarly Writing I (1)

This course provides a candidate with the opportunity for individualized assistance with scholarly writing needed to continue the work that began in EDD 9901. The candidate will work with the course instructor and the dissertation committee chair to complete the requirements of EDD 9901 that are needed to progress to EDD 9904. This is a Pass or Fail course.

Typically Offered: Demorest Campus/Athens Campus: as needed.

EDD 9903 - Dissertation: Individual Support for Completing the Research Plan (1)

This course provides each candidate with the opportunity to work closely with the research director to ensure that a research plan is well developed prior to enrolling in EDD 9904. This is a Pass or Fail course.

Typically Offered: Demorest Campus/Athens Campus: as needed.

EDD 9904 - Dissertation Applied Research II (3)

This course is designed to support the doctoral candidate during the writing of the dissertation prospectus. The Piedmont Dissertation Template will be distributed and reviewed; the dissertation prospectus will follow this template. During this course candidates work toward completing their dissertation prospectus, and the IRB requirements associated with their research.

Prerequisite: Candidates must have permission from their dissertation chair and research director to enter this course.. Typically Offered: Demorest Campus/Athens Campus: fall.

EDD 9905 - Dissertation: Individual Support for Scholarly Writing II (1)

This course provides a candidate with the opportunity for individualized assistance with scholarly writing of chapters 1, 2, and 3 of the dissertation. This is a Pass or Fail course.

Typically Offered: Demorest Campus/Athens Campus: as needed.

EDD 9906 - Dissertation: Individual Support for Prospectus Preparation and Continued Research (1)

This course allows the doctoral candidate additional time to closely work with the research director toward completion of chapters 1, 2, and 3 prior to the prospectus defense. It is also used for candidates who seek continual research support at other stages of the dissertation. This is a Pass or Fail course.

Typically Offered: Demorest Campus/Athens Campus: as needed.

EDD 9907 - Dissertation Applied Research IIIA (1)

This one-hour credit course is designed to support the doctoral student in understanding the elements of the final chapters of the dissertation. The focus will be on a critical examination of dissertations to see how analyses are presented and how that information is synthesized and discussed in the final chapter. Students must have completed and defended the prospectus before registering for this course.

Corequisite: This course may be taken concurrently with EDD 9917 and EDD 9927.. Typically Offered: Demorest Campus/Athens Campus: spring.

EDD 9908 - Dissertation (1)

Candidates entering Area III coursework will be required to take a one hour course concurrently with EDD 9901, EDD 9904, EDD 9907, and any other dissertation hours. This course allows the candidate to work directly with his or her doctoral committee chair beginning with EDD 9901 until graduation. The candidate will meet as needed with the doctoral chair. The doctoral chair will attend meetings with the candidate and research director as necessary. This is a Pass or Fail course.

Typically Offered: Demorest Campus/Athens Campus: fall, spring, summer.

EDD 9917 - Dissertation Applied Research IIIB (1)

This one-credit course is designed to support the doctoral student in writing and reporting the findings of the research.

Corequisite: This course may be taken concurrently with EDD 9907 and EDD 9927.. Typically Offered: Demorest Campus/Athens Campus: spring.

EDD 9927 - Dissertation Applied Research IIIC (1)

This one-credit course is designed to support the doctoral student in writing the conclusions and discussion of the final chapter of the dissertation.

Corequisite: This course may be taken concurrently with EDD 9907 and EDD 9917.. Typically Offered: Demorest Campus/Athens Campus: spring.

EDEC - EDUCATION: EARLY CHILDHOOD**EDEC 7740 - Internship I (3)**

Field-based experience under the supervision of one or more host teachers and a college faculty member. Candidates observe, plan and teach lessons, conduct assessments, and work with both whole-class and small groups at PK-K, 1-3, and 4-5 grade levels. For graduate students whose prior teaching experience has been at another level or in a different field and for initial certification candidates. This is a Pass or Fail course.

EDEC 7742 - Internship II (5)

A 16-week experience during which candidates work full-time at a level appropriate to the certification field under the joint supervision of a certified teacher and college supervisor in a classroom. No other classes should be taken during Internship II.

Education majors should be aware that prior to Internship II the pre-service certificate is required, which includes a criminal background check. Applications to Internship II may be denied based upon information presented in these background clearances. Prior to being hired by a Georgia Public School System, another background check including fingerprinting will be conducted by the System.

Internship II placements are made at the discretion of the School of Education. Placements will be made within a 50-mile radius of the campus unless otherwise approved by the Dean of the School of Education.

Prerequisite: Cumulative GPA of 3.0, admission to teacher education, pre-service certification, successful completion of the GACE content assessments and recommendation by the field placement coordinator. Application deadlines will be posted in School of Education and on the School of Education Student Bulletin Board..

EDEC 7744 - Advanced Internship I (5)

A candidate must complete an application for internship prior to registering for EDEC 7744 and provide a copy of his/her year-long teaching contract to the department chair. The internship extends throughout one academic year (two semesters). It is preferable that candidates begin an internship in the fall semester and complete it the following spring semester. The internship experience is based in a public or approved private school. Internship placements may take place only within a 50-mile radius of the campus unless otherwise

approved by the Dean of the School of Education. Candidates are jointly supervised by college faculty and the employing school. This is a Pass or Fail course.

Prerequisite: Cumulative GPA of 3.0, admission to teacher education, and a non-renewable certificate issued by the PSC (which requires a passing score on the GACE ECE Tests - 001 and 002)..

EDEC 7745 - Advanced Internship II (5)

A candidate must complete an application for internship prior to registering for EDEC 7744 and provide a copy of his/her year-long teaching contract to the department chair. The internship extends throughout one academic year (two semesters). It is preferable that candidates begin an internship in the fall semester and complete it the following spring semester. The internship experience is based in a public or approved private school. Advanced Internship placements may take place only within a 50 mile radius of the campus unless otherwise approved by the Dean of the School of Education. Candidates are jointly supervised by college faculty and the employing school. The edTPA is completed during the second semester of the Advanced Internship. This is a Pass or Fail course.

Prerequisite: Cumulative GPA of 3.0, admission to teacher education, and a non-renewable certificate issued by the PSC (which requires a passing score on the GACE ECE Tests - 001 and 002)..

EDEC 7788 - Capstone/Exhibition (3)

Designed to synthesize the candidate's graduate experience, culminating in a project that demonstrates the individual's mastery of the graduate program, including conceptual, content, and pedagogical skills. In other words, candidates demonstrate the integration of theory and practice related to content knowledge and pedagogical strategies. Candidates have the opportunity to affect school change. Candidates will submit a formal written document of the culminating project and will demonstrate their work in a public presentation to peers, faculty, and other guests at the end of the semester.

Prerequisite: Application for graduation must be submitted when registering for this class..

EDIT - EDUCATION

EDIT 6600 - Introduction to Instructional Technology and Systems Design (3)

This course serves as an introduction to the field of Instructional Technology and Design, covering historical perspectives, current trends, and legal, social, and practical implications for school, military, and industry contexts. Major learning theories and design models inherent to the field are taught as the foundation for understanding and advanced study in Instructional Technology and Design.

EDIT 6602 - Instructional Systems Design (3)

The dynamic nature of technology and attendant application to classroom instruction/ management demands a similar response from educators and those who prepare educators. This course provides an introduction to major instructional design models and theories of learning influential to teaching, training, and performance support. A systematic instructional design process is applied in this project-based class experience.

EDIT 6603 - Special Topics in Instructional Technology and Design (3)

(Field experience maybe required in some semesters.)

This course will examine a topic, or topics, of special interest to researchers and practitioners of Instructional Technology and Design. May include such topics as assistive technology, mobile learning, games and simulations, online identities, and international perspectives on teaching with technology.

EDIT 6604 - Multimedia Development Authoring Tools (3)

The EDIT 6604 and EDIT 6605 course sequence offers the student an immersed look at the use of multimedia development programs for computer-based and/or Internet-based instruction. In EDIT 6604, students will learn skills and techniques for specific multimedia developmental software. The use of the software will encompass the development and distribution of learning platforms in computer/Internet-based instruction. Students will also work with formative and summative evaluation of the tools and final products. In the sequenced course, EDIT 6605, students will apply those skills learned in EDIT 6600, EDIT 6602, and EDIT 6604 toward an actual project serving an actual key stakeholder, client, or organization.

EDIT 6605 - Instructional Technology Practicum (3)

This course provides candidates with the experience serving key-stakeholders through instructional design and instructional technology solutions. Course projects are not limited to e-learning instructional solutions, but can include any solution should be based on a valid analysis, based upon skills acquired earlier in the program (i.e., EDIT 6602- Instructional Design). The course is structured to include scheduled points of approval and feedback during the project development and delivery.

EDIT 6606 - Foundations for Distance Learning (3)

Prepares candidates to design, develop, and evaluate high quality instructional environments for electronic delivery that are consistent with major learning theories and contemporary best practices for distance learning. Accessibility options for exceptional learners are also explored. Students develop expertise in the use of relevant digital communication technologies and several learning management systems for computer-based and mobile-based platforms.

Prerequisite: EDIT 6604.

EDIT 6608 - Instructional Technology Program Administration (3)

This course introduces students to the knowledge and skills necessary to effectively administer instructional technology programs, with an emphasis on school technology resource coordination. The study of instructional technology program administration requires an in-depth examination of relevant national and state standards, the evolving role of school technology professionals, and the social, political, and economic contexts influencing the integration of technology into teaching. Students will learn various aspects of technology evaluation, planning, acquisition, and integration. This course also covers budgeting and finance, contracts, professional development, leadership, project management, and the legal considerations surrounding instructional technology programs. (Field experience required.)

Prerequisite: EDIT 6600.

EDIT 6609 - Human Resource Training and Development (3)

This course examines the primary role of human resources development (HRD) in the organization to help people and organizations effectively manage change. This highly interactive course focuses on strategies for assessing, designing, and implementing training and organizational development efforts that positively impact the performance of the individual and the work group. The course also provides an overview of the consulting role and skills of the HRD professional, including facilitation and group dynamics; and the trends in HRD, such as human performance technology.

EDIT 6610 - Instructional Audio and Video (3)

This course surveys skills addressing the effective selection and use of instructional media within both typical classroom settings and in professional development environments. This course examines the production of high-quality instructional audio and digitizing audio segments for computer and Internet distribution. The learner will effectively demonstrate the use of audio within instruction by designing and developing a final project that incorporates audio into an instructional environment. This course also explores the production of instructional video clips for computer-based and Internet-based applications. The use of video projects in both the classroom and professional environment will also be examined in the traditional pre-production, production, and post-production stages of development.

EDIT 6611 - Instructional Product Evaluation (3)

This course serves as an introduction to the evaluation of technology-based instructional products such as interactive multimedia programs, computer-based training modules, e-learning course modules, and websites designed to meet educational goals. Comprehensive product evaluation is a complex process requiring a wide range of knowledge and skills that cannot be adequately taught in a single course. This course, therefore, provides students with the necessary, introductory knowledge and skills to begin the ongoing endeavor of disciplined, exploratory study of the evaluation of instructional products and the systems with which they interact. Students will use knowledge and skills acquired in this course while obtaining initial practical experience in instructional product evaluation. An overview of theories and methods for evaluating instructional products, including design considerations, client needs, accessibility for exceptional learners, and usability will be presented in this project-based course. (Field experience required.)

EDIT 6788 - Capstone (3)

The purpose of this course is to bring together a student's graduate experience, culminating in a project; which demonstrates the individual's mastery of conceptual, content, and pedagogical skills in the field of instructional technology. In other words, students will demonstrate the integration of theory and practice related to content knowledge, consulting, instructional practices, and design strategies. Students will give a public demonstration of their culminating project at the end of the semester through an exhibit that includes a professional presentation supported with artifacts from their academic and professional experience. The exhibit will be supported by an academic paper that includes a literature review and full APA 6th formatting. The culminating project could consist of such things as an action research project, an exhibition, and/or a professional portfolio highlighting works in media, e-learning, distance learning, and design-based projects. Students will be assessed individually in their paper and exhibit.

EDIT 8600 - Introduction to Instructional Technology and Design (3)

This course serves as an introduction to the field of Instructional Technology and Design, covering historical perspectives, current trends, and legal, social, and practical implications for school, military, and industry contexts. Major learning theories and design models inherent to the field are taught as the foundation for understanding and advanced study in Instructional Technology and Design.

EDIT 8602 - Instructional Systems Design (3)

The dynamic nature of technology and attendant application to classroom instruction/management demands a similar response from educators and those who provide professional learning opportunities. This course will provide an introduction to major instructional design models, the application of a systematic design process, and theories of learning influential to teaching, training, and performance support.

EDIT 8603 - Special Topics in Instructional Technology and Design (3)

This course will examine a topic, or topics, of special interest to researchers and practitioners of Instructional Technology and Design. May include such topics as assistive technology, mobile learning, games and simulations, online identities, and international perspectives on teaching with technology.

EDIT 8606 - Foundations for Distance Learning (3)

The use of digital technologies to design, develop, and deliver instructional content via the Internet, mobile devices, and networked systems, has become commonplace in industry and military contexts as well as educational institutions at all levels, public and private. At a time when a growing number of corporations and universities also promote open online courses for the masses, the need for knowledgeable and highly skilled professionals in the field of distance learning is evident and increasing. This course prepares students to design, develop, and evaluate high quality instructional environments for electronic delivery that are consistent with major learning theories and contemporary best practices for distance learning. Accessibility options for exceptional learners are also explored. Students develop expertise in the use of relevant digital communication technologies and several learning management systems. Students create instructional materials deployable to the Internet and mobile devices.

EDIT 8608 - Instructional Technology Program Administration (3)

This course introduces students to the knowledge and skills necessary to effectively administer instructional technology programs, with an emphasis on school technology resource coordination. The study of instructional technology program administration requires an in-depth examination of relevant national and state standards, the evolving role of school technology professionals, and the social, political, and economic contexts influencing the integration of technology into teaching. Students will learn various aspects of technology evaluation, planning, acquisition, and integration. This course also covers budgeting and finance, contracts, professional development, leadership, project management, and the legal considerations surrounding instructional technology programs. (Field experience required.)

EDIT 8612 - Leadership in Instructional Technology (3)

This course serves as an advanced look at the field of Instructional Technology and Design and how to apply it in a P-12 environment. In addition to theoretical basics, more pragmatic skill sets for effective leadership, communications, managing change, and effective selective/evaluation of instructional infrastructures will be addressed. The ability to apply the skills as an internal leader/consultant will be

integrated into the field experiences that augment this course. Candidates will demonstrate the ability to research, write, and propose grants for instructional technology sources for student and school funding.

EDMG - EDUCATION: MIDDLE GRADES

EDMG 6645 - Advanced Teaching in the Middle School (3)

This course will enhance the expertise of middle level educators. The candidates will explore and analyze major theories and research findings concerning early adolescent development and their implications for developmentally appropriate curriculum in the middle school. The candidates will develop further expertise in pedagogy appropriate for middle grades students. Candidates will increase their knowledge of the history, philosophy and future of middle level education. (Field experience is required)

EDMG 7740 - Internship I (4-8) (3)

Field-based experience under the supervision of a host teacher and college faculty member. Candidates observe, plan and teach lessons, conduct assessments, and work with both whole-class and small groups at 4th-5th and 6-8th grade levels. For graduate students whose prior teaching experience or student teaching internship has been at another level or in a different field and who need clinical experience increase confidence or add a new teaching field. This is a Pass or Fail course.

Prerequisite: Permission of chair of middle grades education..

EDMG 7742 - Internship II (4-8) (5)

A 16-week experience during which students work full-time at a level appropriate to the certification field under the joint supervision of a certified teacher and college supervisor in a classroom. No other classes other than the co-requisites can be taken during Internship II. This is a pass/fail course.

Education majors should be aware that prior to Internship II the pre-service certificate is required, which includes a criminal background check. Applications to student teaching may be denied based upon information presented in these background clearances. Prior to being hired by a Georgia Public School System, another background check including fingerprinting will be conducted by the System.

Student teaching placements are made at the discretion of the School of Education. Placements will be made within a 50-mile radius of the campus unless otherwise approved by the Dean of the School of Education.

Prerequisite: Cumulative GPA of 3.0, admission to teacher education, pre-service certification, and recommendation by the field placement coordinator. Permission to register form is required. Application deadlines will be posted in School of Education.. Corequisite: Admission to teacher education and hold a pre-service certificate..

EDMG 7744 - Advanced Internship (4-8) (5)

A candidate must complete an application for advanced internship prior to registering for EDMG 7744 and provide a copy of his/her year long teaching contract to the department chair. The internship extends throughout one academic year (two semesters). It is preferable that candidates begin an internship in the fall semester and complete it the following spring semester. The internship experience is based in a public or accredited private school. Internship placements may take place only within a 50 mile radius of the campus unless otherwise approved by the Dean of the School of Education. Candidates are jointly supervised by college faculty and the employing school. This is a pass/fail course.

Prerequisite: Cumulative GPA of 3.0, admission to teacher education, a non-renewable certificate issued by the Georgia Professional Standards Commission (which requires a passing score on the GACE CONTENT Tests), and permission of the department chair..

Corequisite: EDUC 7736.

EDMG 7745 - Advanced Internship (4-8) (5)

A candidate must complete an application for advanced internship prior to registering for EDMG 7744 and provide a copy of his/her year long teaching contract to the department chair. The internship extends throughout one academic year (two semesters). It is preferable that candidates begin an internship in the fall semester and complete it the following spring semester. The internship experience is based in a public or accredited private school. Internship placements may take place only within a 50 mile radius of the campus unless otherwise approved by the Dean of the School of Education. Candidates are jointly supervised by college faculty and the employing school. This is a pass/fail course.

Prerequisite: Cumulative GPA of 3.0, admission to teacher education, a non-renewable certificate issued by the Georgia Professional Standards Commission (which requires a passing score on the GACE CONTENT Tests), and permission of the department chair..

EDMG 7788 - Capstone/Exhibition (3)

Designed to synthesize the candidate's graduate experience, culminating in a project that demonstrates the individual's mastery of the graduate program, including conceptual, content, and pedagogical skills. In other words, candidates demonstrate the integration of theory and practice related to content knowledge and pedagogical strategies. Candidates have the opportunity to affect school change. Candidates will submit a formal written document of the culminating project and will demonstrate their work in a public presentation to peers, faculty, and other guests at the end of the semester. MA candidates in the Secondary Education Program are required to complete and submit a program portfolio before the capstone presentation.

*GACE Content Exams must be passed before registration for the final semester of coursework in Secondary Education

Prerequisite: Application for graduation must be submitted when registering for this class..

EDS - EDUCATION**EDS 8800 - Program Orientation and Scholarly Writing (3)**

This course is designed to orient candidates to the Ed.S. program, the Specialist Candidate Learning Outcomes Log, the complexities of the extended GSTEP framework and the expectations for scholarly writing during the program. Scholarly writing is defined as writing which occurs in a scholarly context for a specialized audience. This style of writing is often written by experts in a subject area and is usually supported by some level of empirical research. This course will address scholarly writing from three perspectives: reading, writing and thinking. An explanation of the Flagship Writing Assignment which is a requirement for each course in the Ed.S. program is a major theme of the course content. The purpose of the course is to strengthen communication and consistency across the candidate's program by preparing him or her to conceptualize the entire program of study early on and continue to build on themes across the graduate experience. Candidates will explore policies and procedures of the State of Georgia and support agencies related to their program of study. Issues and concerns will be discussed about paradigms in educational research writing guidelines, requirements for graduation including the Specialist Program Candidate Learning Outcomes Log, advisement issues, professional development, programmatic themes, resources and services of the college, and library facilities. The goal of this course is to bring together a student's graduate experience, culminating in a research project (end of program), which demonstrates the individual's mastery of conceptual, content, and pedagogical skills and illustrated through a scholarly research project meeting all APA rules for publication. In other words, students will demonstrate the integration of theory and practice related to content knowledge, pedagogical strategies, and scholarly writing.

EDS 8815 - Curriculum Design for a Changing World (3)

This hands-on course will examine the historical and theoretical underpinnings of curriculum and instruction and their connection to school reform and school improvement initiatives across the nation. Completers will be able to demonstrate advanced ability to design, implement and evaluate viable curricula through an understanding of curriculum alignment, assessment, and instructional design. An examination of state and national curricula, the media, professional journals, and recommendations from various sources, i.e. think tanks, foundations, colleges and school systems will be the basis of the study. By relating experiences of others to the setting in which the class candidates are working, there will be realistic opportunities to consider and synthesize old and new knowledge of practices that will assist the candidate in becoming a more effective teacher, student advocate, and change agent in the area of curriculum development and implementation.

EDS 8816 - Advanced Curriculum and Instruction in the Fine Arts (3)

This course in curriculum design, instruction, and assessment in the arts will provide a foundation and framework for arts educators and administrators in which to improve and enhance teaching and learning in music and in the visual and performing arts. Arts curricula and instructional practice will be examined within the context of the importance of arts and artistry in the education of students in P-12 settings.

EDS 8823 - Representation and Analysis of Quantitative Data (3)

This course focuses on: (1) describing and summarizing data; (2) creating and interpreting standard scores, and; (3) using inferential statistics to make decisions. Students will be introduced to these quantitative procedures using the SPSS software. The skills developed in this course are a prerequisite to understanding educational research.

EDS 8824 - Analysis and Evaluation of Research (3)

This course is designed to enable students to become critical consumers and evaluators of current educational research. Students will develop skills necessary to identify, understand, and assess the strengths and weaknesses of educational research. Throughout the course, students will locate and evaluate a collection of educational research publications and write a critical, scholarly literature review focused in a specific area of education.

EDS 8840 - Advanced Classroom Technology (3)

The overarching goal of this course is to prepare educators increase their knowledge and use of technology in their classrooms and school districts. At the completion of the course, candidates will be able to serve as technology planners, tacticians, strategists, trainers, and first-level technicians, and will be able to serve as change agents, mentors, encouragers, and continuing education instructors for the integration of technology with classroom instruction.

EDS 8845 - Theory and Practice of Differentiated Instruction (3)

This course focuses on the theories, principles, and practices, which lead candidates to an understanding of ways to create strong and relevant curriculum as well as ways to deliver instruction in flexible ways intended to meet the needs of all learners. Candidates will explore the principles of Understanding by Design (UbD) and Differentiated Instruction (DI) and the application of these principles to the development of fully differentiated lessons.

EDS 8846 - Principles of Assessment Design and Application (3)

Data driven instruction is the latest catch phrase in education. Candidates will be able to utilize valid and reliable data to modify instruction on a day-to-day basis. In this course, candidates will learn to design valid and reliable selected response, essay and performance assessments and rubrics for diagnostic, summative, and formative purposes. Data from those types of assessments as well as standardized tests will become the basis for analysis of student learning with the aim of modifying instruction and improving achievement. Candidates will demonstrate the ability to conduct program evaluations to determine the effectiveness of curriculum and instructional practice.

EDS 8851 - School Resource Utilization (3)

This course explores the characteristics of school organizations and their reactions to change. In times of economic challenge, schools and school districts must be equipped to make use of all available resources and effectively reallocate and manage all available resources. All school system resources will be analyzed through the lens of school improvement and improved student performance. Candidates make use of existing research to evaluate school resource needs and modify school environments to promote learning. Candidates will gain understanding of school finance in Georgia as well as their own school districts.

EDS 8852 - Monitoring and Evaluating School Governance, Policies and Facilities (3)

This course is designed to provide teachers and school leaders with information relative to the design and use of monitoring and processes in the school environment. The course explores processes in governance, resources, and space as they relate to the economic, demographic, political, legal and social contexts of teaching, learning, and leading. Emphasis is placed on Strategies needed to implement a continuous organizational improvement approach to benefit students, parents, and the community.

EDS 8860 - School Law and Ethics (3)

This course explores legal and ethical issues that arise in schools. It provides educators with the knowledge necessary to understand and prevent legal problems in professional practice and helps candidates reflect on questions of educational policy and ethics. Candidates should gain an understanding of legal principles and interpretations of constitutional and statutory laws. Additionally they work to model effective collaboration, leadership, and professionalism in decision-making. There is a focus on the school-based decision-making process at the local school level.

EDS 8877 - Communication for Professional Practice (3)

Communication involves that which is written, spoken, or implied and involves both receptive and expressive skills. Effective communication with all stakeholders is essential to the success of any organization or group. This course examines the fundamentals of communication theory. It is designed to assess communication processes, determine problems, successes, and roadblocks in communications, and improve the candidate's ability to communicate in both individual and large organizational settings. Specifically, issues of communications within the school setting are examined.

EDS 8880 - Leadership in 21st Century Schools (3)

The purpose of this course is the study and refinement of exemplary practices and theories of instructional leadership in 21st century schools. The emphasis of this course is to aid in the process of school improvement. Included in this emphasis will be the assessment of learner/learning styles, assessment of students, reflection on student learning, examination of one's own teaching/learning, processes of the democratic classroom, supporting and embracing diversity, and the infusion on technology in classroom instruction. The focus of the course is a synthesis of the knowledge, skills, and practice of instructional leadership in the context of school improvement in the 21st century.

EDSE - EDUCATION: SECONDARY EDUCATION**EDSE 6641 - History of Mathematical Thought (3)**

This course treats the major mathematical creations and developments from ancient times through the first few decades of the 20th century. It aims to present the central ideas, with particular emphasis on those currents of activity that have loomed largest in the main periods of the life of mathematics and have been influential in promoting and shaping subsequent mathematical activity. The concept of mathematics, the changes in that concept in different periods, and the mathematicians' own understanding of what they were achieving are also vital concerns. The organization of the course emphasizes the leading mathematical themes rather than the men. The goal is for the student to develop greater depth of understanding of mathematics, and to learn a variety of methods for approaching mathematical problems. In the modern classroom we tend to focus on mathematics as calculation and symbol manipulation, but the calculation algorithms and the symbol systems were developed from earlier methods, and learning those methods greatly informs our appreciation of modern methods.

Prerequisite: Enrollment in Woodrow Wilson Georgia Teaching Fellowship Program.

EDSE 6660 - Advanced Studies in Secondary Instruction (3)

Advanced Certification candidates will examine their own teaching practices in reference to current research on student learning and pedagogy. Based on this assessment, each candidate will develop a Professional Development Plan and Growth Portfolio as a guide for studies in the Master's plan and beyond.

EDSE 7735 - Secondary Methods I (1)

A companion course to internship teaching. A study of instructional methods, including cooperative learning, inquiry learning, grouping considerations, and other instructional variables. Candidates will learn how to select, plan, sequence, implement, and evaluate various instructional methodologies applicable to their student teaching placement. The course includes a study of program and curriculum design in relation to individual differences among students, teaching strategies, and expected outcomes. The Democratic classroom and the Core Candidate Learning outcomes will be discussed in detail.

Corequisite: EDSE 7736. Typically Offered: Demorest Campus: fall, spring — Athens Campus: fall.

EDSE 7736 - Secondary Content Pedagogy I (1)

A study of instructional methods via professional educators currently teaching in 6-12 Classroom settings. A variety of contemporary classroom trends, topics and issues will be discussed, including instructional methodologies applicable to their student teaching placement. The course includes a study of program and curriculum design in relation to individual differences among students, teaching strategies, and expected outcomes. Additional topics include: learner characteristics, classroom management and discipline techniques, assessment of students and curriculum, communicating and working with parents, understanding the school and community, and professional development.

Corequisite: EDSE 7735. Typically Offered: Demorest Campus: fall, spring — Athens Campus: fall.

EDSE 7737 - Secondary Methods II (1)

A continuation of EDSE 7735, a companion course to the Internship II teaching experience. A study of instructional methods, including cooperative learning, inquiry learning, grouping considerations, and other instructional variables. Candidates will learn how to select, plan, sequence, implement, and evaluate various instructional methodologies applicable to their student teaching placement. The course includes a study of program and curriculum design in relation to individual differences among students, teaching strategies, and expected outcomes.

Prerequisite: EDSE 7735 and EDSE 7736. Corequisite: EDSE 7738 Secondary Content Pedagogy II. Typically Offered: Demorest Campus: fall, spring — Athens Campus: spring.

EDSE 7738 - Secondary Content Pedagogy II (1)

A continuation of EDSE 7736 A study of instructional methods via professional educators currently teaching in 6-12 Classroom settings. A study of instructional methods, including cooperative learning, inquiry learning, grouping considerations, and other instructional variables. Candidates will learn how to select, plan, sequence, implement, and evaluate various instructional methodologies applicable to their student teaching placement.

Prerequisite: EDSE 7735 and EDSE 7736. Corequisite: EDSE 7737. Typically Offered: Demorest Campus: fall, spring — Athens Campus: spring.

EDSE 7740 - Internship I (6-12) (3)

A demonstration of proficiency in teaching grades 6-12 in a specific content field under the supervision of one or more host teachers and a college faculty member. Candidates observe, plan and teach lessons, conduct assessments, and work with both whole-class and small groups. For graduate students whose prior teaching experience or student teaching internship has been at another level or in a different field and who need clinical experience increase confidence or add a new teaching field (ANF). This is a Pass or Fail course. Applications for an Internship may be denied on the basis of information revealed in a criminal background check required by the State of Georgia.

Prerequisite: Cumulative GPA of 3.0, recommendation by the field placement coordinator, admission to teacher education, hold a pre-service certificate, and a passing grade in EDUC 5599. Corequisite: EDSE 7736..

EDSE 7743 - Internship II (5)

Full time internship, every day all day for 16 weeks in a chosen grade band plus content area. The teacher candidate will complete the internship under the combined supervision of a certified teacher and the college supervisor. Evidence of multicultural approaches to pedagogy, history, and student/teacher associations will be evident as the teacher candidates complete their internships in diverse settings. Applications must be completed by the posted deadline the semester prior to placement.

Prerequisite: Satisfactory performance in EDSE 7740, unconditional Admission to Teacher Education, which includes the pre-service certificate.. Corequisite: EDSE 7737.

EDSE 7744 - Advanced Internship I (5)

Corequisite: EDSE 7736.

EDSE 7744-7745 - Advanced Internship Sequence (Secondary) (5/5)

In addition to instructing a full-time schedule of courses, interns are expected to maintain a schedule of observations of other teachers in a variety of fields.

Prerequisite: 1) Be under contract on a non-renewable certificate to teach grades 6 - 12 in the candidate's intended field of certification at a school within 50 miles of either campus, unless otherwise approved by the Dean of the School of Education. 2) Have a completed application for an advanced internship approved prior to registration for EDSE 7744 on the Athens campus. Internships begin in the Fall semester with EDSE 7744 Continuation in the Spring semester is contingent on (a) satisfactory performance in EDSE 7744 and (b) completing Admission to Teacher Education requirements for unconditional admission.. Typically Offered: Demorest Campus: fall, spring — Athens Campus: fall, spring.

EDSE 7745 - Advanced Internship II (5)

This course is designed to provide the experienced teacher with the opportunity to demonstrate personal commitment to excellence in the practice of teaching. Participants will measure their own teaching against vigorous national standards established by varied related professional associations.

Prerequisite: Three years of successful teaching experience on a clear renewable certificate.. Corequisite: EDSE 7737.

EDSE 7788 - Capstone/Exhibition (3)

Designed to synthesize the candidate's graduate experience, culminating in a project that demonstrates the individual's mastery of the graduate program, including conceptual, content, and pedagogical skills. In other words, candidates demonstrate the integration of theory and practice related to content knowledge and pedagogical strategies. Candidates have the opportunity to affect school change. Candidates will submit a formal written document of the culminating project and will demonstrate their work in a public presentation to peers, faculty, and other guests at the end of the semester. MA candidates in the Secondary Education Program are required to complete and submit a program portfolio before the capstone presentation. * **GACE Content Exams must be passed before registration for the final semester of coursework in Secondary Education**

Prerequisite: Application for graduation must be submitted when registering for this class..

EDSL - EDUCATION: SCHOOL LEADERSHIP

EDSL 8810 - Introduction to School Leadership (3)

This course is intended to be an introductory course to the add-on certification program for building-level leaders. The course provides candidates with an introduction to leadership theory and practice in the context of educational leadership. Course concepts include, but are not limited to, research and practical applications of effective school leadership and understanding the process of becoming effective instructional leaders.

EDSL 8852 - Monitoring and Evaluating School Practices (3)

This course is designed to provide teachers and school leaders with information relative to the design and use of monitoring and processes in the school environment. The course explores processes in governance, resources, and space as they relate to the economic, demographic, political, legal and social contexts of teaching, learning, and leading. Emphasis is placed on Strategies needed to implement a continuous organizational improvement approach to benefit students, parents, and the community.

EDSL 8861 - Data Driven Decision Making (3)

In order to support teachers and school personnel in planning for effective instruction, school leaders must be knowledgeable and proficient in the collection, analysis, and use of student assessment data. This course will provide participants with background, techniques, and practice in analyzing student assessment data with the purpose of making recommendations for curricular and instructional modifications. Additionally, participants will examine the facets of school accountability, including local, state, and federal legislation. A major project will include the development of a collaborative Data Plan at the school or district level.

EDSL 8871 - Leading Change for School/District Improvement (3)

The purpose of this course is the study and refinement of exemplary practices and theories of leadership for K-12 schools and school districts. The emphasis of this course is to aid in the processes of school improvement and to develop and implement a plan for leading change as a school improvement initiative. Included in this strand will be the examination of one's own leadership patterns and styles, processes of effective leadership practices for dynamic environments, democratic classrooms, and that support diversity.

The goals of this course are to enhance leadership skills in managing change by allowing candidates to apply, analyze, synthesize and evaluate models, methodologies as leaders. The public and public officials hold schools accountable for what is accomplished. As educational leaders seek to improve their schools and school systems, the instructional and administrative roles become increasingly more important. Through the development of quality instructional and administrative leaders, systems are in a better position to undertake school improvements and assess outcomes to improve the quality of education, despite the nature of our changing society.

EDSL 8872 - Organizational Leadership (3)

This course will explore how to drive and sustain organizational improvements in a school setting emphasizing transformational leadership, creating and implementing a vision. It will examine leadership and pedagogical changes that will promote a collaborative and professional environment focused on continuous improvement.

This course examines the roles and responsibilities of school-level leaders. In addition, societal and organizational settings in schools and implications for effective practice are examined. The course provides a balance between theory and research and application of these to solving problems in the daily life of educational administrators.

This course will encourage a culturally pluralistic and global perspective on the equitable education of culturally and linguistically diverse student populations. Candidates study school leadership within the context of how effective leaders address issues related to a diverse population. Particular attention is given to preparation of leaders who can transform schools and districts in ways that serve the interests of all students. Candidates will demonstrate proficiency by completing performance-based tasks.

EDSL 8873 - School/Community Relationships (3)

This course promotes engaging families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Additionally, the course emphasizes cultivating an inclusive, caring, and supportive school community that builds and maintains a safe, and healthy environment that meet the academic, social, emotional, and physical needs of each student. It emphasizes developing productive relationships with families and the community for the benefit of the students. The course emphasizes creating a school culture that values diversity where students are known, accepted, valued, and empowered to reach their full potential. Finally, leaders are encouraged to create a culture defining high expectations, encouraging trust, and expecting all stakeholders to be responsible participants. The course provides opportunities to promote ethical and professional conduct which places children at the center of all decision-making.

EDSL 8874 - Human Resources Management (3)

This course promotes the structuring and monitoring of human resources and professional learning to promote the mission and vision of the school. The course will establish a link between the effective practices of school personnel to the academic success and well-being of all students. Leaders will learn how to develop the collective capacity of school personnel to create high-performing professional learning communities to ensure all students learn at high levels.

EDSL 8875 - School & District Resource Management (3)

This course promotes management and monitoring of school operations that promote the mission and vision of the school. Additionally, the course establishes a link between fiscal, physical, and other resources to support curriculum, instruction, and assessment. The course emphasizes a link between resource management and student learning while emphasizing that leaders are responsible for the school's monetary and other resources. It encourages relationships with the community, feeder schools, central office, and school boards to promote achievement of the school's mission and vision. Finally, leaders are encouraged to utilize strategies of conflict management to promote fair and equitable conflict management in school settings. The course provides opportunities to promote ethical and professional conduct which places children at the center of all decision-making.

EDSL 8881 - Internship in School Leadership (3)

The purpose of this course is to provide candidates with a carefully designed and personalized internship in school leadership where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students in collaboration with a mentor and college internship supervisor will develop a plan that will guide field experiences during the internship course. This plan will define which artifacts and performances will be used to address various elements of the Georgia Educational Leadership Standards. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

EDSL 8882 - Educational Leadership Residency (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

EDSL 8883 - Educational Leadership Residency (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

EDSL 8884 - Educational Leadership Residency (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

EDSL 8885 - Educational Leadership Residency (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

EDSL 8886 - Educational Leadership Residency (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

EDUC - EDUCATION**EDUC 5537 - Teaching Reading and Writing in the Content Areas (3)**

This course is designed to prepare middle grades teachers to utilize reading and writing skills as tools for learning in the content areas. Teacher candidates will be able to employ a three- part learning framework and strategies for implementing the framework within their content fields. During this course, candidates will utilize varied types of print and non-print content materials in developing skills for training students in content literacy skills. Individual needs of learners will be addressed in determining the appropriateness of varied grouping strategies and comprehension activities for each learner. Directed field-based experience required.

Typically Offered: fall.

EDUC 5599 - Graduate Orientation (1)

This course is non-transferable and must be completed at Piedmont College. (required for all M.A.T. and Certification Only candidates) This course provides an overview of the early childhood and middle grades graduate programs for candidates entering Piedmont College. The purpose of the course is to strengthen communication and consistency across the programs by preparing candidates to conceptualize their entire program of study early on and continue to build on themes across the graduate experience. Candidates will explore policies and procedures of the College and the School of Education related to their program of study. Issues and concerns will be discussed about APA writing guidelines, admission to teacher education, teacher certification, field experiences, requirements for graduation, internships, advisement issues, professional development, programmatic themes, resources and services of the College, and library facilities. This is a Pass or Fail course.

Typically Offered: fall, spring, summer.

EDUC 6151 - edTPA Orientation (1)

Candidates will prepare for the Education Teacher Performance Assessment (edTPA) and continue to develop their professional portfolio. Candidates will be expected to have the technological proficiency in basic video editing in order to add artifacts to the professional portfolio and submit as evidence for edTPA. Pass/fail. Students may request an In-progress grade for an additional semester.

Prerequisite: EDUC 5599..

EDUC 6600 - Educational Assessment (3)

This course is designed to provide participants with the assessment tools necessary to enhance learning for diverse student populations. The course will address ways to assess higher order cognitive objectives and authentic tasks to improve instruction. Candidates will participate in activities that enhance understanding of assessment task development, analysis, and interpretation. They will examine ways

to facilitate communication within the teaching and learning situation. Documenting student performance and progress, both for instructional and accountability purposes, will be emphasized. Candidates will develop and use new assessments to enhance students' learning, communicate with parents and students, and create change about views toward assessment. (Pre-service certificate not required. Field experience required.)

Typically Offered: fall, spring.

EDUC 6601 - Instructional Media and Technology for Teachers (3)

The Instructional Media and Technology course is designed to familiarize participants with technologies that are impacting, will impact, and could potentially impact education. Applications and effective use of instructional media in technology, including integration throughout the curriculum, use of multimedia technology, computer-assisted instruction and practices, computers and cooperative learning, computer simulations and problem solving, and the use of computers as a management tool will be explored. Participants will develop a unit of instruction incorporating technology to be used in the classroom. (Pre-service certificate not required. Field experience required.)

Typically Offered: fall, spring, summer.

EDUC 6603 - American High School (3)

A critical examination of how Secondary schools came to be as they are. Engages critical and reform studies. Reading, conversations, and projects.

Typically Offered: fall.

EDUC 6606 - Economics for Teachers: Concepts and Applications (3)

A survey of essential economics concepts contained in the Georgia Performance Standards. Designed for middle and secondary teachers of history, geography, economics and other social sciences. Grade appropriate curriculum materials and planning for instruction are addressed.

Typically Offered: even fall.

EDUC 6607 - Fundamentals of Learning and Cognition (3)

A study of the basic principles of human learning and cognition and their practical applications in education including the selection of appropriate methods, materials, and experiences. This course will focus upon ways to apply learning theories to classroom instruction. (Field experience required.)

Typically Offered: fall, spring.

EDUC 6610 - Human Growth and Development (3)

Reviews of the theories of human development through the life span with a focus on cognition, intelligence, socialization, and achievement. The course will cover information about observable behavior as well as mental processes, such as emotions, perceptions, thinking and memory involved in the biological, cognitive, and psychosocial development of humans. Through classroom and directed field-based experiences, candidates will gain an understanding of human development. (Field experience required.)

EDUC 6611 - Professional Practice II (1)

Students will prepare for the Georgia Assessments for the Certification of Educators (GACE) Content Assessments and will develop an individual assessment plan and will take GACE interactive practice tests. Elective for graduate students in Master of Arts in Teaching (MAT) programs. Additionally, candidates will be introduced to the Education Teacher Performance Assessment (edTPA). Pass/Fail *Students may request an In-progress grade for an additional semester.*

Prerequisite: EDUC 5599.

EDUC 6622 - Health and Physical Education in the Classroom (3)

A survey of health, physical education, and safety activities, methods, and materials appropriate for early childhood students in the classroom and on the playground. Information will be provided for developing, organizing, planning, and implementing a developmental early childhood physical education program. Indoor classroom activities are presented to reinforce skills learned in language arts, mathematics, social studies, science, and other areas. Through directed field-based experiences and through classroom experiences, the candidate will learn to become an effective proactive teacher who is comfortable and proficient in teaching aspects of health, physical education, and safety. (Field experience required.)

Typically Offered: fall.

EDUC 6624 - The Fine Arts in Education (3)

Participants will investigate the principles, theories and the practice of using art, music, drama, and play in all curriculum areas. The course will include activities in the fine arts areas, which can be used to teach those areas, as well as material in other subject areas through cross-discipline teaching, for the purpose of enhancing and integrating a creative process approach for instruction in the classroom. The emphasis in this course is to formulate methodological styles for teaching of the fine arts and in doing so, generate activities that can be used to help students better understand the fine arts. (Pre-service certificate not required. Field experience required.)

Typically Offered: spring.

EDUC 6628 - Literature for Children: Expanding Students' Reading Abilities and Interests (3)

The purpose of this course is to familiarize candidates with literature appropriate for children in the early childhood and middle grades. Candidates will explore guidelines for selecting appropriate children's literature and reading strategies to enhance the development of life long reading. Topics for consideration include: multi-ethnic literature appropriate for the various age groups; techniques for stimulating children's interest in literature; computer software programs, internet capabilities, and other media that enhance the use of children's literature; children's special needs and developmental responses to literature; criteria for book selection/evaluation; strategies for integrating children's literature into an interdisciplinary curriculum; and methods for stimulating critical and creative thinking through the use of children's literature. (Field experience required.)

Typically Offered: spring.

EDUC 6630 - Mathematics Methods in Education (3)

Candidates will analyze the knowledge, skills and dispositions necessary to teach all students mathematics. Current issues, procedures, philosophies and techniques will be evaluated. Emphasis is placed on national and state mathematics standards, using manipulatives, and the content and processes involved in teaching mathematics. (Pre-service certificate required.. There will be 10 hours of directed field experiences embedded into this course.)

Typically Offered: fall, summer.

EDUC 6631 - Reading Methods (3)

A study of the major approaches to reading instruction incorporating current theories and research practices. Candidates will explore procedures and materials for developing, conducting, managing, and evaluating effective developmental reading programs: whole language, basal reading, language experience approach (LEA), emergent literacy, reading readiness, and literature based. Topics include: the cognitive constructivist view of reading, emergent literacy, knowledge about print, phonemic awareness and phonics, word recognition, word- study instruction, vocabulary development, comprehending narrative and expository texts, content area reading, analysis and development of multimedia reading materials, literacy instruction for non-native speakers of English, needs of exceptional learners, and appropriate diagnostic procedures. (Pre-service certificate required. Field experience required.)

Typically Offered: spring.

EDUC 6632 - Language Arts (3)

A study of basic content in communication, including the exploration of current issues, materials, techniques and methods for teaching the process components (reading, writing, speaking, listening, viewing, and visual representation). A variety of applications of these process components will be explored to enable the candidate to become proactive in planning, implementing, and evaluating effective language arts programs. Topics include: how children learn language; language-rich classrooms; the reading and writing processes; the listening process; conversations; dramatic activities; reading and writing stories, reports, and letters; reading and writing poetry; and spelling, handwriting, and grammar tools. A focus will be on integrating children's literature in all areas of the curriculum. (Pre-service certificate required. Field experience required.)

Typically Offered: Fall.

EDUC 6634 - Social Studies Methods in Education (3)

A study of the content of the social sciences as applied to the environment of the child. Current issues in social studies education, methods, procedures, and techniques of instruction and evaluation, with an emphasis on current events and multicultural education, are explored. (Pre-service certificate required. Field experience required.)

Typically Offered: spring.

EDUC 6636 - Science Methods in Education (3)

A study of the basic content and general principles of the natural sciences including current issues, developmentally appropriate materials, procedures, and techniques of instruction. Emphasis is placed on instructing students to learn problem-solving through the scientific method. Candidates will come to understand and improve, in a practical way, the use of basic science skills (observing, classifying, measuring, inferring, predicting) and applied science skills (generating hypotheses, data collecting, drawing conclusions) for which future teachers may be prepared to use in the p-12 grade levels. (Pre-service certificate required. Field experience required.)

Typically Offered: fall, spring.

EDUC 6638 - Advanced Assessment and Instruction in Reading (3)

This course recognizes the necessity of a teacher to possess a thorough understanding and competence in classroom assessment/diagnostic principles and instructional practices for improving learner reading ability. Emphasis is placed on providing candidates with theoretical and practical experiences that will enhance and strengthen their knowledge base and enable them to gain competence with: (1) the reading processes, (2) the skills of reading, (3) reading assessment tools, (4) techniques and strategies for addressing specific reading strengths and difficulties of students, and (5) procedures for developing individual prescriptions for reading improvement based on identified student needs. Topics include: (1) what teachers need to know about reading assessment, (2) changing trends in assessment, (3) ongoing assessment, (4) periodic in-depth assessment, (5) portfolio assessment, (6) formal measures (norm-referenced, criterion-referenced, and minimum competency testing), (7) instructional strategies for remediation, and (8) assessment factors related to reading problems. (Pre-service certificate required. Field experience required.)

Typically Offered: fall, spring.

EDUC 6639 - Exploration and Analysis of Reading Environments (3)

Reading constitutes a major part of all studies therefore educators must have particular expertise that enables them to teach all children. The National Institute for Literacy, the International Reading Association, and the Association for Childhood Education International provide direction for evidence-based teaching of reading. The purpose of this course is for candidates to research the foundations, instructional practices, and assessment of reading and writing through evidence-based practices and related technology. They will also explore the Georgia Requirements for Classroom Teachers of Reading curriculum.

Prerequisite: EDUC 6638. Typically Offered: summer.

EDUC 6642 - Critical Thinking and Creativity in the Classroom (3)

A study of the principles of critical thinking, inquiry, creativity and problem solving, and evaluation of currently available programs. Processes for developing higher order thinking skills across the curriculum are explored. The purpose of this course is to help candidates acquire the knowledge, skills, and attitudes needed to design instruction to facilitate development of critical/creative habits of mind in diverse student populations. (Pre-service certificate not required. Field experience required.)

Typically Offered: fall, spring.

EDUC 6655 - Exceptional Children (3)

A comprehensive introduction to the education of students with special needs. The intent of this course is to provide educators with the knowledge skills, attitudes, and beliefs that are crucial to constructing learning environments which allow all students to reach their potential. A foundational knowledge in the concepts of co-teaching and differentiated instruction will be emphasized. Directed field-based experience is required.

Candidates will survey the basic characteristics and unique educational and life needs of students who have been determined to differ significantly from their "average" peers in terms of mental, physical, and/or emotional characteristics. This course will provide a foundation of legal, social, educational, medical, and psychological concepts that focus on an understanding of who exceptional children are and how their diverse needs can be met within the context of a democratic learning community. (Pre-service certificate is not required. Field experience required.)

Typically Offered: fall, spring — Online: summer.

EDUC 6656 - Essentials of Collaboration and Inclusion (1)

This course examines various aspects of collaborative instruction for students with disabilities in the regular classroom. Beyond collaboration, this course will focus on strategies for differentiated instruction, curriculum modification, classroom accommodations and assignments. (Field Experience required)

Prerequisite: EDUC 5599, SPED 6602, and SPED 6633. Typically Offered: fall.

EDUC 6685 - Characteristics of Learners with Autism Spectrum Disorder (3)

Autism Spectrum Disorder (ASD) is a broad disability category that is composed of three primary behavioral characteristics: deficits in socialization, communication, and a narrow range of interests/activities. Individuals with ASD vary in their intelligence, behaviors, and abilities. The purpose of this course is to provide teacher candidates with an in-depth look at these behavioral characteristics associated with ASD in an effort to understand the implications for academic achievement and behavioral success in school, home, and community settings. No prerequisite.

Cross-Listed as: EDUC 4485.

EDUC 6686 - Instructional Methods for Learners with Autism Spectrum Disorder (3)

Autism Spectrum Disorder (ASD) is a broad disability category that is composed of three primary behavioral characteristics: deficits in socialization, communication, and a narrow range of interests/activities. Many students with ASD are educated in the regular classroom with their like age peers, using the same curriculum. To this end, this course will examine evidenced based methodology for educating students with ASD from the ages of pre-school to post-secondary level.

Prerequisite: EDUC 6685 or permission of the instructor.. Cross-Listed as: EDUC 4486. Typically Offered: fall.

EDUC 6687 - The Autism Advisor (3)

The purpose of this class is to teach candidates the skills to become the ASD Advisor for their school and/or school district. Beyond teaching students with ASD to become their own self-advocates, candidates will be trained in collaborating with other educators, staff members, parents, and community members who teach and interact with individuals with ASD. This course focuses on teaching candidates effective, direct communication skills, concise meeting management skills, and consultative listening and writing skills.

Prerequisite: EDUC 6685 and EDUC 6686 or permission of the instructor.. Cross-Listed as: EDUC 4487.

EDUC 6690 - Classroom Management (3)

A study and exploration of a variety of classroom management strategies and styles. Leadership styles, crisis control, appropriate rewards and consequences, student and teacher rights and inter-relationships, group dynamics, coping with students with disabilities, and communication between administration-teacher-parent-student are reviewed. Classroom policies and procedures for managing the daily routines are examined. (Pre-service certificate is required. Field experience required.)

Typically Offered: fall, spring, summer.

EDUC 6699 - Methods and Interpretation of Educational Research (3)

The purpose of this course is to study current research methods and theories, procedures and designs with an emphasis on critical thinking, assessment, and applied research. Included in this course will be the evaluation, interpretation, and application of current research methods. The twin focuses of this course are the development of the skills needed to both evaluate existing research and to develop new formal research proposals. These skills are designed to assist the candidate in the development of their professional practice as both consumers and producers of education research.

All field-based research projects will be reviewed by the instructor for compliance with the College policy regarding human subjects, with further review by the Institutional Review Board as needed. Therefore, all candidates involved in research with human subjects should become thoroughly familiar with the College guidelines and procedures to protect human subjects, researchers and the College.

Typically Offered: fall, spring.

EDUC 7701 - Critical Analysis of Current Trends and Issues in Education (3)

This course will address trends and issues that impact the educational establishment. Candidates will explore, analyze, and question the current trends and issues that primarily impact schools today. They will reconsider and synthesize old and new knowledge, which will assist them in becoming scholarly, reflective, and proactive educators. (Pre-service certificate is not required. Field experience required.)

Typically Offered: summer.

EDUC 7702 - Integrating Instructional Media and Technology (3)

An advanced study of instructional media and technology for educators. Candidates learn to be more proficient in the use of advanced technology in the classroom. (Field experience required).

Prerequisite: EDUC 6601 or approved exemption.. Typically Offered: spring.

EDUC 7703 - Social, Cultural, and Ethical Perspectives of Education (3)

The purpose of this course is to provide the candidate with an in-depth critical exploration and analysis of various social, cultural, and ethical perspectives on education. Particular attention will be given to those contemporary perspectives that focus on the functions of education for the individual and society, as well as those that deal with the interrelationships among the public school/education community and culture. (Pre-service certificate is not required. Field experience required.)

Typically Offered: fall.

EDUC 7712 - Group Processes and Interpersonal Skills (3)

An examination of group process skills with an emphasis on cooperative learning activities, interaction processes, and patterns of verbal and non-verbal communication in the classroom. This course aims to provide participants with an understanding of group processes as applied to real life situations, pertaining to both teachers and students. By combining a review of the historical perspectives of group dynamics with the practical experience of in-class group activities, members of the class will gain a broad repertoire of skills from the theories and concepts in this field. These skills will be useful in analyzing and understanding group issues as they occur in daily interactions with others. (Pre-service certificate is required. Field experience required.)

Typically Offered: spring.

EDUC 7721 - Characteristics of Gifted Students (3)

This course is the first in the sequence of three leading to the Georgia In-field Gifted Endorsement, and serves as an introduction to the field of gifted education, with a focus on gifted learners. The goal of this course is to specifically develop participants' understanding of the defining characteristics and needs of diverse populations of gifted students. Introduction to the foundations of gifted education, including relevant definitions of the term "gifted and talented." Current issues and trends at the local, state, national, and international levels impacted gifted education.

Typically Offered: fall, spring, summer.

EDUC 7722 - Assessment of Gifted Students (3)

The goal of this course is to develop students' understanding of the use of assessment to identify gifted abilities in individuals from different backgrounds (e.g., racial/cultural ethnic group membership, age, gender, disabling conditions, economic, and language). A major concern of the course is the study of specific assessment measures and procedures that encourage informed educational decisions regarding those students who need gifted program services. Selecting and designing assessment measures and procedures to evaluate the gifted student's progress. Using assessment data to make instructional decisions.

Prerequisite: EDUC 7721 or permission of instructor. Typically Offered: fall, spring, summer.

EDUC 7723 - Programs, Curriculum and Methods for Gifted Students (3)

This course focuses on the understanding and use of current programs, curriculum in, instructional strategies and materials to facilitate the development of gifted learners from diverse backgrounds with strengths in varied domains. Central to the course is information concerning the differentiation of instruction for gifted learners based on their characteristics and needs and on theory and practices in instructional design and modification.

Prerequisite: EDUC 7721 and EDUC 7722 or permission of instructor. Typically Offered: fall, spring, summer.

EDUC 7724 - Social and Emotional Development of Gifted Students (3)

This course focuses on examining the social and emotional development of gifted learners from diverse background. Central to the course is an in depth examination of relevant research, theory, and best practices that inform candidates' understanding of how to support this population's social and emotional growth and well-being. Candidates will apply their understanding as they design instructional strategies, methods, and guidance models to address the social and emotional issues that affect the lives of gifted and talented students.

EDUC 7725 - Enrichment Programs for Gifted Learners (3)

This course focuses on the development of enrichment opportunities for K-12 gifted learners from diverse backgrounds and with strengths in varied domains. Central to the course is the advanced application of principles and techniques for gifted learners introduced in previous coursework. The focus of the students' experience will center on researching, planning, administering, and evaluating an enrichment opportunity for gifted students within or outside of the College.

EDUC 7730 - School Law (3)

A study for educators of the legal doctrines applicable to the school setting, including those dealing with truancy, curriculum, due process rights of students and teachers, freedom of speech, expression, and religion, student publications, search and seizure, student discipline, sexual harassment and discrimination, student records, student testing, terms and conditions of teacher employment, special education, and other legal rights and responsibilities of teachers.

Typically Offered: fall.

EDUC 7740 - Internship I (3)

Field-based experience under the supervision of one or more host teachers and a college faculty member. Candidates observe, plan and teach lessons, conduct assessments, and work with both whole-class and small groups. Designed to augment current or previous clinical and/or teaching experiences.

Prerequisite: EDUC 5599, On-time application through the Clinical Experiences Department.

EDUC 7761 - Coaching Endorsement-Adult Learning & Supervision (3)

During this course candidates will explore the adult brain versus the child's brain including differences in learning and development. Candidates will be trained in adult supervision, providing feedback, troubleshooting misconceptions, and the completion of clinical observation cycles.

EDUC 7762 - Coaching Endorsement-Collaborative Interprofessional (3)

Candidates will explore an interprofessional internship model which includes developing relationships between the STEM community and the academic community, fostering pedagogical ideals, filling gaps in content knowledge, and exploring internal and external needs. Candidates will also learn to use and facilitate not just reflection but refraction, and diffraction.

EDUC 7763 - Coaching Endorsement-Current Issues (3)

Candidates will address issues identified by local school districts as pertinent to student success. Candidates will learn to become critical consumers of data and practice professional writing for journals and grants.

EDUC 7770 - The Foxfire Approach to Instruction (3)

Enables P-12 instructors to implement the Foxfire approach to instruction in any subject, any grade level. The course combines practical applications with the theoretical conceptions of the Foxfire approach. Involvement in follow-up activities is expected.

Typically Offered: summer.

EDUC 7771 - Exploring STEM Education (3)

The goal of this course is to provide candidates with a broad foundation in STEM education, the STEM student, and the STEM learning environment. Candidates will be immersed in exemplary STEM learning environments, through case studies and in-person participation, to collect and analyze data in an effort to synthesize finding toward development of a STEM mindset. Candidates will understand and describe STEM education as interdisciplinary, collaborative, and a process driven endeavor; create an annotated bibliography on STEM education including economics and careers in STEM, community and global perspective, and technology applications. Field-based experiences will also include job shadowing with STEM businesses or scientists. Each candidate will also complete a personal content knowledge assessment and development plan.

EDUC 7772 - Planning for STEM Teaching and Learning (3)

The goal of this course is to provide candidates experiences in the practices of STEM learning and includes the integration of multidiscipline standards and business/industry practices/partnerships to Project Based Learning, collaborative team planning, and managing differentiated learning in the STEM classroom. Candidates will develop an understanding of the importance of STEM vertical alignment in P-16 education and appreciate that the uniqueness of the community parallels the uniqueness of STEM programs within the community. Candidates will experience the bundling and integration of standards through continued content and collaborative skill development, the use of performance assessment tasks and rubrics, integrated task design (PBL, problem-based, place-based, authentic),

implementation and appropriate use of technology, co-planning and co-facilitating experiences, managing and differentiating active learning in the classroom to support the overall student development in STEM etiquette, practices, and application.

EDUC 7773 - Developing STEM Habits of Mind (3)

The goal of this course is to extend the candidates' experiences in the practices of STEM learning to further develop the engineering design process, authentic student research in STEM, and facilitate students' thinking through experiences and reasoning in STEM. Candidates will extend their understanding of Course II and apply practice to the engineering design model, Project Based Learning, and authentic STEM research. Emphasis will be placed on application of technology to enhance students' STEM experiences, the art of effective questioning, facilitating students' thinking through experiences, reasoning in STEM education be it computational, model-based, quantitative, systems, etc. The importance of community STEM partners, be they educational, non-profit, or business, will be evaluated and aligned with educational goals to promote grant writing techniques that benefit all partners while candidates begin planning Course IV (EDUC 7774) requirements that demonstrate the application of STEM teaching and learning.

EDUC 7774 - Engaging Students as a STEM Educator (3)

The goal of this course is for candidates to apply STEM education practices to student learning in both traditional and non-traditional educational settings while receiving support through Piedmont College's Innovation & Discovery Center and the STEM Endorsement Program. Candidates will extend their practices with STEM industry/business partners and STEM experts culminating in parallel applications of technology to prepare college and career ready students, STEM capstone projects, student internships, and STEM related School Based Enterprises. Candidates will develop a plan for post-endorsement commitment to STEM education in a leadership or support capacity.

EDUC 7788 - Capstone/Exhibition (3)

Designed to synthesize the candidate's graduate experience, culminating in a project that demonstrates the individual's mastery of the graduate program, including conceptual, content, and pedagogical skills. In other words, candidates demonstrate the integration of theory and practice related to content knowledge and pedagogical strategies. Candidates have the opportunity to affect school change. Candidates will submit a formal written document of the culminating project and will demonstrate their work in a public presentation to peers, faculty, and other guests at the end of the semester. MA candidates in the Secondary Education Program and the Educational Studies program are required to complete and submit a program portfolio before the capstone presentation.

*GACE Content Exams must be passed before registration for the final semester of coursework in Secondary Education

Prerequisite: Application for graduation must be submitted when registering for this class.. Typically Offered: fall, spring.

EDUC 7795 - Applied Research Project (1-3)

The development and implementation of an applied project in education (quantitative or qualitative research), under the supervision of a graduate faculty member. This course allows individuals or groups to study and to do research in topic(s) selected from their professional interests. Candidates are expected to examine professional literature and read widely in their chosen topic. Candidates will exhibit qualities of the scholarly, reflective, and proactive practitioner. (Field experience required.)

Prerequisite: Permission of appropriate department chair..

EDUC 7796 - Portfolio and Presentation - Conversion Mechanism (1)

Qualified individuals who have completed advanced degree programs in education from Piedmont College or out-of-state institutions with NCATE, TEAC, or CAEP accredited programs may apply to have their previous work evaluated under a Conversion Mechanism. Candidates will complete a portfolio and make a formal presentation, demonstrating their understanding of the appropriate state certification standards.

EDUC 7798 - Special Topics in Education (1-3)

Concentrated readings and a review of research studies and literature relative to areas of significance in education through a special project, under the supervision of a graduate faculty member.

Prerequisite: Permission of appropriate department chair..

ENGL - ENGLISH

ENGL 6601 - Seminar in World Literature (3)

An interdisciplinary approach to the world literature in translation with emphasis on fine arts.

Typically Offered: As needed online.

ENGL 6602 - Medieval Literature (3)

Selected British prose, poetry, and drama from the eighth to the fourteenth century.

Typically Offered: As needed online.

ENGL 6603 - British Renaissance (3)

Survey of major British authors of the sixteenth and seventeenth centuries; emphasis on Spenser and Milton.

Typically Offered: As needed online.

ENGL 6605 - Shakespeare (3)

Shakespeare's major works.

Typically Offered: Summer online.

ENGL 6608 - Restoration and Eighteenth-Century Literature (3)

Survey of major British authors of the late seventeenth and eighteenth centuries.

Typically Offered: As needed online.

ENGL 6615 - British Romanticism (3)

Representative works of English Romantic literature.

Typically Offered: As needed online.

ENGL 6621 - Victorian Literature (3)

Representative works of English Victorian literature.

Typically Offered: As needed online.

ENGL 6626 - Twentieth-Century British Literature (3)

Writings of major twentieth-century authors of Great Britain and Ireland, including ethnic literature.

Typically Offered: As needed online.

ENGL 6627 - American Romanticism (3)

Survey of the major nineteenth-century American romantic literature.

Typically Offered: As needed online.

ENGL 6628 - Twentieth-Century American Literature (3)

Survey of twentieth-century authors of the United States.

Typically Offered: As needed online.

ENGL 6629 - Multicultural American Literature (3)

Study of non-canonical texts in American literature with a focus on pedagogical strategies.

Typically Offered: As needed online.

ENGL 6630 - Literature of the American South (3)

Southern American literature from the Colonial period to the present.

Typically Offered: As needed online.

ENGL 6631 - History of the English Language (3)

Survey of the historical development of the English language.

Typically Offered: As needed online.

ENGL 6632 - Creative Writing Methods for Teaching Learning Content (3)

Exploration of instructional methods that employ poetry, fiction, and creative non-fiction to teach learning content at the secondary level.

Typically Offered: As needed online.

ENGL 6640 - Reading and Writing in the Content Areas (3)

Strategies, cultural issues, reflective practice, motivation, scaffolding, standards, and assessment advice and theory to help content area teachers use reading and writing as learning tools.

Typically Offered: Fall online.

ENGL 6650 - Seminar in Composition Studies (3)

Instruction in the history of composition studies and the teaching of writing at the secondary and post-secondary levels.

Typically Offered: Summer online.

ENGL 6655 - Survey of English Usage for Teachers (3)

A survey of rhetoric, grammar, and the historical development of English for use in the classroom.

Typically Offered: Spring online.

ENGL 6656 - Reading Improvement at the Secondary Level (3)

A survey of materials, methods, developmental and remediation programs, and library research at the secondary level.

Typically Offered: Spring online.

ENGL 6660 - Literary Criticism (3)

A seminar on the ideas, methods, and history of literary criticism.

Typically Offered: As needed online.

ENGL 6680 - Major Authors (3)

An in depth seminar study of one or more selected authors.

Typically Offered: As needed online.

ENGL 6690 - Special Topics (3)

Topics may vary. Check the schedule for the current offering.

Typically Offered: As needed online.

ERSC - EARTH SCIENCE

ERSC 5000 - Topics in Earth Sciences (3)

This course is based on current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Cross-Listed as: GEOL 5000.

ERSC 5300 - Astronomy and Meteorology (3)

An introduction to content in the fields of astronomy and meteorology with particular emphasis on those topics taught in grades 6-12. The course also includes the evaluation of current instructional research in these content areas. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

ERSC 6000 - Topics in Earth Sciences (3)

This course is based on current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Cross-Listed as: GEOL 6000.

ERSC 6300 - Astronomy and Meteorology (3)

An introduction to content in the fields of astronomy and meteorology with particular emphasis on those topics taught in grades 6-12. The course also includes the evaluation of current instructional research in these content areas. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

GEOL - GEOLOGY**GEOL 5000 - Topics in Earth Science (3)**

This course is based on current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Cross-Listed as: ERSC 5000.

GEOL 5200 - Georgia Geology (3)

An introduction to the physical and historical geology of Georgia with particular emphasis on those topics taught in grades 6-12. This course is specifically designed for students seeking the M.A. or M.A.T. degrees.

GEOL 6000 - Topics in Earth Science (3)

This course is based on current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Cross-Listed as: ERSC 6000.

GEOL 6200 - Georgia Geology (3)

An introduction to the physical and historical geology of Georgia with particular emphasis on those topics taught in grades 6-12. This course is specifically designed for students seeking the M.A. or M.A.T. degrees.

HIST - HISTORY**HIST 6600 - Early American History (3)**

A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements of the period of American history from the Pre-Columbian Era to the outbreak of the American Civil War. May be offered online or in the classroom.

Typically Offered: Odd summer online.

HIST 6601 - Recent American History (3)

A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements of the period from the conclusion of the American Civil War to the present. May be offered online or in the classroom.

Typically Offered: Odd fall online.

HIST 6602 - United States History Since 1945 (3)

A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major elements of the period from the end of World War II to the present. May be offered online or in the classroom.

Typically Offered: as needed online.

HIST 6610 - History of the Ante-Bellum American South (3)

A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements from the colonial era to the Secession (the "Old South"). May be offered online or in the classroom.

Typically Offered: As needed online.

HIST 6611 - History of the "New South" (3)

A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements of history of this region from the Era of Reconstruction to rise of the Sun Belt. May be offered online or in the classroom.

Typically Offered: As needed online.

HIST 6612 - History of Georgia (3)

A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements from the period immediately preceding European settlement to the present. Major personalities and the relationship of the colony/state with the other colonies/states are emphasized. May be offered online or in the classroom.

Typically Offered: Even spring online.

HIST 6620 - Recent Latin America (3)

A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements in the history of Latin America from the "Liberation" to the present. Special emphasis is focused on the relationship of the region with the United States of America. May be offered online or taught in the classroom.

Typically Offered: Even summer online.

HIST 6621 - World History I (3)

A graduate level directed readings course in which conflicting historical interpretations, cross-cultural interaction and influence, and primary sources comprise major elements in the history of man from the beginning of civilization to the Enlightenment. May be offered online or in the classroom.

Typically Offered: Even fall online.

HIST 6622 - World History II (3)

A graduate level directed readings course in which conflicting historical interpretations, cross-cultural interaction and influence, and primary sources comprise major elements in the history of civilized man from the Enlightenment to the present. May be offered online or in the classroom.

Typically Offered: Odd spring online.

HIST 6630 - Special Topics (3)

A graduate level directed readings and/or research based course whose content varies in accordance with student interest not met by the content in any existing HIS 600 level course. May be taught online or in the classroom.

Typically Offered: As needed online.

HSCS - HEALTH SCIENCE

HSCS 5100 - Epidemiology and Biostatistics (3)

Effective Fall 2019

This graduate level introductory course introduces the basic concepts of epidemiological and biostatistical principles, concepts, and procedures for the surveillance and investigation of health-related states or events. Emphasis is placed on the principles and methods of collecting data and analyzing disease incidence and prevalence to provide analyses leading to effective interventions and preventions. Topics include the dynamic behavior of disease; usage of rates, ratios and proportions; methods of direct and indirect adjustment, and clinical life tables which measure and describe the extent of disease problems. Various epidemiologic study designs for investigating associations between risk factors and disease outcomes are also introduced, culminating with criteria for causal inferences. The

application of these disciplines in the areas of health services, screening, injuries, psychiatric disorders, social inequities, genetics, and environment policy are presented. The influence of epidemiology and biostatistics on legal and ethical issues are also discussed.

Prerequisite: ATRG or HLHP Program Admission. Offered: Demorest Campus: fall.

HSCS 5301 - Implementation and Evaluation of Health Programming (3)

Effective Fall 2019

An examination of best practices for implementing and evaluating health programming to effectively change the behavior of small and large groups. The course will emphasize review of existing scientific literature concerning the development and design of health programs in various settings including communities, schools and worksites. Students will apply implementation and evaluation concepts through various assessments that will allow them to address the overall health a target population.

Prerequisite: ATRG or HLHP Program Admission. Offered: Demorest Campus: spring.

HSCS 5302 - Pathology and Pharmacology (4)

Effective Fall 2019

This course includes the knowledge and clinical skills used to recognize, assess, and care for general medical conditions affecting the physically active. Basic pharmacological concepts, drug classifications, and medication administration in health science practice are also introduced.

Prerequisite: ATRG or HLHP Program Admission. Typically Offered: Demorest Campus: spring.

HSCS 5340 - Coaching Behavior Change (3)

Effective Fall 2019

An examination of current health promotion techniques in order to design programs to facilitate individual health behavior change. The course will emphasize review of existing scientific literature concerning the development and design of behavior change programs in various settings including communities, schools and worksites. Students will apply course concepts through various assessments that will allow them to address both their own behaviors and the behaviors of a target population.

Prerequisite: ATRG or HLHP Program Admission. Typically Offered: Demorest Campus: spring.

HSCS 5410 - Research Methodology in Health Sciences (3)

Effective Fall 2019

This course includes the basic research techniques and scientific writing skills necessary for health care professionals, with a focus on systematic inquiry, the Scientific Method, hypothesis building, reviewing literature, procedure design, and evidence-based practice. The final product of the course will be a complete introduction, review of literature, and methods for an empirical or action research study. We will employ a philosophy of "learning by doing" throughout the course, designed to allow each student to practice the research process.

Prerequisite: ATRG or HLHP Program Admission. Typically Offered: Demorest Campus: fall.

HSCS 5411 - Current and Emerging Issues in Health Policy, Economics, and Advocacy (3)

Effective Fall 2019

An examination of the political and economic issues that influence delivery of health care in the U.S. The course will analyze the structure of health care organization, the role of government in medical care and national health insurance, the role of private industries in the delivery of health care and insurance, the influence of various interest groups, and the complexity of financing the health care system. In addition, students will learn how advocacy can affect these issues and change outcomes to improve access and quality of health care. Students will complete various assessments that will allow them to apply course concepts to various professions and work settings.

Prerequisite: ATRG or HLHP Program Admission. Typically Offered: Online: summer.

HSCS 5420 - Advanced Strength and Conditioning (3)

Effective Fall 2019

This course will provide students with an advanced understanding of the principles and methods necessary to design comprehensive strength and conditioning programs for enhancing both overall fitness and specific athletic performance. This course will focus on the evaluation and implementation of fitness and training programs and require students to apply content from A&P, exercise physiology,

kinesiology, and nutrition with concepts of fitness development. This course will also prepare students to obtain certifications in personal training and strength and conditioning by meeting requirements for the NSCA CSCS and CPT exams.

Prerequisite: ATRG or HLHP Program Admission. Typically Offered: Demorest Campus: fall.

HSCS 5440 - Nutrition for Health Programming (3)

Effective Fall 2019

In this course students will design, implement, and evaluate nutritional programs for a variety of situations including individuals, groups, and self-assessments. Topics will include current trends in nutrition, at-risk groups, supplements, eating disorders, and effective nutrition programming.

Prerequisite: ATRG or HLHP Program Admission. Typically Offered: Demorest Campus: summer.

HSCS 5499 - Internship in Health Sciences (1-6)

Effective Fall 2019

Supervised internship in an approved setting. Students must complete 75 hours on-site per academic credit hour. Internship applications and proof of site agreement, memo of supervisor understanding, and signed internship agreement are required no later than 14 days before the first day of the internship. Some sites may require background and/or drug testing (which will be conducted at the student's expense through a college-approved vendor). Can be repeated for a total of 6 hours.

Prerequisite: ATRG or HLHP Program Admission. Typically Offered: Demorest Campus: fall, spring, summer..

HSCS 6411 - Assessing Healthcare Quality (3)

Effective Fall 2019

This graduate level introductory course provides an overview of health care quality theory, practice, and management. It takes a patient centered approach to explore the complexities of rising costs, accessibility, overuse/underuse, fraud, and medical errors common in our current health care system which drive the need for quality standards and methodologies to measure and improve healthcare service quality, cost efficiency, and safety. Students will be introduced to licensing, accreditation, data compilation and presentation in statistical formats, quality improvement functions, quality tools, utilization management, risk management, and medical staff data quality issues. Learners will also be introduced to basic health informatics to understand the links between quality outcomes, evolving reimbursement paradigms, and different analytical models through data quality concepts, the challenges of accessing data from devices, e-quality measures, and calculating quality measures with EMR data. The course will be divided into three overlapping topic areas: 1) patient safety and satisfaction; 2) evaluation of quality and quality measures; and 3) principles of quality improvement. Students will review and create quality measures within their chosen field and develop a quality improvement project to improve a process or outcome.

Prerequisite: ATRG or HLHP Program Admission. Typically Offered: Online: summer.

MATH - MATHEMATICS

MATH 5010 - Geometry (3)

Review of numerical and axiomatic Euclidean Geometry. Introduction to non-Euclidean geometries (hyperbolic, spherical, and projective).

MATH 5020 - Linear Algebra (3)

Systems of linear equations, matrices, vectors, determinants, linear transformations, vector spaces, Eigen values and vectors.

MATH 5030 - Discrete Mathematics (3)

Set theory, algebraic functions, logic, number systems, techniques of counting, probability, modular arithmetic, proof techniques.

MATH 5040 - Calculus (3)

Derivatives of rational, trigonometric, exponential and logarithmic functions with applications; basic techniques of integration; integration of trigonometric, exponential and logarithmic functions, area and volume, techniques of integration, sequence and series.

MATH 5500 - Special Topics (3)

This course examines special topics related to mathematics or statistics, which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

MATH 6500 - Special Topics (3)

This course examines special topics related to mathematics or statistics, which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

MATH 6650 - Multicultural Mathematics (3)

The course is divided into two interlocking parts. First, it focuses on historical non-European mathematics of societies ranging from the Far East through the Islamic and African countries to Central and South America. Students will perform mathematics from the different cultures. Then with an understanding of the past, students will concentrate on the impact varied world cultures have on mathematics today. This will include Singapore, Japan, Korea, and successful European models.

MATH 6700 - Explorations in Geometry (3)

Students will expand geometric content knowledge through the use of Geometer's Sketchpad. They will visualize concepts of geometry, manipulate geometric figures to show relationships, identify transformations and develop dynamic visual proofs of theorems.

MATH 6750 - Explorations in Algebraic Concepts (3)

This course is designed for middle grade and secondary teachers to develop a deeper understanding of algebraic concepts and varied approaches to solutions of algebraic problems. It will balance content, problem solving and technology while concentrating on techniques to convey mathematical content. The course correlates to the algebra content strands in mathematics for the Common Core State Standards.

MATH 6800 - Mathematical Technology for Teachers (3)

In this course students will learn to use and apply a variety of software and technology to middle and secondary teaching. In particular, software and technology useful in the teaching of statistics geometry, algebra, trigonometry and calculus will be introduced, demonstrated, and used by the students. Software used to typeset mathematics will also be introduced. Students will work collaboratively to use the technology to develop conceptual lesson plans and present these to their fellow students. The course will be online only, with a mandatory session near the end of semester to present potential lessons using the software.

MATH 6850 - Modern Geometry (3)

Uses Geometer's Sketchpad for exploration and conjecture. Includes circles and triangles from Euclidean geometry, analytical, transformational, hyperbolic and projective geometries.

MATH 6900 - Probability and Statistics for Teachers (3)

This course surveys some statistical methods of data analysis which are used to provide empirical answers. Topics covered are probability, hypothesis testing, chi-square, analysis of variance, regression analysis, covariance analysis, and nonparametric approaches.

MUED - MUSIC EDUCATION

MUED 6100 - Music Education Methods I (3)

This course provides students the opportunity to study the principles and methods of teaching music in early childhood and middle grades classrooms through the development of musical skills and the learning of proven methods of teaching to teach and direct a class in musical activities. Directed field-based experience is required. Teaching of laboratory classes required.

Prerequisite: Graduate Standing in Music Education.. Typically Offered: Demorest: fall day/evening.

MUED 6200 - Music Education Methods II (3)

This course provides students the opportunities to study the principles and methods of teaching music in secondary school classroom through the development of musical skills and the learning of proven methods of teaching to teach and direct a class in musical activities, including rehearsal methods. Directed field-based experience is required. Teaching of laboratory classes required.

Prerequisite: Graduate Standing in Music Education. Typically Offered: Demorest: spring day/evening.

MUED 7100 - Advanced Study in Music Education (3)

This course is designed to give certified and experienced music teachers additional study in the area of music education and give them the opportunity to improve their knowledge of instructional methods, and the opportunity to learn from the experiences of their colleagues, administrators, and community members. Current trends in music education research will be discussed and explored. Each candidate will make presentations based on their personal experience in their areas of interest and expertise.

Prerequisite: Graduate Standing in Music Education.. Typically Offered: Demorest: summer day/evening.

MUED 7400 - Internship I (Observation) (4)

This is a 16-week experience during which students work under the joint supervision of a certified teacher and college supervisor in the classroom. Candidates should be aware that prior to apprentice teaching they will undergo a criminal background check as part of the pre-service certification. Applications to apprentice teaching may be denied based upon information presented in these background clearances. Internship teaching placements in music are made at the discretion of the music department chairperson and the School of Education. Placements will be made within a 50-mile radius of the Demorest campus unless otherwise approved by the music department chairperson.

Prerequisite: Graduate standing, 3.0 cumulative GPA, admission to teacher education, and pre-service certificate.. Typically Offered: Demorest: fall day, spring day.

MUED 7410 - Internship II (5)

A continuation of the internship teaching experience during which candidates work full-time under the joint supervision of a certified teacher and college supervisor in the classroom.

Prerequisite: Satisfactory completion of MUED 7400, a 3.0 cumulative GPA, recommendation of advisor and field placement coordinator.. Typically Offered: Demorest: fall day, spring day.

MUED 7440 - Advanced Internship in Music Education I (5)

The internship experience is based in a public or accredited private school. Candidates are jointly supervised by college faculty and the employing school.

Prerequisite: Cumulative GPA of 3.0, admission to teacher education, a non-renewable certificate issued by the Georgia Professional Standards Commission (which requires a passing score on the appropriate GACE content assessments), and permission of the department chair. A candidate must complete an application for internship prior to registering for MUED 7440 and provide a copy of his/her yearlong teaching contract to the department chair.. Typically Offered: Demorest: fall day, spring day.

MUED 7450 - Advanced Internship in Music Education II (5)

Continuation of the yearlong internship sequence.

Prerequisite: Cumulative GPA of 3.0, admission to teacher education, a non-renewable certificate issued by the Georgia Professional Standards Commission (which requires a passing score on the appropriate GACE Tests), and permission of the department chair.. Typically Offered: Demorest: fall day, spring day.

MUED 7800 - Music Education Capstone Exhibition/Project (3)

This course is non-transferable and must be completed at Piedmont College. Application for graduation must be submitted when registering for this class. Designed to synthesize the graduate experience for candidates in the music education program. The course culminates in a project that demonstrates the individual's mastery of the graduate program in music education, including conceptual, content, and pedagogical skills. Candidates will submit a formal written document of the project and will demonstrate their work in a public presentation to peers, faculty, and other attendees at the end of the semester.

Prerequisite: Graduate Standing in Music Education. Typically Offered: Demorest: fall day/evening, spring day/evening, summer day/evening.

MUED 8100 - Advanced Music Education Methods (3)

The course will explore philosophy, design, implementation, and supervision of curriculum for music programs in the public schools.

Prerequisite: Admission to EDS program in Music Education.. Typically Offered: Demorest: summer.

MUSC - MUSIC**MUSC 5100 - Seminar in Music Theory (3)**

This course will provide an intensive study of traditional harmony and form analysis learned in the undergraduate curriculum, as well as the study of a variety of advanced music theory topics. Students will consider various pedagogical approaches toward teaching fundamental music theory concepts covered in the early units.

Prerequisite: Graduate Standing in Music Education.. Typically Offered: Demorest: summer day.

MUSC 5910 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, percussion, strings, voice, or woodwinds for graduate students in the Music Education program. Lessons are 60 minutes in length, once per week. Performance in one student recital is required.

Typically Offered: Demorest: fall day, spring day, summer day.

MUSC 5920 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, percussion, strings, voice, or woodwinds for graduate students in the Music Education program. Lessons are 60 minutes in length, once per week. Performance in one student recital is required.

Prerequisite: MUSC 5910. Typically Offered: Demorest: fall day, spring day, summer day.

MUSC 6480 - Advanced Conducting and Literature (3)

A continuation of the skills learned in undergraduate conducting, this course is advanced study of the techniques of conducting vocal and instrumental ensembles with emphasis on the advanced development of one's individual style of conducting and rehearsing; score reading, analysis, and interpretation. Advanced study in choral and instrumental literature for high school choruses, bands, and/or orchestras.

Prerequisite: Graduate Standing in Music Education.. Typically Offered: Demorest: as needed.

MUSC 6500 - Advanced Applied Pedagogy (3)

This course is designed as an extension of the undergraduate pedagogy course, giving graduate candidates in the music education program opportunities to continue to develop pedagogical techniques in piano, vocal, and/or choral music. Course work will include written reviews of periodical articles and reference texts. A research paper on a pedagogical topic is required.

Prerequisite: Graduate standing in Music Education.. Typically Offered: Demorest: spring day, summer day.

MUSC 6750 - Special Topics in Music History (3)

This course is designed for the study of special topics in music history that are not part of the formal offering within the music department. May be repeated for credit.

Prerequisite: Graduate Standing in Music Education.. Typically Offered: Demorest: summer day.

MUSC 6910 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, percussion, strings, voice, or woodwinds for graduate students in the Music Education program. Lessons are 60 minutes in length, once per week. Performance in one student recital is required.

Prerequisite: MUSC-5920. Typically Offered: Demorest: fall day, spring day, summer day.

MUSC 6920 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, percussion, strings, voice, or woodwinds for graduate students in the Music Education program. Lessons are 60 minutes in length, once per week. Performance in one student recital is required.

Prerequisite: MUSC 6910. Typically Offered: Demorest: fall day, spring day, summer day.

MUSC 8500 - Graduate Applied Pedagogy (3)

The course will explore most pertinent topics in secondary choral and instrumental music education including the male and female changing voice, vocal issues that are common among amateur singers, instrumental performance techniques for the middle and high school student, rehearsal practices and techniques, and curriculum design.

Prerequisite: Admission to the EDS program in Music Education.. Typically Offered: Demorest: summer day/evening.

NASC - NATURAL SCIENCES

NASC 6400 - History of Scientific Thought (2)

A course on the history of scientific thought, from early human attempts to explain the natural world to modern issues rising from applications of science.

PHYS - PHYSICS

PHYS 5100 - Conceptual Physics I (3)

Survey course in physics that covers mechanics, properties of matter and energy.

PHYS 5200 - Conceptual Physics II (3)

Survey course in physics that covers heat sound, electricity and magnetism, and light.

PHYS 6100 - Conceptual Physics I (3)

Survey course in physics that covers mechanics, properties of matter and energy.

PHYS 6200 - Conceptual Physics II (3)

Survey course in physics that covers heat sound, electricity and magnetism, and light.

POSC - POLITICAL SCIENCE

POSC 6600 - Advanced Studies in Political Science (3)

The course requires intensive reading and/or research on political science topics. The content of the course can vary from course to course. The course may be taken more than once for credit if the course topic is different.

Typically Offered: As needed online.

POSC 6650 - Governmental Institutions (3)

An in-depth examination of the major national institutions of government focusing on the presidency, judiciary, Congress, political parties, and elections.

Typically Offered: As needed online.

SOCI - SOCIOLOGY

SOCI 6600 - Advanced Studies in Sociology (3)

This course is designed to meet the content needs of M.A.T. Secondary Education whose teaching area is Broad Field Social Sciences. The course requires intensive reading and/or research on sociological topics. The content of the course can vary from course to course. The course may be taken more than once for credit if the course topic is different.

Typically Offered: As needed online.

SPED - SPECIAL EDUCATION

SPED 6151 - Professional Practice (edTPA) (1)

Candidates will prepare for the Education Teacher Performance Assessment (edTPA) and continue to develop their professional portfolio. Candidates will be expected to have the technological proficiency in basic video editing in order to add artifacts to the professional portfolio and submit as evidence for edTPA. Pass/fail. Students may request an In-progress grade for an additional semester.

Prerequisite: EDUC 5599.

SPED 6602 - Learning Characteristics of Children with Disabilities (3)

This course will examine the learning and behavior characteristics, theories of etiology, and teaching strategies regarding students with disabilities. The purpose of this course is to provide support for the candidate in acquiring the knowledge and skills required in today's classrooms that assist with the identification of those learning factors that both support and impede a student's developmental progress or place students at risk for success in school. There will be 15 hours of directed field experiences embedded into this course.

Typically Offered: fall.

SPED 6606 - Applied Behavior Analysis for Teachers (3)

This course will prepare future educators with procedures and processes for effectively managing the social and academic behaviors of students with disabilities across a variety of classroom and other educational environments. Emphasis will be placed on the application of the principles of effective instruction, proactive classroom management, effective behavior support, and applied behavior analysis. There will be 15 hours of directed field experiences embedded for this course.

Typically Offered: fall.

SPED 6607 - Single Case Research for Special Educators (3)

This course focuses on the study and application of current research methods, procedures, and designs to aid in the processes of individualizing instructional and behavior management effectiveness within classroom settings. Students will develop an understanding of, evaluate, interpret, and apply various approaches and techniques used to conduct single case research. There will be 15 hours of directed field experiences embedded for this course. A pre-service certificate is required for this course.

Prerequisite: SPED 6602. Typically Offered: fall.

SPED 6633 - Curriculum and Differentiated Instruction (3)

This course will prepare candidates to effectively instruct students with disabilities in order access the Common Core Georgia Performance Standards (CCGPS) and increase their academic achievement. This course will examine curriculum and differentiated for effectively educating students with disabilities including those from various socioeconomic and culturally diverse backgrounds. There will be 15 hours of directed field experiences embedded for this course. A pre-service certificate is required for this course.

Prerequisite: EDUC 5599, SPED 6602, and SPED 6606. Typically Offered: spring.

SPED 6634 - Instructional Methods for Individuals with Moderate/Severe Disabilities and Autism Spectrum Disorder (3)

This course will provide teachers and teacher candidates with the knowledge and skills required to create instructional programs and conduct systematic instruction primarily for students with intellectual and developmental disabilities or Autism Spectrum Disorders; however, these teaching methods are useful and appropriate for students with other mild disabilities including or without disabilities. During this course, students will learn the components of systematic instruction, use response prompting procedures, and use technology to create, collect and analyze instructional data that evaluate programs and develop generalized and maintained behaviors. Additionally, students will learn to identify and modify instructional variables to increase effectiveness and efficiency of instruction.

Prerequisite: EDUC 5599. Typically Offered: spring.

SPED 6635 - Curriculum and Assessment for Individuals with Significant Cognitive Disabilities (1)

This course will provide candidates with the information and skills necessary to promote progress of students with significant cognitive disabilities in Georgia Common Core Curriculum and other critical skills such as adaptive skills and self-determination necessary to participate in the general curriculum and community. Assessment is integral to educational decision-making process of choosing the curriculum appropriate for individuals with exceptionalities. Through assessment and understanding of the curriculum, candidates will discover ways for individuals with significant cognitive disabilities to meet expectations.

Prerequisite: SPED 6607 and SPED 6634. Typically Offered: fall.

SPED 6636 - Health Care of Students with Special Needs (3)

This course provides an overview of health care of students with special needs, practical application of skills in the classroom, and legal/ethical considerations.

Typically Offered: summer.

SPED 6684 - Advanced Strategies for Behavior Change (3)

This course will further candidates' knowledge of and skills in applying strategies for modifying problem behaviors of children with disabilities with an opportunity to apply research-based best practices to effect a change in academic and pro-social behavior of students with disabilities toward the goal of integration in the classroom, school, community, and job market with persons with and without disabilities. There will be 15 hours of directed field experiences embedded for this course. A pre-service certificate is required for this course.

Prerequisite: EDUC 5599, SPED 6602, and SPED 6606 or SPED 6634. Typically Offered: spring.

SPED 7705 - Policies and Legal Issues in Special Education (3)

This course will highlight the history and current status of litigation and school law which serves as the foundation for Special Education. The purpose of this course is to teach educators about laws and policies that affect educating students with disabilities. There will be 15 hours of directed field experiences embedded for this course.

Typically Offered: spring.

SPED 7740 - Advanced Research to Practice (3)

This course will provide teachers with an opportunity to apply research-based best practices to effect a change in academic and pro-social behavior of students receiving special education and increase access to general curriculum. All field-based research projects will be reviewed by the instructor for compliance with the College policy regarding human subjects with further review by the Institutional Review Board as needed. Therefore, all candidates involved in research with human subjects should become thoroughly familiar with the College guidelines and procedures to protect human subjects, researchers and the College.

Typically Offered: fall, spring.

SPED 7741 - Internship I (3)

Field-based experiences are conducted with children with disabilities, teachers, school personnel, and parents of children with disabilities under supervision of one or more host teachers and a college faculty member. Candidates observe, plan and teach lessons, conduct assessments, and work with both whole-class and small groups. This is a Pass or Fail course.

The student must be fully admitted to Teacher Education and have permission of the Dean of Education to register. Application deadlines for student teaching will be posted in the School of Education and on the School of Education Student Bulletin Board.

Prerequisite: Cumulative GPA of 3.0, admission to teacher education, and pre-service certification.. Typically Offered: fall, spring.

SPED 7742 - Internship II (5)

The student must be fully admitted to Teacher Education and have permission of the Dean of Education to register. Application deadlines for student teaching will be posted in the School of Education and on the School of Education Student Bulletin Board. Internship II includes a 16-week experience, during which teacher candidates work full time under the joint supervision of a certified teacher and college supervisor in a classroom for students with disabilities. Periodic seminars are also required. This is a Pass or Fail course.

Prior to Internship II, candidates will undergo a criminal background check as part of the pre-service certification process. Applications to student teaching may be denied based upon information presented in these background clearances. Before being hired by a Georgia public school system, another background check, including fingerprinting, will be conducted by the school system.

Internship II placements are made at the discretion of the School of Education. Placements will be made within a 50-mile radius of the campus unless otherwise approved by the Dean of the School of Education.

Prerequisite: Cumulative GPA of 3.0, admission to teacher education, and pre-service certification; SPED 7741.. Typically Offered: fall, spring.

SPED 7744 - Advanced Internship I (5)

Typically Offered: fall, spring.

SPED 7745 - Advanced Internship II (5)

Each internship is conducted in a semester-long format with periodic seminars. This experience, based in a public school, emphasizes the application and integration of developmental and instructional principles in a collaborative setting. Students will be jointly supervised by college faculty and the employing school. This is a Pass or Fail course.

For students enrolled in each of the internship courses the following must occur:

1. Be teaching on a non-renewable certificate in Special Education General Curriculum at a school within 50 miles of the Athens campus, unless otherwise approved by the Dean of the School of Education.
2. Have a completed application for an internship approved prior to registration for SPED 7744
3. Have completed an unconditional acceptance to Teacher Education and hold a pre- service certificate prior to enrollment in SPED 7744.

Typically Offered: fall, spring.

SPED 7780 - Capstone Seminar (with required portfolio exhibition) (3)

This course is non-transferable and must be completed at Piedmont College.

Application for graduation must be submitted when registering for this class.

This course will provide the candidates with a synthesizing opportunity in order to integrate the program objectives in an applied format. Application will take place through the development of a Capstone portfolio and the exhibition presentation with a selected committee. This is a Pass or Fail course.

Typically Offered: spring, summer.

BOARD OF TRUSTEES

Chairman

Thomas A. Arrendale III*
Chairman, Board of Directors and
Chief Executive Officer Fieldale
Farms Corporation
Baldwin, Georgia

Vice Chairman

Dock C. Sisk '72*
Superintendent (Retired)
Banks County School System
Homer, Georgia

Secretary

D. Stewart Swanson*
Director, Emerging Enterprises &
Alliances
Cisco-Jasper
Atlanta, Georgia

Edward D. Ariail '80*
Financial Advisor
Carson Advisory, Inc.
Clarksville, Georgia

Jane Higdon Ballard '70
Assistant Vice President (Retired)
Wachovia Bank
Atlanta, Georgia

Lisa Black, '01, '07
Teacher (retired)
Gwinnett County Public School
System

Sandra G. Borrow
Owner/ Operator
JSB, Inc.
Cornelia, Georgia

Martha K. Cantrell '80
Gifted Program Coordinator
Habersham County School System
Clarksville, Georgia

Dennis T. Cathey
Attorney
Cathey & Strain, LLC
Cornelia, Georgia

Ben F. Cheek III
Vice Chairman
1st Franklin Financial Corporation
Toccoa, Georgia

The Honorable James E. Cornwell Jr.
Attorney
Cornwell Law
Toccoa, Georgia

Myron O. Downs
Co-Owner, Veterinary Surgeon
Athens Veterinary Surgery Center &
Animal Emergency Hospital
Athens, Georgia

Dwight H. Evans*
President (Retired)
Southern Company
Atlanta, Georgia

David C. Foster '88
Vice President, Sales
WCON
Cornelia, Georgia

Lauren Goza, '05, '07
Special Agent
Georgia Bureau of Investigations

Phillip A. Furman '68
Vice President, Biological Services
Pharmasset, Inc.
St. Augustine, Florida

Mack H. Guest III
President, LAD Truck Lines, Inc.
Watkinsville, Georgia

Thomas M. Hensley, Jr.
President
Fieldale Farms Corporation
Baldwin, Georgia

James C. Hobbs III
Vice President (Retired)
BellSouth Corporation
Atlanta, Georgia

William M. House
Attorney
Gainesville, Georgia

Fran Davis Jarrett
President
Acree-Davis Funeral Home
Toccoa, Georgia

James R. LeMay
Deputy Managing Editor
CNN News
Atlanta, Georgia

Mylle Mangum*
Chairman and Chief Executive
Officer
IBT Holdings
Atlanta, Georgia

Michael S. Mansfield, Sr. '09
Chairman and Chief Executive
Officer
Mansfield Energy Corporation
Gainesville, Georgia

Kara Keel Moody, DMD '94
Partner
Bragg Dental
Atlanta, Georgia

Jim Parham '67
President, Jim Parham & Associates,
Inc.
Lakeland, Florida

Joseph M. Piper '95
Director, Reporting & Analytics
Brightree
Gainesville, Georgia

Thomas M. Richard '70
Interim Minister

First Congregational Church of
Marshfield Nantucket,
Massachusetts

The Honorable Brian Rickman '98
Judge
Georgia Court of Appeals
Tiger, Georgia

James F. Sievers '63
National Account Manager/VP
(Retired)
Bristol-Myers Squibb– Nuclear
Medicine Division
Fort Myers, Florida

Joseph A. Wingate Jr.
Senior Vice President Business
Development
The Element Group
Cornelia, Georgia

James F. Mellichamp
President
Piedmont College

*Executive Committee

TRUSTEES EMERITI

Elizabeth Bingham
Senior Minister
Pilgrim Congregational Church
Pomona, California

Sung Nei Charles Cho '57
Physician
Somis, California

John C. Foster '69*
Habersham Broadcasting, Inc.
Cornelia, Georgia

The Honorable Steve C. Jones
Judge
United States District Court
Atlanta, Georgia

Shirley Meeks
Principal, Cornelia
Elementary School (Retired)
Homer, Georgia

Paul J. Reeves
President
Habersham Hardware and Home Center
Cornelia, Georgia

Paul C. Rosser
U.S. Navy RADM (Retired)
Rosser International, Inc.
Atlanta, Georgia

Betty L. Siegel
President Emerita
Kennesaw State University
Kennesaw, Georgia

H. Milton Stewart Jr. '89
Chairman of the Board and Chief Executive Officer (Retired)
Standard Telephone Company
Lecanto, Florida

Kay S. Swanson
Corporate Treasurer and
Assistant Secretary (Retired)
Standard Telephone Company
Cornelia, Georgia

PRESIDENT EMERITUS

D. Garen Simmons
Baldwin, Georgia

FACULTY

Francis Adams ('19)
Assistant Professor of Mathematics
B.A., Carleton College
M.S., Ph.D., University of Florida

Stephanie A. Almagno ('95)
Professor of English
B.A., Simmons College
M.A., Ph.D., University of Rhode Island

Tabatha P. Anderson ('11)
Associate Professor of Nursing
B.S.N., Georgia Baptist College of Nursing
M.S.N., Medical College of Georgia
Ph.D., Mercer University

Richard M. Austin ('97)
Professor of Biology
B.S., Piedmont College
M.S., Auburn University
Ph.D., University of Mississippi

Elaine LeCreurer Bailey ('11)
Associate Professor of Chemistry
B.S., Armstrong Atlantic State University
Ph.D., Auburn University

Elizabeth Baugus-Wellmeier ('13)
Associate Professor of Nursing
Diploma in Nursing, Georgia Baptist School of Nursing
M.S.N., Walden University

Julia Behr ('16)
Professor of Nursing
B.S.N., Medical College of Georgia
M.S.N., Augusta University
D.N.P., University of Alabama at Birmingham

Barbara E. Benson ('05)
Professor of Education
B.A., University of Maryland
M.A., West Virginia University
Ed.D., University of Georgia

Michael W. Berglund ('14)
Associate Professor of Mathematics
B.S., University of West Georgia
M.A., Ph.D. University of Georgia

Marilyn Berrong ('01)
Professor of Education
A.A., Gainesville Junior College
B.A., Piedmont College
M.Ed., Ed.D., University of Georgia

Jennifer Betz ('10)
Associate Professor of Education
B.F.A., Pratt Institute
M.Ed., Ed.D., University of Central Florida

Emily Bewick ('15)
Assistant Professor of Biology
B.S., Vanderbilt University
Ph.D., University of Georgia

Kathy Blandin ('12)
Associate Professor of Theatre
B.A., Case Western Reserve University
M.F.A., University of Texas
Ph.D., University of Wisconsin

Jefferson B. Bowers ('18)
Assistant Professor of Spanish
B.A., Presbyterian College
M.A., Appalachian State University

Rebecca Brantley ('15)
Instructor of Art
B.A., B.F.A, M.A., University of Georgia

Paul Braum ('15)
Program Director, Cardiovascular Technology
A.S., Sante Fe Community College
B.S., University of Pittsburgh

Katherine Breithaupt ('10)
Senior Fellow in Education
B.A., Berry College
M.Ed., Ph.D., Clemson University

Joseph C. Brenes-Dawsey ('04)
Associate Dean, Assessment & Accreditation
Senior Librarian
A.F.A., Brevard College
B.Mus., University of Georgia
M.L.I.S., University of South Carolina
M.B.A., Piedmont College
Ph.D., University of Georgia

Angela H. Brown ('97)
Professor of Education
B.S., M.Ed., Ed. S., Ed.D., University of Georgia

William M. Brown ('94)
Professor of Education
B.A., San Jose State University
M.A., Ph.D., University of Florida

Lashanda Brumfield ('19)
Assistant Professor, Health Sciences
B.S., University of Southern Mississippi
M.P.H., Jackson State University
Ph.D., University of Mississippi Medical Center

Jeff W. Bruns ('17)
Senior Fellow in Business
M.S., Southeast Missouri State University
B.S., M.S., M.B.A., Ph.D., Illinois State University

Ronald Busbee ('15)
Senior Fellow in Education
B.S.Ed., University of Georgia
M.Ed., Georgia College
EdS., Ed.D., University of Georgia

Lawrence Camarota ('18)
Assistant Professor of Physics
B.S., University of Florida
Ph.D., University of Arizona

Carlos D. Camp ('83)
Professor of Biology
B.S., Georgia Southwestern College
M.S., Auburn University
Ph.D., University of Georgia

Stephen C. Carlson ('06)
Senior Fellow in Business
B.A., Jacksonville State University
M.S., Georgia State University
D.B.A., Nova Southeastern University

John E. Carmack ('85)
Sr. Fellow in Business
B.S., Colorado State University
M.S., Georgia Institute of Technology

Sean W. Carrigan ('97)
Professor of Chemistry
B.S., Rhode Island College
Ph.D., University of Georgia

R. Windy Charles ('89)
Professor of English
B.A., M.A., Ph.D., University of Georgia

Jonathan Elias Clinton ('17)
Assistant Professor of Exceptional
Child Education
M.A., Piedmont College
B.S., Ph.D., University of Georgia

Isabelle Crowder ('11)
Associate Professor of Education
B.A., University of Virginia
M.Ed., Ph. D., University of Georgia

William Clay Crowder ('06)
Associate Professor of Education
B.F.A., New York University
M.Ed., Ph.D., University of Georgia

Hugh Davis ('08)
Associate Professor of English
B.A., Belhaven College
M.A., University of Alabama
Ph.D., University of Tennessee

Joseph Dennis ('16)
Assistant Professor of Mass
Communications
B.A., North Central College
M.A., Ph.D., University of Georgia

Abbey Dondanville ('14)
Professor of Athletic Training
B.A., St. Andrews Presbyterian
College
M.S., Indiana State University
Ed.D., University of North Carolina-
Greensboro

Debra F. Dooley ('96)
Professor of Earth Science
B.S., Indiana University
Ph.D., University of Georgia

Jessica A. Wooten Eagle ('17)
Associate Professor of Biology
B.S., M.S., Marshall University
Ph.D., University of Alabama

Jackie Ellett ('18)
Associate Professor of Art
Education
B.S.Ed., M.A.Ed., Ed.S., Ph.D.,
University of Georgia

Anna Maria Fisk ('02)
Professor of Nursing
B.S.N., M.S.N., D.N.P., Medical
College of Georgia

Jeremy Fouts ('14)
Assistant Professor of Athletic
Training
U.S. Army Licensed Practical Nurse
B.S., M.S., California University of
Pennsylvania

Ryan Franklin ('14)
Associate Professor of History
B.A. North Georgia College & State
University
M.A. University of West Georgia

John Michael Friedline ('18)
Assistant Professor of Psychology
A.B., M.S., M.P.H., Ph.D.,
University of Georgia

Tony Frye ('08)
Associate Professor of Political
Science
B.A., Ohio State
M.A., University of Akron
Ph.D., Miami University

William Gabelhausen ('06)
Professor of Theatre
B.F.A., Illinois Wesleyan University
M.F.A., Pennsylvania State
University
M.Ed., University of Georgia

Kenyon Gannon ('11)
Associate Professor of Education
B.A., M.A.T., Winthrop University
M.A., Ph.D., University of Georgia

LaKeisha Gantt ('18)
Assistant Professor of Psychology
B.A., Mercer University
M.Ed., Ph.D., University of Georgia

Timothy Garvin-Leighton ('16)
Assistant Professor of Religion
B.A., Heidelberg University
M.Div., Andover Newton
Theological School

Chanda Gastley ('15)
Assistant Professor of Nursing
A.S.N., North Georgia College and
State University
M.S.N., Walden University

Ann Gazzell ('18)
Senior Fellow in Education
B.S., Kennesaw State University
M.Ed., University of West Georgia
Ed.S., Ed.D., Piedmont College

David Gibbs ('11)
Information Services Librarian
B.A., University of Georgia
M.L.I.S., University of Alabama

Jennifer Gilstrap ('18)
Instructor of English
B.F.A., Brenau University
M.A., Ph.D., Georgia State
University

Robert T. Glass ('95)
Dean of Libraries & College
Librarian
B.A., Delta State University
M.M., Louisiana State University
M.L.S., University of Southern
Mississippi

Charles Timothy Goss ('15)
Assistant Professor of Education
M.Ed., Ed.S., North Georgia College
and State University
B.A., Ed.D., Piedmont College

Susan Goss ('15)
Associate Professor of Education
B.A., Piedmont College
M.Ed., Ph.D., Clemson University

Karen Greulich ('13)
Associate Professor of Nursing
B.S.N., Saginaw Valley State
University
M.S.N., Western Carolina
University

Kimberly Griffin ('14)
Associate Professor of Education
B.S., Georgia State University
M.Ed., DePaul University
Ed.S., Ed.D., Piedmont College

Kate Guthrie ('19)
Visiting Assistant Professor,
Educational Research
B.S.Ed., M.Ed., Ph.D., University of
Georgia

Shahryar Heydari ('92, '94)
Professor of Mathematics
B.S., M.S., University of South
Carolina
Ph.D., Florida State University

C. Wallace Hinson ('93)
Professor of Music
B.M.E., M.M.E., University of
Central Arkansas
D.M.A., University of Illinois

Brian Hitzelberger ('13)
Associate Professor of Art
B.F.A., Tulane University
M.F.A., University of Georgia

Randall J. Hollandsworth ('07)
Associate Professor of Education
A.S., Virginia Western Community
College
B.S., University of North Carolina-
Charlotte
M.S., Georgia State University
Ph.D., Virginia Polytechnic Institute
and State University

Nathan Holt ('17)
Associate Professor of Physics
B.S., Middle Tennessee University
Ph.D., Texas A&M University

Wilma Hutcheson-Williams ('06)
Associate Professor of Secondary
Education
B.S., M.Ed., University of Georgia
Ed.D., Temple University

Melissa Jackson ('18)
Distinguished Fellow in Mass
Communications
B.A., University of South Alabama
M.F.A., University of Georgia

Steven Jacobs ('12)
Associate Professor of Sociology
B.A., Pennsylvania State University
M.A., Ph.D., University of Florida

J. Henry Johnson ('06)
Associate Professor of Theatre
A.A., Gainesville College
B.A., Brenau University
M.F.A., University of Georgia

Jamie Johnson-Huff ('07)
Professor of Nursing
B.S.N., Medical College of Georgia
M.S.N., Georgia State University
D.N.P., Medical College of Georgia

Leslie Jones ('15)
Instructor of Education
B.S., M.Ed., Ed.S., University of
Georgia

Walter M. Keel ('11)
Senior Fellow in Business
B.B.A., Wake Forest University
M.B.A., Duke University

Jennifer Kelley ('13)
Associate Professor of Nursing
B.S.N., Brenau University
M.S.N., Mercer University

Christopher M. Kelly ('08)
Associate Professor of Art
B.F.A., University of Montevallo
M.F.A., Rochester Institute of
Technology

John Koshuta ('16)
Assistant Professor of Athletic
Training
B.S., University of Wisconsin
Oshkosh
B.A., University of Wisconsin-Eau
Claire
M.A., University of Alabama

Kristi Koshuta ('17)
Instructor of Math
B.S., University of Wisconsin-Eau
Claire
M.S., University of Wisconsin-
Oshkosh

Kelly Land ('15)
Assistant Professor of Education
B.S., ECE, Mercer University
M.Ed, Troy University
Ed.S., Ed.D. Piedmont College

Kimberly Lovell ('92)
Fellow in Business
B.A., Piedmont College
M.B.A., Brenau College

Beth Lovern ('14)
Associate Professor of Anthropology
B.S., Georgetown University
Ph.D., University of Georgia

Timothy F. Lytle ('95)
Professor of Philosophy and
Religion
B.A., Toccoa Falls College
M.A., Western Kentucky University
Ph.D., University of Georgia

Tyler Mann ('19)
Assistant Professor of Graphic
Design
B.F.A., Keene State College
M.F.A.m, Georgia State University

Sandra Maughon ('15)
Teaching Fellow in Business
B.A., Georgia State University
M.S., George Washington
University

Erika McKinney ('13)
Assistant Professor of Health
Sciences and Athletic Training
B.A., Otterbein University
M.S., Marshall University
Ed.S., Piedmont College

James F. Mellichamp ('82)
Professor of Music
B.M., Huntingdon College
Diploma, Hochschule fuer Musik,
Herford, Germany
D.M.A., Indiana University

Hope Menzel ('08)
Associate Professor of Mathematics
B.A., Mississippi State University
M.S., Mississippi State University

Timothy Menzel ('08)
Associate Professor of Biology
B.A., Rowan University
B.S., Richard Stockton College
M.S., Southeastern Louisiana
University
Ph.D., Mississippi State University

Patricia T. Miller ('04)
Associate Professor of Nursing
B.S.N., University of Virginia
M.S.N., Emory University

Phillip W. Moery ('14)
Teaching Fellow in Business
B.S., University of Arkansas
M.Phil., Ph.D., The George
Washington University

Jennica Moore ('13)
Associate Professor of Business
B.B.A., North Georgia College &
State University
M.B.A., Brenau University
Ph.D., Northcentral University

Janice W. Moss ('94)
Professor of Mass Communications
B.A., Shaw University
M.A., University of Louisiana-
Monroe
D.A., Clark Atlanta University

Keith R. Nelms ('98)
Professor of Business
B.S., M.S., Georgia Institute of
Technology
Ph.D., Georgia State University

Mark Newton ('18)
Paul T. Martin Chair in Hospitality
and Tourism
Senior Fellow in Business
B.S. Cornell University
M.Ed., Ed.D., University of Georgia

Steven D. Nimmo ('09)
Professor of Mathematics
B.A., Monmouth College
M.S., Ph.D., Iowa State University

Rollin "R.D." Nordgren ('19)
Professor of Education
B.S., M.Ed., Ph.D., University of
South Florida

William Nye ('18)
Associate Professor of Education
B.S., Georgia Institute of
Technology
M.Ed., Georgia State University
Ph.D., University of Georgia

Albert J. Pleyzier ('82)
Professor of History
B.A., Calvin College
M.A., Western Michigan University
Ph.D., West Virginia University

Andrea Price ('08)
Associate Professor of Music
B.M., Meredith College
M.M., Appalachian State University
D.M.A., University of South
Carolina

Lynn Rambo ('13)
Associate Professor of Education
B.A., Clemson University
M.Ed., University of Georgia
Ed.S., Ed.D., Piedmont College

Perry Rettig ('13)
Professor of Educational
Administration and Leadership
B.S.Ed., University of Wisconsin-
Whitewater
M.S., University of Wisconsin-
Milwaukee
Ph.D., Marquette University

Brandon Roberts ('16)
Assistant Professor of Criminal
Justice
B.A., Mount Saint Mary College
M.A., City University of New York
Ph.D., Walden University

Elizabeth C. Rogers ('89)
Professor of Math Education
B.S., M.S., University of Mississippi
Ed.D., University of Georgia

Margaret Ryder ('13)
Associate Professor of Business
B.A., University of Georgia
M.B.A., Piedmont College
J.D., Cumberland School of Law
D.B.A. (ABD), Keiser University

Morgan Sales ('18)
Instructor of Business
B.S., M.B.A., Appalachian State
University

Karen Samuelsen ('13)
Professor of Education
B.S., Massachusetts Institute of
Technology
M.Ed., University of Massachusetts
Ph.D., University of Maryland

Julia M. Schmitz ('11)
Associate Professor of Biology
B.S., Sweet Briar College
Ph.D., University of Alabama at
Birmingham

Monika Schulte ('11)
Associate Professor of German
B.A., Universitaet Osnabrueck
M.A., Georgia State University

Evelyn Sears ('12)
Assistant Professor of Education
B.A., Northeastern Illinois
University
M.A., National Louis University
Ed.D., Walden University

J. Michael Shirley ('10)
Professor of Education
A.A., Truett-McConnell College
B.A., Piedmont College
M.Ed., University of Georgia
Ph.D., Georgia State University

Katrina Short ('12)
Associate Professor of Education
B.A., M.Ed., University of North
Florida
Ed.S., Ed.D., University of Florida

Karen Sigers ('18)
Assistant Professor of Music
B.Mus., Brenau University
M.Mus., University of Georgia
D.M.A., University of Nebraska-
Lincoln

Daniel J. Smith ('15)
Senior Fellow in Education
A.A., Truett-McConnell College
B.A., M.A., Ed.D., University of
Georgia

Candice Southall ('11)
Associate Professor of Education
B.S., M.A., Ph. D., University of
Georgia

Mee Young Sowa ('15)
Assistant Professor of Nursing
B.A., Seoul National University
M.A., Korea University
B.S.N., M.S.N., D.N.P., University
of Virginia

John Spiegel ('09)
Assistant Professor of Theatre
B.A., Davidson College
M.F.A., University of North
Carolina

Laura Starrett ('05)
Professor of Nursing
B.S.N., Brenau University
M.S.N., Georgia State University

Nancy Sharpe Strawbridge ('18)
Senior Fellow in Education
M.Mus., Temple University
Ed.S., Georgia State University
B.Med. Ed.D., Vanderbilt
University

Gerald F. Sullivan ('13)
Senior Fellow in Business
B.B.A., University of Georgia
M.B.A., Georgia State University
D.B.A., Nova Southeastern
University

Mark Tavernier ('17)
Associate Professor of Education
B.A., Olivet College
M.S., Old Dominion University
Ed.S., The George Washington
University
Ed.D., Virginia Polytechnic Institute
& State University

Edward C. Taylor ('99)
Professor of Business
B.S., M.B.A., Morehead State
University
Ph.D., University of Kentucky

Melissa Tingle ('18)
 Assistant Professor of Mass
 Communications
 B.L.S., Mercer University
 M.A., Marist College
 Ph.D., Regent University

Douglas Torrance ('15)
 Associate Professor of Mathematics
 B.A., Northwestern University
 M.S., Ph.D., University of Idaho

Dale Van Cantfort ('02)
 Professor of Mass Communications
 B.B.A., Stetson University
 M.B.A., Georgia College & State
 University
 Ph.D., University of Georgia

Cynthia L. Vance ('93)
 Professor of Psychology
 B.S., University of Oregon
 M.S., Ph.D., University of
 Wisconsin-Milwaukee

J. Kerry Waller ('11)
 Associate Professor of Economics
 B.A., Dickinson College
 Ph.D., Clemson University

Susanna Warnock ('15)
 Associate Professor of Business
 B.A., Berry College
 Ph.D., University of Dublin

Carson Webb ('17)
 Butman Assistant Professor of
 Religious Studies
 B.A., Pepperdine University
 M.A., University of Nottingham
 M.Phil., Ph.D., Syracuse University

Elizabeth "Betsy" Weinrich ('19)
 Teaching Fellow in English
 B.A., Oral Roberts University
 M.A., Auburn University
 Ph.D., University of Georgia

James B. Welsh ('04)
 Professor of Education
 A.A., Columbus College
 B.A., M.Ed., Ed.S., Ed.D.,
 University of Georgia

Max E. White ('89)
 Professor of Anthropology
 A.B., M.A., University of Georgia
 M.A., Ph.D., Indiana University

Stephen R. Whited ('93)
 Professor of English
 B.A., M.A., Georgia State
 University
 Ph.D., University of Kentucky

Bruce Willis ('19)
 Senior Fellow in Forensic Science
 B.S., Ed.S., Valdosta State
 University
 M.P.A., Columbus State University

Libby Willis ('14)
 Instructor of Education
 B.A., Rockford College
 B.F.A., M.A., University of Georgia

Jan Witherington ('18)
 Associate Professor of Education
 B.S.Ed., Georgia State University
 M.Ed., Georgia College and State
 University
 Ed.S. Ed.D., Piedmont College

FACULTY EMERITI

Donna G. Andrews ('96)
Professor Emerita of Education
A.S., Young Harris College
B.S., North Georgia College
M.Ed., Ph.D., Georgia State University

Ellen C. Briggs ('91)
Professor Emerita of Education
B.S., Coker Coller
M.A., Appalachian State University
D.A., Middle Tennessee State University

Viviane L. Daigle ('95)
Professor Emerita of Psychology
B.S., State University of New York at Oneonta
M.A., Ph.D., Syracuse University

David L. Greene ('70)
Professor Emeritus of English
B.A., University of South Florida
M.A., Ph.D., University of Pennsylvania

Lisa Hodgens ('88)
Professor Emerita of English
A.B., M.A., Samford University
Ph.D., University of Alabama

Madge H. Kibler ('94)
Professor Emerita of Education
B.A., M.A.Ed., Ed.S., Ed.D., University of Georgia

Charles H. Lucado, Jr. ('95)
Professor Emeritus of Education
B.A., M.A., Ed.D., Virginia Polytechnic Institute and State University

Patricia H. Mapp ('03)
Assistant Professor of Education
B.S., M.Ed., University of Georgia

Patricia M. McCollum ('02)
Professor Emerita of Education
B.A., University of Georgia
M.Ed., Georgia State University
Ed.S., Ed.D., University of Georgia

A. Jane McFerrin ('81)
Professor Emerita of Education
B.Ed., Kent State University
M.Ed., Georgia State University
Ed.D., University of Georgia

Teresa Secules ('00)
Professor Emerita of Education
B.A., Antioch College
M.A., Ph.D., Emory University

Patricia S. Sherrer ('02)
Faculty Emerita of Business
B.S., M.S.Ed., Ph.D. Georgia State University

Ralph B. Singer, Jr. ('72)
Professor Emeritus of History
B.A., Millersville University of Pennsylvania
M.A. University of Delaware
Ph.D., Georgia State University

H. Hilton Smith ('95)
Professor Emeritus of Education
B.A., M.Ed., Emory University
Ph.D., Georgia State University

Susan C. Smith-Patrick ('02)
Professor Emerita of Education
B.S., West Georgia College
M.Ed., North Georgia College
Ed.S., University of Georgia

Barbara Brown Taylor ('98)
Faculty Emerita of Education
B.A., Emory University
M.Div., Yale Divinity School
D.Div., Piedmont College, Honoris Causa

Antoinette Willsea ('02)
Professor Emerita of Nursing
B.S.N., Harding University
M.S.N., University of Central Arkansas

ADMINISTRATIVE OFFICERS

James F. Mellichamp
President
B.Mus., Huntingdon College
Diploma, Hochschule fuer Musik, Herford, Germany
D.Mus., Indiana University

Daniel K. Silber
Vice President for Academic Affairs
B.A., George Washington University
M.A., Ph.D., Vanderbilt University

Brant Wright
Vice President for Administration and Finance
B.S., Oakland University
M.S., Walsh College

Perry Rettig
Vice President for Enrollment Management
B.S.Ed., University of Wisconsin-Whitewater
M.S., University of Wisconsin-Milwaukee
Ph.D., Marquette University

Craig Rogers
Vice President for Institutional Advancement
B.A., University of North Carolina at Chapel Hill
M.Ed., Averett University

Stephanie Almagno
Associate Vice President for Academic Affairs
B.A., Simmons College
M.A., Ph.D., University of Rhode Island

Shahryar Heydari ('92,'94)
Associate Vice President for Information Technology
Chief Information Officer
B.S., M.S., University of South Carolina
Ph.D., Florida State University

ADMINISTRATION AND STAFF

Rose Marice Allison ('17)
Director, Human Resources
A.A., Truett McConnell College
B.B.A., Accounting, North Georgia College

Stephanie A. Almagno ('95)
Associate Vice President, Academic Affairs
B.A., Simmons College
M.A., Ph.D., University of Rhode Island

Jody Anderson ('09)
Director, Institutional Research
B.A., Piedmont College
M.Div., Mercer University

Leesa P. Anderson ('89)
Assistant Controller, Finance and Administration

Jim Andrews ('19)
Campus Police Chief

Ada Arrowood ('12)
Administrative Assistant, Facilities Management

Stephanie Austin-Campbell ('13)
Assistant Director, Graduate Admissions
A.A., Gainesville College
B.S., M.B.A., Piedmont College

Soleyman Barin ('09)
Administrator, Network Systems & Data
Athens Campus
Certificate, AMU Institute
B.S., Hadar Computer Institute

Alicia A. Barton ('07)
Administrative Assistant,
School of Arts and Sciences

Julia Behr ('16)
Dean, R.H. Daniel School of Nursing & Health Sciences
B.S.N., M.S.N., Medical College of Georgia
D.N.P., University of Alabama

Nikki Blanchard ('17)
Admissions Advisor, Undergraduate Admissions
B.A., Piedmont College

Brenda Boonstra ('11)
Director, Undergraduate Admissions
B.S., Calvin College

Rebecca Brantley ('15)
Director, Mason-Scharfenstein Museum of Art
B.A., B.F.A., M.A., University of Georgia

Joseph C. Brenes-Dawsey ('04)
Associate Dean, Assessment & Accreditation
Senior Librarian
A.F.A., Brevard College
B.Mus., University of Georgia
M.L.I.S., University of South Carolina
M.B.A., Piedmont College
Ph.D., University of Georgia

Laura Briggs ('17)
Specialist, Development Data, Institutional Advancement
B.A., Piedmont College

Jacob Brooks ('17)
Assistant Coach, Men's Basketball
B.S., Truett McConnell College
M.B.A., Piedmont College

John S. Brooks ('06)
Ellucian Administrator, IT Department
B.A., Piedmont College

Lisa Brookshire ('99)
Faculty Services and Budget Manager,
School of Education
B.A., M.P.A., Piedmont College

Jared Broughton ('16)
Associate Coach, Varsity Baseball
Assistant Coach, Junior Varsity Baseball
A.A., Vincennes University
B.A., University of Dayton

Taylor Browning ('18)
Assistant Coach, Men and Women's Track & Field
B.A., University of Redlands
M.S., Augusta University

Fred W. Bucher ('19)
Director, Facilities Management & Safety
Coordinator, Title IX
B.S., University of Nebraska - Lincoln
M.S., Jacksonville State University

Alex Buchman ('18)
Assistant Coach, Men's Soccer
B.B.A., M.S.E., University of Wisconsin-Whitewater

Elizabeth E. Butikofer ('94)
Director, Daily Operations, Athletics
A.A., Keystone Junior College
B.S., Slippery Rock University of Pennsylvania
M.S., Austin Peay State University

Pamela Jordan Cantrell ('19)
Advisor, Financial Aid
B.B.A., University of North Georgia

John E. Carmack, Jr. ('85)
Director, Data Resource Management,
IT Department
B.S., Colorado State University
M.S., Georgia Institute of Technology

James Monroe Carney ('16)
Head Coach, Men & Women Cycling
B.A., Fort Lewis College

Brian Carter ('14)
Multimedia Communications Specialist,
Institutional Advancement
B.A., M.B.A., Piedmont College

Kathleen Carter ('00)
Associate Dean, Graduate Enrollment and Off-Campus Programs
B.S., M.A., Hood College

Nicole Charles ('15)
Assistant, Janitorial, Facilities Management

Ashley Clouatre ('12)
Manager, Graduate Admissions
B.A., Piedmont College

Sydney Cloutre ('18)
Assistant, Admissions & Student
Services
Athens Campus
B.S., University of Georgia
M.B.A., Piedmont College

Bradley Cochran ('15)
Assistant Coach, Women's
Basketball
B.A., Shorter College

Sarah Cochran ('17)
Advisor, Financial Aid
B.A., Piedmont College

Katy Coker ('09)
Administrative Assistant,
Walker School of Business

Jeremy Cooper ('18)
Assistant Systems Administrator,
IT Department

Kimberly Crawford ('15)
Associate Dean, Student Life
B.A., Reinhardt College
M.A.T., Georgia College & State
University
Ed.D. University of Texas Rio
Grande Valley

Stephen Dague ('09)
Network Systems Administrator,
IT Department

Mario Dalesandro ('18)
Assistant Athletic Trainer
B.S., Concordia University
M.S., West Virginia University

Charlotte Davenport ('18)
Assistant Director, Resident Living
B.S., Reinhardt University

Calvin Diggs ('18)
Director, Student Activities and
Wellness
B.S., M.Ed., Jackson State University

Luke Dombrowsky ('15)
Ballfields Grounds
Facilities Management

Kimberly Downs ('17)
Associate Director, Student
Accounts
B.A., Piedmont College

Timothy Dunton ('15)
Head Coach, Men's Lacrosse
B.S., Endicott College
M.S., Lasell College

Laura Dyer ('18)
Data and Communications
Specialist,
Undergraduate Admissions
B.S., University of North Georgia

Scott Eagle ('18)
Laboratory Coordinator,
Schools of Arts and Sciences
B.S., M.A., Marshall University

Mark Elam ('18)
Director, Development,
Institutional Advancement
B.F.A., University of Georgia

Tanya Elrod ('18)
Maintenance Assistant Grounds
Facilities Management

Mitchell Evans ('17)
Campus Security Officer

Miranda Eyring ('18)
Staff Accountant,
Finance and Administration
B.S., University of North Georgia

Chris Falck ('01)
Maintenance HVAC/Electrician
Facilities Management

Marlee Fleming ('11)
Human Resources Generalist
B.A., M.B.A., Piedmont College

David Floyd ('18)
Administrator, Network Systems &
Data
IT Department, Athens Campus
B.M.E., Florida State University
M.F.A., University of Georgia

Pam Fountain ('18)
Director, Alumni Affairs and Annual
Giving
Institutional Advancement
A.B.J., University of Georgia

Karis Fowler ('16)
Advisor, Undergraduate Admissions
A.A., Truett McConnell College
B.S., North Georgia College & State
University

Shane Free ('06)
Campus Security Officer

Regina Fried ('12)
Design Manager,
Institutional Advancement
B.A., Piedmont College

Kenyon Gannon ('11)
Director, Academic Technology and
Distance Learning
B.A., M.A.T., Winthrop University
M.A., Ph.D., University of Georgia

Timothy Garvin-Leighton ('16)
Campus Minister
B.A., Heidelberg University
M.Div., Andover Newton
Theological School

Joseph Garwood ('19)
Assistant Director, Athletic
Communications
B.S., Appalachian State University

Brian J. Gawne ('18)
Assistant Men's and Women's
Track and Field Coach
B.S., M.S., The State University of
New York - Brockport

David A. Gibbs ('11)
Associate Librarian for Collection
Development & Information
Services
B.A., University of Georgia
M.L.I.S., University of Alabama

Robert T. Glass ('95)
Dean of Libraries
College Librarian
B.A., Delta State University
M.Mus., Louisiana State University
M.L.S., University of Southern
Mississippi

Gabe Gutierrez ('18)
Diversity Recruiter,
Undergraduate Admissions
B.S., Piedmont College

Buddy Hamilton ('01)
Assistant Janitorial
Facilities Management

Kay Hamilton ('03)
Assistant Janitorial
Facilities Management

Luke Harris ('18)
Assistant Coach, Baseball
B.A., Adrian College

Mitzi Heck ('10)
Director, Facilities Management
Athens Campus
A.S., Henry Ford Community
College
B.A., Piedmont College

Jennifer Hellwege ('14)
Janitorial Assistant
Facilities Management

Shahryar Heydari ('93)
Associate Vice President,
Information Technology
Chief Information Officer
B.S., M.S., University of South
Carolina
Ph.D., Florida State University

Thomas Hill ('18)
Assistant, Maintenance-
Plumbing/Electrical
Facilities Management

Rachel Hines ('18)
Assistant Coach, Women's Soccer
B.A., University of Washington

Jennifer Howell ('19)
Administrative Assistant,
R.H. Daniel School of Nursing and
Health Sciences
Athens Campus

Phyllis Howell ('13)
Executive Assistant, Academic
Affairs
A.A.S., University of Arkansas -
Fort Smith
A.A.S., Arkansas State University
B.B.A., Delta State University
M.A.I.T., Piedmont College

Stephanie Hudgens ('12)
Administrative Assistant, Student
Affairs

Jessica Irvin ('17)
Administrative Assistant, Academic
Affairs
B.S., Brenau University
M.B.A., Piedmont College

Michelle Irvin ('18)
Administrative Assistant, QEP
Assistant, Switchboard/Mailroom
A.A., B.S., Emmanuel College

Randall James ('12)
Maintenance Electrician
Facilities Management

Mark Jestel ('14)
Director, Residential Living,
Student Affairs
B.S., Georgia College & State
University
M.Ed., Western Carolina University

Amber Jones ('19)
Administrative Assistant,
Graduate Admissions

Evonne Jones ('14)
Counselor/Case Manager,
Student Services
B.B.A., M.S.W., University of
Georgia

Leslie Jones ('15)
Program Data Coordinator and
Advisory Coordinator,
School of Education, Athens
Campus
B.S., M.Ed., Ed.S., University of
Georgia

Tim Justus ('17)
Maintenance Assistant
Facilities Management

Christine Kaiser ('17)
Lab Coordinator & Educator,
RH Daniel School of Nursing &
Health Sciences
B.S.N., South Dakota University

Colleen Kearney ('15)
Evening Public Services Specialist,
Library
A.A., Gainesville State College
B.A., Piedmont College

John Paul "JP" Kircher ('16)
Director, Golf
Head Coach, Men's Golf
B.A., Huntingdon College

Kristi Koshuta ('17)
Director of Academic Learning
Services,
Student Affairs
B.S., University of Wisconsin-Eau
Claire
M.S., University of Wisconsin-
Oshkosh

Christopher Lawson ('17)
Associate System Administrator &
Systems Engineer,
IT Department

Michelle Leach ('16)
Associate Director, Undergraduate
Admissions,
Athens Campus
A.A.S., Athens Technical College
B.A., Piedmont College

Kammy Leathers ('04)
Administrative Assistant
Athens Campus

Donna Lewallen ('17)
Assistant Janitorial
Facilities Management

Julie Lewis ('11)
Senior Advisor, Financial Aid
B.B.A., Mercer University

Jim C. Love ('14)
Maintenance Plumbing Assistant
Facilities Management

Walter Lovisek ('17)
Campus Security Officer

David Lynn ('19)
Campus Security Officer

Lisa Mann ('18)
Director of Career Services,
Student Services
B.B.A., Freed Hardeman University
M.B.A., M.A.Ed., Bethel University
Ed.D. (ABD), Walden University

Adam Martin ('18)
Assistant, Special Projects,
Institutional Advancement
B.A., Emory University

Susan Martin ('16)
Head Coach, Women's Golf
B.A., Methodist University

Terry Martin ('98)
Head Coach, Softball
B.S., Nyack College
M.S., United States Sports Academy

Trey Martin ('17)
Assistant Coach, Men & Women
Tennis
B.A., M.A., Piedmont College

Anna McClatchy ('19)
Coordinator, Alumni Engagement,
Institutional Advancement
B.A., M.B.A., Piedmont College

Jamie McCormack ('16)
Head Coach, Volleyball
B.A., Huntingdon College

Tim McCormack ('13)
Head Coach, Women's Soccer
Assistant Director, Intercollegiate
Athletics
B.A., Huntingdon College
M.A.T, Piedmont College

Ryan McKay ('17)
Assistant Coach, Men's Lacrosse
B.A.Ed., Millsaps College

Matthew McKinney ('13)
Head Athletic Trainer
B.S., High Point University
M.S., Marshall University

David R. McMillion ('07)
Director, Financial Aid
B.A., M.B.A., Piedmont College

Chad Mealor ('19)
Campus Security Officer

James F. Mellichamp ('82)
President
B.Mus., Huntingdon College
Diploma, Hochschule fuer Musik,
Herford, Germany
D.Mus., Indiana University

Vicki Miller ('13)
Manager, Payroll
B.A., Buena Vista College

G. Andy Monk ('00)
Maintenance Assistant
Facilities Management

Zac Moore ('18)
Coordinator, Orientation & Greek
Life,
Student Affairs
B.S., Austin Peay State University
M.A., Ball State University

Debra Mote ('18)
Assistant, Janitorial
Facilities Management

Melissa Nabors ('18)
Assistant Director, Residential
Living,
Student Affairs
B.A., Texas Christian University
M.A., Ed Geneva College

Greg Neeley ('13)
Head Coach, Men's Basketball
B.S., Ohio Northern University
M.B.A., Piedmont College

Steven D. Nimmo ('09)
Dean, School of Arts and Sciences
B.A., Monmouth College
M.S., Ph.D., Iowa State University

Catherine Nix ('12)
Assistant Director, Financial Aid
B.A., M.B.A., Piedmont College

Rollin "R.D." Nordgren ('19)
Dean, School of Education
B.S., M.Ed., .Ph.D., University of
South Florida

Linda O'Sullivan ('97)
Associate Director, Financial Aid:
Compliance and Athens Campus
B.A., M.B.A., Piedmont College

Hazel Park ('18)
Assistant, Accounts Receivable

Caroline Passini ('17)
Assistant Registrar
B.S., Piedmont College

Sheena Patrick ('14)
Associate Registrar
B.S., Truett McConnell College

Chris Pearce ('19)
Manager, Advancement Services
Institutional Advancement

James A. Peeples ('01)
Director, Intercollegiate Athletics
B. A., Westminster College
M.Ed., Slippery Rock University

Danielle Percival ('14)
Director, Athletic Communications
B.S., Troy University

Cynthia L. Peterson ('01)
Dean, Admissions and
Undergraduate Enrollment
Management
B.S., James Madison University
M.Ed., Auburn University

Emily Pettit ('12)
Dean, Student Engagement and
Director, Career and Counseling
Services,
Student Affairs
B.S., Appalachian State University
M.A., East Carolina University
M.A.I.T., Piedmont College

Jamie Purdy ('05)
Head Coach, Women's Basketball &
Senior Woman Administrator
Assistant Director, Athletics
B.A., Piedmont College
M.S., Georgia Southern University

Megan Ramsey ('16)
Coordinator, Compass Program
B.A., Emory University

Yvette Raymond ('17)
Controller, Finance and
Administration
B.S., B.A., Accounting, University
of Pittsburgh
M.P.M., Heinz College, Carnegie
Mellon University

Michelle Reed ('13)
Senior Advisor, Financial Aid
B.A., M.B.A., Piedmont College

Miranda Reiningger ('18)
Assistant Coach, Women's Lacrosse
B.S., Slippery Rock University of
Pennsylvania

Perry Rettig ('13)
Vice President, Enrollment
Management
B.S.Ed., University of Wisconsin-
Whitewater
M.S., University of Wisconsin-
Milwaukee
Ph.D., Marquette University

Gayle Robbins ('19)
Director, Counseling Services,
Student Affairs

Dan Roberts ('17)
Campus Security Officer

John Roberts ('18)
Director, Marketing and
Communication
B.A., University of South Carolina
M.Ed., Columbia College

Adrienne Robinson ('18)
Office Manager, RH Daniel School
of Nursing and Health Sciences
B.S.Ed., Brenau University

Craig Rogers ('19)
Vice President, Advancement
B.A., University of North Carolina
at Chapel Hill
M.Ed., Averett University

David Salter ('18)
Assistant Coach, Men's Lacrosse
B.A., Belmont Abbey College
M.S., Mercyhurst University

Justin M. Scali ('06)
Head Coach, Baseball
Director, P-Club
B.S., Methodist University
M.B.A., Piedmont College

Casey Sellars ('11)
Maintenance Assistant,
Facilities Management

Chaz Sellers ('17)
Maintenance Assistant, Grounds
Facilities Management

Rachel Selmore ('18)
Assistant Coach, Women's
Volleyball
B.A., Ramapo College

Grant Seman ('15)
Maintenance Assistant,
Facilities Management
B.F.A., Piedmont College

Joshua Shephard ('16)
Maintenance Assistant, Facilities
Management

Cassie Shirley ('12)
Director, Student Accounts
B.B.A., North Georgia College and
State University

David Shirley ('09)
Director, Maintenance,
Facilities Management

Daniel K. Silber ('18)
Vice President, Academic Affairs
B.A., George Washington
University
M.A., Ph.D., Vanderbilt University

William Simmons ('12)
Campus Security Officer

Stephanie Smart ('19)
Assistant, Athletic Trainer, Athletics
B.S., Louisiana Tech University
M.S., Marshall University

Daniel J. Smith ('17)
Dissertation Support Specialist
A.A., Truett-McConnell College
B.A., M.A., Ed.D., University of
Georgia

Kirsten Smith ('19)
Head Coach, Women's Lacrosse,
Athletics

Wendy L. Stanley ('06)
Coordinator, Regional Admissions
B.A., M.B.A., Wesleyan College

Reggie Starrett ('13)
Coordinator, Physical Plant

Beth Steed ('18)
Executive Assistant, President
B.A., University of South Florida

James W. Stephens, III ('05)
Head Coach, Men's Soccer
B.A., Piedmont College

Dick Stockton ('18)
Head Coach, Men's Tennis
B.A., Trinity University

Roger Stowe ('18)
Technician, HVAC
Facilities Management

Ann Sutton ('10)
Administrative Assistant,
Administration and Finance
A.A., Gainesville State College
B.A., M.B.A., Piedmont College

Joseph Sutton ('16)
Maintenance Assistant, Facilities
Management

Rhonda Sutton ('97)
Coordinator, Facilities Management

Courtney Swindle ('18)
Assistant, Janitorial
Facilities Management
B.A., Piedmont College

Edward C. Taylor ('99)
Dean, Walker School of Business
B.S., M.B.A., Morehead State
University
Ph.D., University of Kentucky

Renee Tench ('15)
Assistant Janitorial
Facilities Management

Matthew Teutsch ('19)
Director, The Lillian E. Smith
Center
B.S.Ed., M.A., University of
Louisiana-Monroe
Ph.D., University of Louisiana
Lafayette

Courtney Thomas ('13)
Registrar
B.A., Brenau University
M.B.A., Piedmont College

Tianashan "Ty" Thomaswick ('19)
Advisor, Financial Aid
B.A., M.B.A., Piedmont College

James "Chuck" Tidmore ('17)
Assistant Director, Athletic
Communications
B.S., Huntingdon College

Cindy Tinius ('17)
Coordinator, Student Services and
Faculty Support,
Manager, Office of Woodrow
Wilson,
School of Education

Joanna Tucker ('14)
Assistant Director, Undergraduate
Admissions
B.S., Bob Jones University

Vickie Turner ('09)
Director, Institutional Effectiveness
B.A., M.P.A., Piedmont College

Lorenda Vandergriff ('13)
Janitorial Assistant
Facilities Management

Jessica Daniels Varsa ('19)
Instruction and Information Services
Specialist,
Library, Athens Campus
B.A., University of Montana
M.R.P., Cornell University

Wendell Vonier ('12)
Advisor, Graduate Admissions
B.A., Piedmont College

Taylor Waldrop ('19)
Assistant Coach, Women's Softball
B.S., Tennessee Tech University

Morgan Webb ('19)
Assistant, Accounting

Denise Welch ('13)
Administrative Assistant, Registrars' Office

Jef Whatley ('11)
Librarian, Instructional Design & Branch Manager
B.A., University of Alabama
M.A.I.T., Piedmont College

Justin White ('17)
Assistant Director, Student Activities and Wellness,
Student Services

A.S., Andrew College
B.S.Ed., Georgia Southwestern State University

Catherine Simpson Wiles ('15)
Administrative Assistant, Enrollment Management
B.S., Anderson College
M.B.A., Brenau University

Chelsea Wilkes ('13)
Coordinator, Operations, Undergraduate Admissions
B.A., Piedmont College

Pamela J. Williams ('07)
Assistant System Administrator,
IT Department

B.S., Western Carolina University
M.A.T., Piedmont College

John Winters ('18)
Assistant Coach, Women's Softball
B.S., University of Georgia
M.S., University of West Georgia

Brant Wright ('19)
Vice President, Administration and Finance
B.S., Oakland University
M.S., Walsh College

Debbie Zimmerman ('00)
Manager, Off-Campus Graduate Studie

INDEX

About Piedmont College.....	6	Certification-only option in School Leadership:.....	16
Academic Advisement.....	35	Certification-Only Program Descriptions.....	53
Academic Calendar.....	6, 51	Certification-only Secondary Education.....	77
Academic Conditional Acceptance.....	20	Certification-only Special Education	
Academic Dismissal.....	44	General Curriculum.....	67
Academic Exclusion.....	44	CHEM - Chemistry.....	114
Academic Freedom.....	40	Class Attendance and Absences.....	35, 37
Academic Integrity - Student Violations Policy.....	36	Clubs.....	29
Academic Probation.....	44	Contact Information.....	4
Academic Program.....	35	Conversion Mechanism.....	80
Academic Standing.....	44	Conversion Mechanism Instructional Technology.....	85
Academic Year.....	35	Course Withdrawal.....	45
Account Status.....	25	Courses.....	106
Accreditation.....	6, 51	Credit Hour Policy (Credit Hour Definition).....	37
ACCT - Accounting.....	106	Curriculum and Instruction.....	79
Additional Charges.....	24	Curriculum and Instruction, Ed.D.....	95
Administration and Staff.....	159	Daniel School of Nursing and Health Sciences.....	99
Administrative Officers.....	158	Degrees and Programs.....	52
Administrative Structure.....	50	Directed Independent Study (DIS).....	39
Admission to Piedmont - Graduate.....	11	Disability Support.....	32
Admissions Appeal EDD Program.....	20	Division of Advanced Graduate Studies.....	77
Admissions Appeal Masters and EDS Programs.....	20	Division of Professional Studies.....	61
Alumni Association & P-Club.....	31	Doctor of Education (Ed.D.) Degree Program in Curriculum and	
An Equal Opportunity Institution.....	51	Instruction and School Leadership Certification.....	98
Music Education; Art Education.....	18	Doctor of Education (Ed.D.) in Curriculum and Instruction.....	95
ANTH - Anthropology.....	106	Doctor of Education (Ed.D.) in School Leadership.....	92
Application Deadlines.....	20	Doctor of Education (Ed.D.):.....	11
Application Procedures.....	26	Doctoral Studies.....	92
Areas of Instruction.....	54	Drama Education.....	54
Areas of Study.....	58	Early Childhood Education.....	53, 63, 80
ART - Art.....	106	EDD - Education.....	114
Art Education.....	61, 77	EDEC - Education	
Assessment.....	35	Early Childhood.....	117
Athletic Academic Eligibility Policy.....	29	EDIT - Education.....	118
Athletic Training, M.S.....	99	EDMG - Education	
Athletics.....	29	Middle Grades.....	121
ATRG - Athletic Training.....	108	EDS - Education.....	122
Auditing Courses.....	40	EDSE - Education	
Autism Education Endorsement Program.....	90	Secondary Education.....	124
BIOL - Biology.....	110	EDSL - Education	
Board of Trustees.....	149	School Leadership.....	126
BUSA - Business Administration.....	111	EDUC - Education.....	128
Business Administration, M.B.A.....	55	Education Specialist (Ed.S.):.....	12
Campus Activity Board.....	29	Education Specialist (EdS) Art Education.....	78
Campus Email.....	36	Education Specialist (EdS) Curriculum and Instruction.....	79
Career Services.....	31	Education Specialist (EdS) Curriculum and Instruction and	
CEDU - Continuing Education.....	113	School Leadership.....	88
Certification Only (Post-Baccalaureate Non-Degree) in		Education Specialist (EdS) Instructional Technology	
Education:.....	16	Advanced (In-field) Certification.....	84
Certification-only Art Education.....	63	Initial Certification.....	84
Certification-only Early Childhood Education.....	64	Education Specialist (EdS) Music Education.....	87
Certification-only Instructional Technology.....	68, 85	Endorsement Programs.....	77
Certification-only Middle Grades Education.....	71	Endorsement Programs for Practitioners.....	89
Certification-only Music Education.....	75	ENGL - English.....	136
Certification-only option in Drama Education.....	16	ERSC - Earth Science.....	138
Certification-only option in Instructional Technology:.....	17	Exceptional Childhood Education.....	65, 81

Expenses - Graduate	22	Master of Arts in Teaching (MAT) Early Childhood Education	63
Experiential Credit.....	39	Master of Arts in Teaching (MAT) Middle Grades Education...	69
Faculty.....	152	Master of Arts in Teaching (MAT) Music Education.....	73
Faculty Emeriti	157	Master of Arts in Teaching (MAT) Secondary Education.....	75
Fast Track Admissions:	18	Master of Arts in Teaching (MAT) Special Education	
Federal Assistance.....	26	Adapted Curriculum.....	65
Federal TEACH Grants (Not for Ed.S. and Ed.D. Students).....	28	General Curriculum.....	66
Financial Aid For Graduate Students.....	26	Master of Business Administration (M.B.A.).....	19
Fitness Center	30	Master of Business Administration (M.B.A.):.....	14
GEOL - Geology	138	Master of Instructional Technology	
Gifted Education (P-12 Consultative).....	81	Instructional Design and Development (non-certification)....	18
Grade Appeals	43	Master of Science (M.S.).....	14
Grade Changes.....	43	Master of Science (M.S.) degree in Athletic Training.....	15
Grades.....	42	Master of Science (M.S.) degree in Health and Human	
Graduate Application Requirements.....	11	Performance	15
Graduate Catalog 2019-2020.....	3	MATH - Mathematics	142
Graduate Readmission.....	20	Matriculation	41
Graduate Readmission After Exclusion or Dismissal.....	44	Medical Withdrawals	45
Graduate Students Taking Undergraduate Classes	40	Middle Grades Education	53, 69, 85
Graduate Studies.....	51	Mission and Purpose	51
Graduation	46	MUED - Music Education.....	143
Graduation and Residency Requirements	46	MUSC - Music	144
Graduation Charges	46	Music Education.....	54, 73, 86
Greek Life.....	30	Music Ensembles.....	30
Grievances	8	NASC - Natural Sciences	145
Health and Human Performance, M.S.	103	Non-academic Dismissal or Exclusion.....	44
HIST - History.....	139	Non-Degree Graduate (NDG):	17
HSCS - Health Science.....	140	Non-Degree Students	24
Hybrid Courses.....	39	Non-Discrimination Policy.....	6
In Progress.....	43	Official Transcript Requests.....	47
Incomplete.....	43	Online Courses	38
In-Field Endorsement in Gifted Education	90	Patents, Copyrights, Trade Secrets, and Intellectual Property	41
Instructional Coaching Endorsement.....	90	Personal Counseling	34
Instructional Technology	54, 67, 84	Photo/Video Release Agreement.....	49
International Admission for Graduate Students	19	PHYS - Physics	145
Intramurals.....	30	Piedmont College Library	42
Learning Center	33	POSC - Political Science	146
Lyceum.....	30	Posthumous Degrees	47
Master of Arts (M.A.) degree in Instructional Technology		President Emeritus.....	151
(Advanced Certification)	13	Private Property Rights.....	7
Master of Arts (M.A.) in Instructional Technology		Program Completion Requirements	59
(Non-Certification).....	13	Publications	30
Master of Arts (M.A.):.....	12	Radio Stations	30
Master of Arts (MA) (.....	67	Regulations - Graduate.....	35
Master of Arts (MA) (Design and Development) Instructional		Religious Life.....	30
Technology.....	69	Residential Housing, Demorest Campus	31
Master of Arts (MA) Art Education.....	77	Satisfactory Academic Progress For Graduate Students.....	26
Master of Arts (MA) Early Childhood Education.....	80	School Leadership	54, 88
Master of Arts (MA) Educational Studies	64	School Leadership, Ed.D.....	94
Master of Arts (MA) Gifted Education (P-12).....	81	School of Education	57
Master of Arts (MA) Middle Grades Education	85	School of Education Programs and Degrees.....	58
Master of Arts (MA) Music Education	86	Secondary Education.....	53, 75, 89
Master of Arts (MA) Secondary Education	89	SOCI - Sociology	146
Master of Arts (MA) Special Education		Special Education.....	53
General Curriculum.....	82	Adapted Curriculum.....	65
Master of Arts degree (MA) in Early Childhood, Middle Grades,		General Curriculum.....	66, 82
Secondary Education, Art Education, and Special Education:18		SPED - Special Education.....	146
Master of Arts in Teaching (M.A.T.):.....	14	STEM Endorsement	90
Master of Arts in Teaching (MAT) Art Education	61	Student Academic Records – Undergraduate and Graduate	48

Student Complaints.....	7	Transcripts.....	46
Student Complaints and Grievances	51	Transfer Applicants	19
Student Government Association (SGA)	31	Transfer Credit	19
Student Handbook	31	Transient Permission	45
Student Life	29	Transient Status	45
Student Responsibility	10, 51	Trustees Emeriti	150
Student Success Support Services	31	Tuition Charge Adjustments & Refund Policy	22
Students with Disabilities	46	Tuition Charges	24
Study Load.....	37	Unofficial Transcript Requests	47
Terms of Payment.....	25	Walker School of Business.....	55
The Foxfire-Piedmont Partnership for Programs for Teachers ...	42	Withdrawal From College	45
Tier I Certification Program School Leadership	88	Withdrawal Policy.....	25

