GRADUATE
CATALOG
2020-21

PIEDMONT COLLEGE

DEMOREST & ATHENS, GEORGIA

Table of Contents

Graduate Catalog 2020-2021

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.

ABOUT PIEDMONT COLLEGE

Vision and Mission

Piedmont College prepares citizen-leaders who pursue knowledge, innovation, and ethics throughout their lives.

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 2020-2021 academic year (Fall 2020, Spring 2021, Summer 2021). An official copy of the academic calendar can be found on the Piedmont College website at www.piedmont.edu/registrar.

Piedmont College reserves the right to change the modality of instruction (traditional, hybrid, online) at any time and without any financial adjustment to fees charged.

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 Piedmont College Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), the program has been placed on probation as of February 11, 2020, by the CAATE, 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101. The program is actively working to address the deficient standard and is accepting both 3+2 and traditional graduate students as the process resolves.

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.

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
Financial Aid Fax	706-778-0708
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
College Bookstore	706-776-0013
Library	706-776-0111
Human Resources	706-776-0108
Institutional Advancement	706-776-0104
	1-800-868-1641
Information Technology	706-894-4205
Registrar	706-776-0112
Student Accounts	706-776-0101
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
Associate Vice President for Graduate Enrollment	706-778-8500 x 1181
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
Information Technology	706-548-6190
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

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. 22)" 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. For EdD applications there is a $50 non-refundable application fee 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 a Master's Degree with a 3.5 cumulative grade point average from an accredited institution 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.

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 resume.

5. Copy 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. Personal affirmation forms.

7. Official final transcripts from all graduate colleges and universities attended in the past (Piedmont College transcripts are on file).

8. 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.

9. Recent GRE score report (within last 5 years)

10. For educational leadership applicants, applicants who are not currently serving in a leadership position must also provide a letter from the building or district administrator indicating agreement that the applicant will be released from other responsibilities for

two full days per week or the equivalent to allow the candidate sufficient time to participate in and successfully complete the required clinical work.

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. We reserve the right to request the GRE Admissions test if the admissions committee deems it necessary to make 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 Online Graduate Programs:

Online classes are offered at the graduate level. To enroll in an online cohort class, you must 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, with minimum 3.0 GPA in the pre-requisites

- Completed application, cover letter, and professional resume (due January 15th; rolling admissions afterwards until the cohort is filled)

- 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 Tdap, MMR, Varicella, Hepatitis B and a TB skin test (within 12 months)

- Overall cumulative minimum GPA of 2.80 and minimum 3.0 GPA in prerequisite courses

- Two letters of recommendation (if already enrolled at Piedmont, one must be from a faculty or staff member)

- Successful interview (Interviews are extended in February)

- Successful background check and drug screen (must use the College's chosen vendor for both; completed after interviews)

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; rolling admissions afterwards until the cohort is filled)

- Copy of unofficial transcripts (final official transcripts must be submitted before classes begin)

- Copy of immunization records, including Tdap, MMR, Varicella, Hepatitis B and a TB skin test (within 12 months)

- Overall cumulative minimum GPA of 2.80

- 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. (If you currently hold a professional teacher certification and want to add another certification, you may apply for the Certification Only program with only a BA degree)

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 Tier I Educational 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 Educational 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 or superintendent
   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 of 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. Passing of the GACE will be required to obtain this certification level added to a current certificate.

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, GPA of 2.5 or better on most recent degree, and good academic standing from former institution, and a statement of intent as to why applicant wants to take the non-degree classes. Maximum credit hours vary by program. Refer to specific graduated programs in the catalogue for additional information.

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 15 semester hours may be taken as a non-degree graduate student. Applicants who wish to enroll in more than 15 semester hours as a non-degree graduate student must apply for permission from the Dean of the School.

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. Up to nine semester hours may be allowed to transfer into a degree program as long as it is within the six-year period. 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.)

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 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 Student Accounts 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:https://www.piedmont.edu/Forms # 12 . 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 AVP for Graduate Enrollment. **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 send to the AVP for 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 Director of Doctoral Studies, 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:	
Fall semester	March 15
	(Application file must be completed by March 30.)

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 2020-2021 tuition charges support the College's continued commitment to provide first-rate programs and facilities at an affordable rate.

TUITION CHARGES

The 2020-2021 graduate tuition starting Fall semester 2020 approved by the Piedmont College Board of Trustees is as follows.

> $580 per credit hour for Master's
> $580 per credit hour for Education Specialist
> $711 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)	$110/semester
Returned check (first occurrence)	$35
Returned check (second occurrence)	$50
(no future checks accepted)	
Experiential credit (per credit hour) See Experiential Credit (p. 45) for more information	$50
Transcript (paper copy)	$9.20 each
Transcript (electronic copy)	$8.50 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	$200
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, Self Service or using the online payment method at www.piedmont.edu/business-aid. Please contact Student Accounts for further details.

ACCOUNT STATUS

Students are responsible for checking their account status online by logging into the student portal, Self Service, or by contacting Student Accounts 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.

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 Student Accounts 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 SelfService. 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.

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 direct loan or arrange payment through the Piedmont College Student Accounts. 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.studentaid.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.

TITLE IV FEDERAL AID POLICY

Federal financial aid funds are given with the expectation that students will complete the entire period of enrollment. Students "earn" a percentage of the funds with each day of class attendance. When a student receiving federal financial aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal law may require Piedmont College to return funds. Piedmont College is required to calculate the percentage and amount of "unearned" financial aid funds (including loans) that must be returned to the federal government. Once a student has completed more than 60% of the enrollment period, a student is considered to have earned all funding awarded. This calculation may require the student to repay funds that have already been disbursed. Students are encouraged to meet with the Financial Aid Office and Student Accounts prior to making the decision to withdraw from school.

For more information regarding withdrawals, please see the Academic Programs section of the catalog. For questions regarding the Title IV Federal Aid Policy, please contact the Financial Aid Office.

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 Direct 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 teacher 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 an 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 https://studentaid.gov/understand-aid/types/grants/teach.

• 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: https://studentaid.gov/app/tcli.action. 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!

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

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, swimming, 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.

Zac Moore – Coordinator of Student Activities, Organizations, and Greek Life
zmoore@piedmont.edu
706-778-8500 x2834
Student Commons 243

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.

Zac Moore – Coordinator of Student Activities, Organizations, and Greek Life
zmoore@piedmont.edu
706-778-8500 x2834
Student Commons 243

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.

For more information contact:

Justin White – Coordinator of Campus Recreation and Wellness
jwhite@piedmont.edu
706-778-8500 x1466
Student Commons 106

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.

For more information contact:

Zac Moore – Coordinator of Student Activities, Organizations, and Greek Life
zmoore@piedmont.edu
706-778-8500 x2834
Student Commons 243

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.

For more information contact:

Justin White – Coordinator of Campus Recreation and Wellness
jwhite@piedmont.edu
706-778-8500 x1466
Student Commons 106

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.

Tim Garvin-Leighton – Campus Minister
tleighton@piedmont.edu
706-778-8500
Daniel Hall

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.

For more information contact:

Mark Jestel – Director of Residential Living
mjestel@piedmont.edu
706-778-8500 x1357
Student Commons 244

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.

Kim Crawford, Dean of Student Life and Leadership
kcrawford@piedmont.edu
706-778-8500 x1050
Student Commons 241

STUDENT HANDBOOK

The current Piedmont College Student Handbook including the Code of Conduct can be found here.

STUDENT SUCCESS SUPPORT SERVICES

CAREER SERVICES

Career education and professional development are 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.

For more information visit: 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

OFFICE OF ACCESSIBILITY

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 Office of Accessibility 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 Disability Support office. 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 Office of Accessibility 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. Sue Smith
OARS Coordinator
Lane Hall Student Success Center
706-778-8500 ext. 1504
disabilitysupport@piedmont.edu

suesmith@piedmont.edu

LEARNING CENTER

At Piedmont College, student transition and success are very important to us. We do everything we can to guide students from resource utilization to time management to self-care.

The Learning Center offers academic support in most content areas and offers athletic study hall and peer tutoring (individual and small group - SNAP) free of cost to Piedmont College students. Tutoring services are available in person or on-line up to 7 days per week.

We have a team of student success advisors that are ready to help! We also offer individual, small group and workshop formats for time management/organization assistance, self-exploration & goal setting, study skills and methodologies, campus resource referral & assistance, and other personalized 1-1 guidance as needed. We work with students to create, implement and complete Academic Success Plans that assist students in obtaining the skills, knowledge, and support they need to be successful personally and academically.

Appointments can be made for academic consultations (with the Student Success Team) or tutoring services through Pilgrim Net, the Piedmont App or through Starfish.

For more information contact:

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

COUNSELING SERVICES

Our goal at Counseling Services is to provide a safe, confidential atmosphere. We are available to assist students with personal, developmental, or psychological concerns that impact academic progress, the achievement life goals, individual and emotional growth, or the development of healthy relationships. Through collaboration with students, we help establish new strategies for managing and coping with challenges. Staff assist students in learning to clarify their feelings through self-exploration and discovery.

Today's students are under tremendous pressure. Counseling Services is committed to helping students navigate this pressure. Staff offer assistance with such topics as adjustment to college life, stress, depression, anxiety, loneliness, sexuality, eating issues, perfectionism, academic concerns, discrimination, and relationship issues. We provide single-session, problem focused services, group counseling, individual counseling, couple's/relationship counseling, meditation, workshops and drop-in group support, crisis intervention, and resource referral.

Counseling appointments can be requested by email, phone or online via Starfish. Services are provided at no charge to students. As necessary, students are referred to other professional resources which may be on or off campus. Counseling Services 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. Students are notified at orientation how to make an appointment to see a counselor.

For more information navigate to http://www.piedmont.edu/counseling-services or contact:

Dr. Gayle Robbins
Director of Counseling Services
grobbins@piedmont.edu
706-778-8500 x2821
Lane Hall Student Success Center

ACADEMIC PROGRAM

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.

- Deception – intentionally providing false information to an instructor or other academic administrator about an academic matter in order to achieve an unmerited advantage.

- 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.

- Collusion – intentionally working in collaboration with others on an assignment intended to represent a single student's work; or, improving or editing another's completed work to the extent that the nature and quality of the original work is significantly altered.

Examples of Collusion

Collusion occurs when work presented as a students' individual work has been intentionally developed with the assistance of others. Absent specific authorization from the course instructor, each academic exercise or assignment is presumed to be prepared and submitted by one student acting individually and not together with others.

This doesn't mean that students can't study in groups and learn from one another, nor does it mean that students cannot ask for advice about how to accomplish an assignment from Academic Support or the Library. However, the result that is the required/graded submission must represent the student's individual thought and effort, unless the assignment was to produce a group's collaborative work.

Collusion	Cooperation
Planning a response together; copying a plan for an individual assessment.	Analyzing the assessment question together.
Paraphrasing someone else's assignment and submitting it as your own.	Practicing paraphrasing skills together and sharing tips.
Relying on some group members to do all the work.	Sharing work evenly among group members.
Getting someone else to do your assessment task.	Getting help from an academic support tutor

Remember, you are guilty of collusion when you are copying someone else's work or letting someone else copy your work.

Collusion occurs when you work without the authorization of your instructor to:

- work with one or more people to prepare and produce work

- allow others to copy your work or share your answer to an assessment task

- allow someone else to write or edit your work (an exception is receiving assistance from academic support or student success)

- write or edit work for another student

- offer to complete work or seek payment for completing academic work for other students.

Examples of Deception

- Giving a false excuse for missing a project deadline;
- Claiming to have submitted coursework that one did not actually submit;
- Taking an exam or submitting coursework on behalf of someone else, especially when using their personally identifying credentials to do so.
- Forging an advisor's or instructor's signature on an academic form.

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 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.

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.

Students receiving VA Benefits: For VA purposes, a full-time study load for graduate non-standard term is 3 credit hours per accelerated session (less than 15 weeks), and a minimum of 6 credit hours for the total semester (16 weeks). All other study load requirements are based on the standard full-time study load for graduate students.

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 x 1) x 15 weeks = 750 minutes = 1 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.

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

(50 x 1) x 15 weeks = 750 minutes = 1 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.

3. 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	72

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:

1. Be in good academic standing prior to registering for online courses.

2. Be technologically competent and have access to appropriate hardware and software necessary to complete the course

3. 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.

1. Online course: 100% web-based

2. Hybrid/blended course: 50%-99% web-based

3. 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:

1. Be in good academic standing prior to registering for online courses.

2. Be technologically competent and have access to appropriate hardware and software necessary to complete the course

3. Students who fail a course need approval from their advisor or dean to re-take the course in an online format.

4. 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:

1. Directed independent study is offered only for those courses that are listed in the current Piedmont College Catalog.

2. 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.

3. 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.

4. 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 under- graduate 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

Piedmont College does not offer classes for audit.

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 though 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.

THE LIBERAL ARTS AT PIEDMONT COLLEGE

In its dedication to excellence in teaching and learning, Piedmont College embraces the liberal arts tradition and the principles that define it. Challenging students to develop habits of mind that will continue to inform their lives beyond college, Piedmont encourages free inquiry, promotes clarity in thought and expression, and inculcates in students a devotion to higher meaning.

At Piedmont, students learn to think critically and engage with complex ideas. Understanding the importance of being grounded in "the best that has been thought and said," we also recognize the liberal arts as inhabiting a tradition that grows stronger as it assimilates new ideas, technologies, and ways of looking at the world. Students who engage with the great ideas of the past are able to bring nuanced understanding to contemporary issues. They develop the confidence to challenge received ideas and the intellectual humility to question their own assumptions and biases in the pursuit of truth.

The study of the liberal arts prepares students for the twenty-first century workplace by complementing professional training and giving them an advantage in careers that value empathy, adaptability, problem solving, and creativity. The liberal arts teach students to take the long view—to understand that the concerns of the moment are often a distraction from what really matters—and to recognize that the most important things in life are not necessarily those that can be quantified or even defined in advance. Through a commitment to travel study, Piedmont encourages students to explore the wider world. Our students recognize the importance of cultivating a sense of vocation, a calling to something higher that transcends individuality and inspires them to find meaning beyond themselves.

Committed to the idea that the liberal arts are the study of what makes us truly human, Piedmont College strives to awaken in students an awareness of the promise of their best selves and to nurture a lifelong love of learning.

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 Self Service.

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. Academic exclusion is for a period of one year. 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.

Administrative Withdrawal

Piedmont College expects students to take an active role in their academic success. Examples of active engagement in learning include attending every class meeting and diligently completing all learning activities (daily assignments, quizzes, papers, problem-sets, etc.).

The administrative withdrawal policy was created to assist students in establishing good academic engagement and attendance habits. Failure to routinely complete daily and major assignments or attend class places students in jeopardy of being administratively withdrawn from any or all courses at any time during a semester or term. Undergraduate students may be administratively withdrawn regardless of class level.

Administrative withdrawals may affect a student's financial aid awards, campus residential status, athletic eligibility and/or student visa status as the withdrawal from courses impacts enrolled credit hours.

The policy will be applied in a student-friendly manner holding students accountable for appropriate attitudes and actions demonstrating a seriousness of purpose about academic engagement and learning. The College administration has the authority to withdraw a student from a single course, multiple courses, or the College, and to revoke that student's registration at any time during a semester or term for failure to comply with academic requirements including, but not limited, to:

- being absent from any course for the first two days of the class in a term or semester without prior written approval. Written approval, generally via email, may be granted by individual faculty members or the academic dean for the school in which the student resides.

- demonstrating unsatisfactory academic and course engagement at any point in the semester/ term defined by one or more of the following as:

  - having missed an excessive amount of scheduled class time as defined by individual faculty members' syllabi, excluding absences for college-related activities for which the student has communicated appropriately with each faculty member involved prior to the absence, arranged for the missed class time/assignments, etc. Students involved in college-related activities (i.e. athletics competitions, field-trips, etc.) are advised to carefully monitor the number of missed classes in a given semester.

  - failing to maintain routine log-in and academic engagement activity during each week for online courses.

  - violating learning or behavioral contracts if applicable

Students who do not fulfill their obligations through appropriate academic engagement risk being administratively withdrawn from any, or all, courses in which this failure to engage occurs. Withdrawals will not occur without sufficient warning and due notice to students. Students who are administratively withdrawn from a single course or all courses in a semester/term:

- are responsible for all debts and other charges related with the course(s)

- are not eligible for a tuition refund for the course(s)

- receive a "W" grade notation if the withdrawal occurs prior to the final date for withdrawal in a term/semester without academic penalty. The "W" grade does not affect a student's grade point average. Administrative withdrawals after the final date for withdrawal in a term/semester without academic penalty will be recorded as "WF." No other grades, such as NR, I or IP, may be assigned.

- may lose their eligibility for campus residential status and will not be eligible for a proration of housing or meal plan expenses. Athletic competition eligibility may also be impacted if the withdrawal drops them below full-time status.

- may experience changes in financial aid eligibility as a result of the withdrawal. Because financial aid eligibility is based on many factors, financial aid changes related to a withdrawal will vary. Students are responsible to know the effects poor choices related to their academic engagement may have on their financial aid eligibility and status.

If faculty members have reason to inquire about specific cases of administrative withdrawal, they may inquire with the registrar or academic dean for the school in which the student resides. In certain cases, the student's right to confidentiality may not permit full disclosure of the circumstances.

Because the College affords students the right to appeal academic decisions, it is essential that instructors maintain accurate and consistent records of academic engagement from students throughout the semester/term.

Extenuating circumstances such as family emergencies and serious illness must be documented and may be taken into account. Students participating in intercollegiate athletics and academic field trips are advised to complete all assignments in an appropriate manner for each class, monitoring any absences in addition to these events carefully.

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. 24)/Financial Aid (p. 28) 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 Student Accounts, 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.

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, online 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: 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 a licensed 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 2021 includes graduates from December 2020, May 2021, and July 2022. 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.

Special Events Dress Code

Participation in Commencement is an earned privilege. Piedmont College students are expected to abide by the following guidelines for appropriate and acceptable dress. Participation is permitted at the sole discretion of Piedmont College.

Graduates should dress in appropriate attire under their academic regalia. It is suggested that graduates wear dress slacks, a button- up shirt and tie or a day dress. Hoods and mortarboards are worn at Commencement. Mortarboards are to be worn squared, not tilted. Men remove their mortarboards for the invocation and again during the benediction. Women do not remove their mortarboards. Some institutions allow students to display symbols of ethnic pride and religious cloths. Piedmont's decision is not to allow these types of cloth to be worn as stoles but to allow a graduate to display it flat on top of the mortarboard. Any unapproved enhancements to regalia will be confiscated and returned to the graduate after the service. Replacement robes and/or mortarboards will be provided.

Tassels:

The tradition of moving the tassel signifies graduation. Undergraduate students wear the tassel on the right until the degree is conferred. Once the degree is conferred, the tassel is moved to the left. Since graduate students already have the distinction of achieving graduation, their tassels are worn on the left throughout the ceremony.

Mortarboards:

The current policy is to allow decorations on hats as long as they are two-dimensional. E.g., glitter is OK, but a several-inch palm tree sticking straight up is not. Lights, bows, feathers, action figures and flowers are also not acceptable. The policy will be enforced and noncompliant hats will be confiscated for the duration of the ceremony and the graduating student will be provided with a plain hat. Confiscated mortarboards will be returned to graduates after the ceremony.

Piedmont College does not permit the use of cords, medallions or stoles for graduate students.

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.

ADMINISTRATIVE STRUCTURE

Dr. James F. Mellichamp, President
Dr. Daniel K. Silber, Senior Vice President for Academic Affairs and Provost
Mr. Brant Wright, Senior Vice President for Administration and Finance
Dr. Perry Rettig, Vice President for Enrollment Management and Student Affairs
Mr. Craig Rogers, Vice President for Institutional Advancement

School of Arts and Sciences

Dr. Steven D. Nimmo, Dean
Dr. Steve Jacobs, Associate Dean and Interdisciplinary Studies Chair
Dr. Wallace Hinson, Associate Dean of Fine Arts and Director, Conservatory of Music
Department of Art: Christopher Kelly, Chair
Department of Humanities: Dr. Hugh Davis, Chair
Department of Mass Communication: Dr. Joe Dennis, Chair
Department of Mathematical Sciences: Dr. Michael W. 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. J. Kerry Waller, Dean
Dr. Jeff Bruns, Associate Dean
Margaret Ryder, Associate Dean

School of Education

Dr. Mark Tavernier, Interim Dean
Dr. Nancy Strawbridge, Associate Dean
Dr. Kelly Land, Associate Dean
Department of Elementary Education: Dr. Lillian Reeves, Chair
Department of Exceptional Child Education: Dr. Elias Clinton, Chair
Department of Middle Grades Education: Dr. Katrina Short, Chair
Department of Secondary Education: Dr. Lynn Rambo, Chair
Division of Advanced Studies: Dr. Clay Crowder, Chair
Doctoral Studies: Dr. Mark Tavernier, Chair
Kathleen Carter, Associate Vice President, Graduate Enrollment

R.H. Daniel School of Nursing and Health Sciences

Dr. Julia Behr, Dean
Dr. Abbey Dondanville, Associate Dean, Health Sciences
Dr. Tabatha Anderson, Associate Dean, Nursing
Dr. Jaime Johnson-Huff, 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 2020-2021 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 online cohort classes need to be aware that online cohort calendars maybe 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 or Educational Leadership.

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. Gifted Education (P-12);

    g. Instructional Technology Design, Integration, and Administration (leading to Georgia certification in Instructional Technology);

    h. Instructional Technology: Instructional Design and Technology (non-certification track);

    i. Music Education (P-12) Music courses offered on the Demorest campus only; and

    j. 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 Educational Leadership.

    Piedmont College offers Early Childhood Education (P-5), Middle Grades Education (grades 4-8), Drama Education (grades P-12), Special Education General Curriculum (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

Elementary Education

A candidate seeking Elementary Education Certification-only must hold a minimum of a master's degree from an accredited institution in a field other than elemntary 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 Elementary Education 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 in order to be recommended for certification. Completion of requirements for Certification Only does not lead to a degree.

Educational Leadership Tier Two

Educators who hold a Tier I Educational Leadership Certificate and who successfully complete the requirements for certification (EdD coursework, internships, and assessments) are eligible for recommendation for Tier II Educational Leadership certification.

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's degree from an accredited institution and prefers not to pursue an additional master's 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 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 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) 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) 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) 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.

Educational Leadership Tier One

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. J. Kerry Waller, Dean
Dr. Jeff Bruns, Associate Dean
Professor Margaret Ryder, 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, initially driven by Piedmont College's first QEP. We will strive to foster ever-improving learning through 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 consistent with Piedmont College's current QEP. 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 and is currently reaccredited through 2029 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 - Bruns, Carlson, Sullivan, Waller
Professor Emeritus - Sherrer, Taylor
Associate Professor - McWhite, Ryder, Warnock
Senior Fellow - Maughon
Fellow - Moery

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. It is therefore preferred, but 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 produces the following program outcomes.

Students graduating with a graduate business degree will have demonstrated the following goals:

- A working knowledge of the functional areas of business

- Effective critical thinking skills when addressing complex business problems

- Effective research skills when applied to complex business problems

- An engaged attitude toward business activities and 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 1210	Introduction to Microeconomics	3
	OR	
BUSA 2210	Introduction to Macroeconomics	3
BUSA 2100	Business Analytics I	3
	OR	
MATH 1300	Elementary Statistics	3

Format:

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

- Rolling enrollment means students may start the program during any semester: Spring, Summer or Fall.

- A flexible curriculum ensures that students never have to worry whether the classes they need will be available when they need them.

- Hybrid format with 2 to 4 meetings per course with the remaining content, where appropriate, delivered online.

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. If the student possesses an undergraduate specialty in logistics/supply chain management, this program will enhance that specialty and for those in other specialties, this program offers the specialty along with an option for certification in logistics.

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 5600	Managerial Business Analytics	3
BUSA 5610	Advanced Project Management	3
BUSA 6820	Human Resource Management and Compliance	3
BUSA 6900	Strategic Management and Governance	3
BUSA 6910	Capstone of Contemporary Issues	3

Options:

Summer Travel Study:
The Walker School of Business has been conducting Travel Abroad experiences for undergraduate students since 2002. In 2018, we initiated an experimental program for MBA students to travel abroad, and the response was very positive. As a result, we will continue to offer the travel abroad experience every other summer. This program replaces 6 hours in the 36 hour curriculum and adds additional focus on the current undergraduate QEP initiatives. Substitutions into the standard M.B.A. curriculum will be at the discretion of the graduate advisor.

Logistics:
Beginning fall 2020, students may elect to focus on logistics and global supply chain management. Current events have highlighted previously unthought of risks associated with global sourcing. This requires that mangers rethink everything that previously was "just the way everybody does it". A rigorous re-analysis of existing sourcing practices by well training logisticians who are fully versed in business analytics isn't just the latest hot topic; it's the only way to avoid significant competitive disadvantage over the next decade. Substitutions into the standard M.B.A. curriculum will be at the discretion of the graduate advisor

Logistics Certificate:
The M.B.A. student will be awarded a certificate in Logistics and Supply Chain Management upon the completion of BUSA5600, BUSA5610, BUSA5620, BUSA5700, and BUSA/ACCT 6500, with at least a 3.0 GPA in the coursework. Individuals who already possess an M.B.A. who wish to earn the Logistics Certificate must complete BUSA5600, BUSA5610, BUSA5620, BUSA5700 with at least a 3.0 GPA in the coursework.

SCHOOL OF EDUCATION

Preparing proactive educators to improve the lives of all children.

Dr. Mark Tavernier, Interim Dean
Dr. Kelly Land, Associate Dean
Dr. Nancy Strawbridge, Associate Dean

Faculty

Interim Dean Tavernier
Associate Deans Land and Strawbridge
Professors Berrong, A. Brown, Rettig, Rogers, Shirley, and Welsh
Professors Emeritus Andrews, Benson, Briggs, W. Brown, Kibler, Lucado, Mapp, McCollum, McFerrin, Palmour, Samuelsen, 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, Reeves, Short, Southall, Tavernier, and Witherington
Assistant Professors Clinton, Griffin, and Land
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 (include art education, drama education, early childhood education, middle grades education, music education, secondary education, and special education) are offered on our campuses in Athens and Demorest.

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, Doctore of Education (Ed.D) 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 with some courses available online. *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 some courses are available online. *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 and in Educational Leadership.

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

Elementary Education (P-5)
Certification-only, Master of Arts in Teaching (M.A.T.), Master of Arts (M.A.)

> **Program Contact:**
> Department Chair

Education Specialist (Ed.S.)

> **Program Contact:**
> Dr. Clay Crowder, Director, Division of Advanced Graduate Studies

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

Music Education (P-12)
Certification-only, Master of Arts in Teaching (M.A.T.), Master of Arts (M.A.), Education Specialist (Ed.S.)

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. Lynn Rambo, 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;

- 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 2.5 GPA, 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.

DIVISION OF PROFESSIONAL STUDIES

L. Reeves, *Chair, Dept. of Early Childhood Education*
E. Clinton, *Chair, Dept. of Exceptional Child Education*
K. Short, *Chair, Dept. of Middle Grades Education*
L. Rambo, *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
Coordinator, Dept. of Middle Grade Education

The Division of Professional Studies offers graduate programs on the campuses in Athens and Demorest, as well as fully online.

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 beyond Prerequisite courses

Prerequisite

EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6655	Exceptional Children	3

Education Courses (16 hours)

EDUC 5599	Graduate 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 6685/EDUC 4485	Characteristics of Learners with Autism Spectrum Disorder	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 P-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)

Internship Hours (10 hours or [11 hours if Advanced Intern])

EDUC 6151	Performance Assessment Orientation	1
ART 7737	Seminar in Advanced Instruction - Methods for Art Education	1
ART 7742	Internship I	3
ART 7743	Internship II	5
	OR	
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 Internship II experience.

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 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

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.

Elementary Education

MASTER OF ARTS IN TEACHING (MAT) ELEMENTARY EDUCATION

Mission: The mission of the graduate elementary program is to prepare candidates to assume the duties of an elementary education professional.

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:

PSYC 2290	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) or take the class through Regional Educational Services Agency (RESA)

PSYC 2290: (may CLEP undergraduate equivalent)

Course Requirements

EDUC 5599	Graduate Orientation	1
EDUC 6151	Performance Assessment 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
EDEM 7740	Internship I	3
EDEM 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:

EDEM 7742	Internship II	5
	OR	
EDEM 7744	Advanced Internship I	5
EDEM 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 Admission Assessment (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

CERTIFICATION-ONLY ELEMENTARY 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 Elementary Education and are seeking certification in Elementary Education. 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 Elementary 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).

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 scores on the appropriate GACE Content Assessments are 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	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.

Mission Statement

The mission of the Special Education Master of Arts program is to prepare our candidates to use advanced knowledge of learner characteristics, federal and state regulations, evidence-based practices, and collaborative skills to affect positive learning outcomes for school-age individuals with disabilities. Further, we prepare candidates to engage in ongoing professional development, use inquiry to guide professional practice, and provide leadership to create effective school environments

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

Any option that does not lead to a degree is the Certification Only (Cert. Only) option. It is designed for candidates who hold a master's degree from an accredited institution in a field other than Special Education and are seeking certification in SPED. 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 – OFFERED FULLY ONLINE BEGINNING FALL 2020

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 58 semester hours, internship experiences, 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	Performance Assessment Orientation	1

EDUC 6601	Instructional Media and Technology for Teachers OR	3
EDUC 7702	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	Internship II (4-8) OR	5
EDMG 7744	Advanced Internship (4-8) AND	5
EDMG 7745	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 Internship II, 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); 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

EDUC 3111 is a required course. EDUC 6611 may be taken as needed.

Content Courses: 12 hours of content courses

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	Performance Assessment 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	

Apprentice Teaching Sequence (9-10 hours)

MUED 7400	Internship I (Observation)	3
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	2
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: 47-48 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.

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), MAT 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. 20).

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	Performance Assessment 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

Content Methods

EDSE 6632	Language Arts Methods, 6-12	3

Education (EDSE) 6634	Social Studies Methods, 6-12	3
Education (EDUC) 6635	Science Methods, 6-12	3
EDSE 6636	Math Methods, 6-12	3

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
EDUC 6151	Performance Assessment Orientation	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 7744 | Advanced Internship I | 5 |
| 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 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

C. Crowder, *Director*
J. Ellett, *Coordinator, Art Education*
C. Crowder, *Coordinator, Curriculum and Instruction*
R. Hollandsworth, *Coordinator, Instructional Technology*
Coordinator, Educational 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 fully online.

Art Education

MASTER OF ARTS (MA) ART EDUCATION

Educators who are currently certified may wish to pursue advanced study 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 does 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 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 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 Scholarship	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	Professional Resource Utilization	3

| EDS 8860 | School Law and Ethics | 3 |
| EDS 8880 | Teacher 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 Scholarship	3
EDS 8815	Curriculum Design for a Changing World	3
EDS 8823	Representation and Analysis of Quantitative Data	3
EDS 8824	Analysis and Evaluation of Research	3
EDS 8830	Foundations of Learning and Cognition	3
EDS 8845	Theory and Practice of Differentiated Instruction	3
EDS 8846	Principles of Assessment Design and Application	3
EDS 8851	Professional Resource Utilization	3
EDS 8860	School Law and Ethics	3
EDS 8880	Teacher Leadership in 21st Century Schools	3

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

ADDITIONAL REQUIREMENTS

Other Program Requirements: Program Outcome Reflection Log

Candidates in the Education Specialist in Curriculum & Instruction will complete a Program Outcome Reflection Log. Following each course, candidates will reflect in writing on their experiences and insights. They will make connections to the six program outcomes that are introduced in EDS 8800 and upon which all courses are built. Completion of the Program Outcome Reflection is a requirement for each course, and in EDS 8880, candidates compose a culminating reflection that represents a synthesis of their experiences across the program.

Reading and Research

Each candidate in the Ed.S. degree program is required to be knowledgeable of the literature related to their area of content certification. 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 program learning outcomes 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.

Elementary Education

MASTER OF ARTS (MA) ELEMENTARY EDUCATION

Mission: The mission of the graduate MA elementary program is to prepare advanced candidates to gain a deeper insight into theory and practice and develop qualities of scholarship and academic discipline that contribute to the profession.

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 Elementary Education (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
EDEM 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

Mission Statement

The Master of Arts in Gifted Education supports the mission of Piedmont College by preparing students to become effective teacher-leaders in the field of gifted education, using research, strong knowledge of evidenced-based practices, and professional collaborative skills to effect positive change in schools.

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; degree completion leads to advance certification in Gifted (P-12) Consultative in the candidate's area of content 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.

Mission Statement

The mission of the Special Education Master of Arts program is to prepare our candidates to use advanced knowledge of learner characteristics, federal and state regulations, evidence-based practices, and collaborative skills to affect positive learning outcomes for school-age individuals with disabilities. Further, we prepare candidates to engage in ongoing professional development, use inquiry to guide professional practice, and provide leadership to create effective school environments.

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 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 8845	Theory and Practice of Differentiated Instruction	3
EDS 8846	Principles of Assessment Design and Application	3
EDS 8880	Teacher 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 Scholarship	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	Teacher Leadership in 21st Century Schools	3

Total Credit Hours: 30

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).

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 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

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	2
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.

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 Scholarship	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	Professional Resource Utilization	3
EDS 8860	School Law and Ethics	3
EDS 8824	Analysis and Evaluation of Research	3
EDS 8880	Teacher Leadership in 21st Century Schools	3

Subtotal: 30

Educational Leadership

TIER I CERTIFICATION PROGRAM EDUCATIONAL LEADERSHIP

The Tier One Educational 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 Educational Leadership	3
EDS 8815	Curriculum Design for a Changing World	3
EDS 8851	Professional 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	Teacher Leadership in 21st Century Schools	3
EDSL 8881	Internship in School Leadership	3

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 and 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 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 Education 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 Education. Additionally, individuals seeking the endorsement may apply to the Office of Graduate Admissions to pursue the endorsement as an Education non-degree student. For more information, contact Dr. Elias Clinton, 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

DOCTORAL STUDIES

Doctor of Education (Ed.D.) in Educational Leadership

Faculty, Dr. Mark Tavernier, Director of Doctoral Studies

Program of Study

The Doctor of Education (EdD) Program in Educational 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

1.   Supervising administrator

2. Former professor or instructor

3. Professional colleagued. Applicants who are not currently serving in a leadership position must also provide a letter from the building or district administrator indicating agreement that the applicant will be released from other responsibilities for two full days per week or the equivalent to allow the candidate sufficient time to participate in and successfully complete the required clinical work.

    e.   Current (within last 5 years) GRE score report

    f. 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.)

    g. Letter of Intent

    h. Professional Activities Resume

    i. Verification of Professional Experience (minimum of five years)

    j. Copies of five most recent professional evaluations

    k. Personal Affirmation Form

    l. Current (within the last 5 years) GRE score report

EDUCATIONAL 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.

CURRICULUM AND INSTRUCTION, ED.D.

Program of Study

The Ed.D. in Curriculum and Instruction will be delivered in a lock-step cohort model. 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

DCLO Presentation

The DCLO presentation allows candidates to share knowledge gleaned from coursework, faculty, other Piedmont students and their own research. The presentation is a synthesis of their learning and provides candidates with an avenue to share best practice, connecting theory to practice in best 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.

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 are required to pay a 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. Students who are not continuously enrolled will be withdrawn.

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.

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)

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) pass level-specific competency exams, and complete all required skills in the Master Log prior to graduation.

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. 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. The Piedmont College Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program has been placed on probation as of February 11, 2020, by the CAATE, 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101. The program is actively working to address the deficient standard, and is accepting both 3+2 and traditional graduate students as the process resolves.

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)

- Biology, Biochemistry, Microbiology, Medical Microbiology, or similar (3-4cr)

- Chemistry I and II (6-8hrs)

- Physics I and II (4-8cr) [If one 4cr course, it must include all of the following concepts: Newtonian mechanics (force, energy, work, momentum), thermodynamics, electromagnetism, waves, and light/optics]

- Exercise Physiology (3-4cr)

- Kinesiology, Biomechanics, Advanced or Clinical Physiology, or similar (3-4cr)

- Basic Nutrition or Sport Nutrition (3cr)

- Fitness Assessment, Exercise Prescription, Strength and Conditioning, Motor Learning, Health Promotion, or similar (3cr)

- General Psychology, Anthropology, Sociology, or Developmental, Abnormal, or Sport Psychology (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

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 1300, 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
HSCS 1101	Emergency Techniques	2
HSCS 1105	Medical Terminology	2
HSCS 1110	Introduction to Health Sciences	3
HSCS 2202	Care and Prevention	3
HSCS 2221	Kinesiology and Biomechanics	3

HSCS 2301	Health Promotion, Physical Activity, and Wellness	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
	CHOOSE ONE:	
HSCS 4301	Applied Exercise Physiology	3
BIOL 4210	Biochemistry	3

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 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
	CHOOSE ONE:	
HSCS 5301	Implementation and Evaluation of Health Programming	3
HSCS 5340	Coaching Behavior Change	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

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.
Subtotal: 165

Athletic Training (MS-only) Curriculum Outline

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 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
	CHOOSE ONE:	
HSCS 5301	Implementation and Evaluation of Health Programming	3
HSCS 5340	Coaching Behavior Change	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

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 January 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 Tdap, MMR, Varicella, Hepatitis B and a TB skin test (within 12 months)

- Overall cumulative minimum GPA of 2.80

- 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)

Recommended Courses:

The following courses are recommended, but not required for program admission:

- Introduction to health science, exercise science, athletic training, physical education, or similar (3cr)

- Exercise physiology (3-4cr)

- Health Policy and Law or similar (3cr)

- 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 (≥70% on all evaluations)

- Demonstrate satisfactory performance on the thesis project and presentation (≥70% on each part)

Health and Human Performance, M.S., Curriculum Outline

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
	CHOOSE ONE:	
ATRG 5120	Practical and Emergency Techniques in Athletic Training	3
HSCS 5440	Nutrition for Health Programming	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.

At the successful completion of this course, students will be able to:

1. Compare and contrast globalization, international monetary system, balance of payment, and corporate governance around the world.

2. Comprehend and evaluate foreign exchange markets, forecast foreign exchange rates and compare futures and options on foreign exchanges.

3. Analyze transaction exposure, economic exposure and translation exposure.

4. Evaluate the relations between and among foreign direct investment (FDI), international capital structure, cost of capital and capital budgeting as well as the impact of FDI on donor and hosting nations.

5. Differentiate international cash flows and trade finance and examine international tax environment.

6. Develop interest rate and currency conversion rate arbitrage strategies.

7. Assess currency and interest rate swaps.

8. Explain the importance of the balance of payment on trade between and among nation states.

9. Interpret various financial (currency, translation and economic) exposures and how to deal with them.

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.

At the successful completion of this course, students will be able to:

1. Demonstrate comprehensive professional knowledge of research.

2. Communicate clearly and logically through written communication for professional delivery.

3. Incorporate APA professional writing skills and standards including concise organization, grammar, references, and citations.

4. Show evidence of higher-level thinking skills including application, analysis, making predictions, drawing inferences, cause and effect relationships, comparing and contrasting, evaluation, and synthesis.

5. Demonstrate comprehensive professional knowledge of problem solving in business.

6. Demonstrate comprehensive professional knowledge of critical analysis in business.

7. Show evidence of higher-level thinking skills including application, analysis, making predictions, drawing inferences, cause and effect relationships, comparing and contrasting, evaluation, and synthesis.

8. Evaluate an organization's financial position through financial statement analysis and/or forecasting to anticipate possible changes in the overall financial performance.

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.

At the successful completion of this course, students will be able to:

1. Provide analytical tools for assisting managers in making and evaluating effective decisions.

2. Evaluate a managerial decision and conduct an analysis of a selected company, as well as one of their competitors, to describe how such decision processes occur and can be improved.

3. Further illustrate the accounting process by showing how product accounting costs flow through to financial statements.

4. Continue to use the accounting equation and financial analysis tools to evaluate corporate financial data.

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.

Student learning outcomes for special topic courses will be outlined on the syllabus by the instructor when the course is offered.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Read, analyze, discuss and comment on diverse thoughts and observations concerning our Native American heritage.

2. Knowledge of various historical and anthropological sources of information on Southeastern Indians.

3. Improved communication skills in writing, reading, and historical judgment.

4. Improved ability to study a mass of information, analyze it critically, and form logical conclusions (which may or may not be congruent with those of the instructor).

ART - ART

ART 6620 - Art Education Methods P-8 (3)

Studio work, seminars, and presentations on history planning and implementing an art program for grades P-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.

Typically Offered: Fall Only.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. A basic understanding of curriculum structures for elementary art programs in the content areas of studio production, art history and art analysis. Evidence: One comprehensive curriculum research paper (3 pages) unit of study for grades P-8.

2. Engage in practical experiences in working with curriculum appropriate to teaching art in k-12 classroom. Evidence: written curriculum reflections and unit development.

3. A commitment to continual growth as an art educator. Evidence: Book Review and presentation.

4. Understand the role of art teacher as curriculum designer.

ART 6621 - Art Education Methods 9-12 (3)

Studio work, seminars, and presentations on history 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.

Typically Offered: Spring Only.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. A basic understanding of curriculum structures and art programs in grades 9-12 in the content areas of studio production, art history and art analysis. Evidence: curriculum research paper.

2. One scholarly curriculum comparison presentation (focus 9-12 grades)

3. Engage in practical experiences in working with the materials, media and processes appropriate to teaching art: 2-Dimensional and 3-Dimensional Processes. Evidence: Performance Lessons based on hands-on projects.

4. Understand the role of art teacher as curriculum designer. Evidence: development of one 1 unit of study.

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. Criticism and analysic of specific works are examined. Creative, pedagogical and social implications are emphasized. Only available at the Demorest campus during summer semester.

Typically Offered: Summer Only.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop an advanced working knowledge of Art Criticism and Aesthetics as a pedagogical approach to PK-12 Visual Art Education.

2. Revisit both historically significant works of art and contemporary works of art, theories, and artistic concepts as they apply to children born of a different era.

3. Research and evaluate both professional and personal works of art in the hopes of providing contemporary exemplars and living artists' work as a model for students concerning artistic practice.

4. Produce evidence of scholarly, literary, and artistic endeavor in preparation for the final capstone presentation.

5. Design and implement a research project reflecting familiarity with current research and innovative teaching strategies. CCLO 1, 7, 8, 10 [QEP] [INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]

6. Utilize the principles of critical thinking to synthesize coursework and experiences in the School of Education. CCLO 2, 7, 8, 9, 10 [QEP] [INTASC Standards 6, 9, 10]

7. Design assessment strategies that foster teamwork, constructive criticism, higher order and critical thinking skills to develop the student's sense of creativity and pride in their original work. CCLO 3, 6, 8, 10 [QEP] [INTASC Standards 1, 2, 3, 8]

8. Assess and plan instruction for students of all ability levels and cultural backgrounds and with varied intelligences and learning styles. CCLO 4, 6, 7, 8 [QEP] [INTASC Standards 1, 2, 3, 4, 5, 7]

9. Understand and use a variety of instructional strategies to encourage the development of all students' creative talents, critical thinking, problem solving, and performance skills. CCLO 5, 8 [QEP] [INTASC Standards 1, 2, 3, 4]

10. Utilize print and non-print media in the development and presentation of a culminating project to synthesize all experiences in the degree program. CCLO 2, 4, 6, 8 [QEP] [INTASC Standard 6]

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.

Typically Offered: Summer Only.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Advance knowledge of an array of techniques related to the creation of 2D works of art.

2. Further develop individual philosophies and approaches relating to classroom art instruction/education.

3. Increase perceptual acuity in color, form, and structure.

4. Recognize the function of color in composition.

5. Identify and effectively use the basic elements of design in expressive compositions and analysis of specific formal and conceptual choices.

6. Develop and practice visual thinking in organizing pictorial elements.

7. Possess a sensitivity to and recognition of both objective and subjective qualities of art making.

8. Demonstrate skill in creative problem solving in the visual arts.

9. Possess the means and opportunity to carry on a meaningful dialogue about their work during class critiques.

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.

Typically Offered: Summer Only.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop a personal body of work that is reflective, authentic, and created by self-developed narratives.

2. Demonstrate a basic understanding of the demonstrated artistic processes in hopes of passing the experiential knowledge to students in the PK-12 setting.

3. Engage in practical experiences in working with the materials, media and processes appropriate to teaching art, including mirroring the actual processes of artists.

4. A commitment to continual growth as an art educator.

5. Research art work in all three dimensional media and apply them to both personal and student art work creation.

6. Produce artwork that may presented as evidence of artistic endeavor in the final capstone presentation.

7. Complete and reflect upon complex and related lesson plans that include authentic assessments of artistic production.

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.

Typically Offered: Summer Only.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Understand the role contemporary art can play in the educational process and its place in our society.

2. Develop an understanding of artistic and aesthetic expression, historical and cultural perspectives, and critical analysis of contemporary works.

3. Develop the ability and vocabulary for evaluating and understanding contemporary modes of artistic expression that can be applied within the k-12 art room.

4. Apply theories and philosophies of contemporary art and educational practices to actual educational situations.

5. Demonstrate an understanding of the creative process.

6. Identify and express concepts, terms, and facts related to contemporary art and art education.

7. Use knowledge of creative processes and aesthetic principles to understand humans and the world around them.

8. Use the elements and principles of design and art vocabulary to respond to works of art.

9. Explain how products of creative expression reflect, respond to, and shape his/her social, religious, political, and/or intellectual contexts.

10. Critique works of art using advanced art vocabulary and recognize links to various subject areas.

11. Describe the use and value of visual arts in daily life, the workplace, and the community.

12. Gain an appreciation for the diversity of values of others and how that can inform their own values.

13. Analyze how design elements and principles are used to achieve an aesthetic effect.

14. Understand contemporary art contains a variety of styles, techniques, and characteristics that reflect various issues, cultures, and subjects.

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.

Typically Offered: Fall.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop a knowledge of child development in the visual arts including how to assess artistic growth and progress.

2. Demonstrate a basic understanding of curriculum structures for elementary art programs in the content areas of studio production, art history and art analysis.

3. Develop a knowledge of art teaching methods and classroom management strategies appropriate to the elementary level, specific for the discipline of art.

4. Demonstrate an understanding of how to assess and evaluate student growth and development in art.

5. Develop a knowledge of our diverse cultural heritage and how it can be infused into all aspects of the elementary art program, and a commitment to continual growth as an art educator.

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.

Typically Offered: Spring.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. A basic understanding of curriculum structures for elementary art programs in the content areas of studio production, art history and art analysis. Evidence: One comprehensive curriculum research paper (3 pages) one scholarly curriculum comparison presentation (focus 7-12 grades)

2. Engage in practical experiences in working with curriculum appropriate to teaching art in k-12 classroom. Evidence: written curriculum reflections

3. A commitment to continual growth as an art educator. Evidence: Book Review

4. Understand the role of art teacher as curriculum designer.

5. Demonstrate effective action research practices that are designed to impact the local school and student in a positive way. Evidence: Methodology/work on research.

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

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop a knowledge of child development in the visual arts including how to assess artistic growth and progress; particularly in the Pk-6th grade developmental cycle.

2. Demonstrate a basic understanding of curriculum structures for elementary art programs in the content areas of studio production, art history and art analysis.

3. Develop a knowledge of art teaching methods and classroom management strategies appropriate to the elementary level, specific for the discipline of art.

4. Engage in practical experiences in working with the materials, media and processes appropriate to teaching elementary art.

5. An understanding of how to assess and evaluate student growth and development in art.

6. Demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways.

7. Prepare and use Piedmont lesson plans to on design learning segments that incorporate developmentally appropriately curriculum and instructional practices.

8. Demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments.

ART 7742 - 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 P-5, 6-8, and 9-12 grade levels.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Set and evaluate goals during each semester of the Advanced Internship. These goals should be based on the Teacher Keys Effectiveness System (TKES) - Teacher Assessment on Performance Standards (TAPS).

2. Submit to the college supervisor, for review, goals enhancing his or her professional development.

3. Monitor his or her progress toward reaching the goals throughout the semester as needed.

4. Create and submit a plan of improvement for goals not met and/or develop new goals for the next semester.

5. Meet with his or her college supervisor to discuss progress towards the completion of the goals.

ART 7743 - Internship II (5)

Placement in a school for a directed experience in the field of art education (P-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

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Support and promote an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom.

2. Use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence.

3. Demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways.

4. Prepare and use Piedmont lesson plans to design learning segments that incorporate developmentally appropriately curriculum and instructional practices.

5. Explore a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences.

6. Observe and explore how experienced teachers create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities.

7. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.

8. Effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities.

9. Model and promote constructivist practices.

10. Implement basic health, nutrition, and safety management practices for children.

11. Demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments.

12. Cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability.

13. Demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, teacher candidates should not take on coaching duties during their internship as these positions are generally time consuming and often require missing classroom experiences in order to travel.

14. Positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team.

15. Demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

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

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Set and evaluate goals during each semester of the Advanced Internship. These goals should be based on the Teacher Keys Effectiveness System (TKES) - Teacher Assessment on Performance Standards (TAPS).

2. Submit to the college supervisor, for review, goals enhancing his or her professional development.

3. Monitor his or her progress toward reaching the goals throughout the semester as needed.

4. Create and submit a plan of improvement for goals not met and/or develop new goals for the next semester.

5. Periodically meet with his or her college supervisor to discuss progress towards the completion of the goals.

6. Be encouraged to engage in reflection through weekly journals. Reflection will occur weekly via an e-mail journal entry to the college supervisor. This entry should include reflections concerning successes, problems, classroom management issues, teaching strategies, and activities in which the Advanced Intern participated. The depth of the reflections should move beyond "describing", and include a discussion of insights, action(s) taken, and connection with research on best practices. The Advanced Intern is encouraged to reflect upon his or her progress toward achieving the core candidate learning outcomes.

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

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Set and evaluate goals during each semester of the Advanced Internship. These goals should be based on the Teacher Keys Effectiveness System (TKES) - Teacher Assessment on Performance Standards (TAPS).

2. Submit to the college supervisor, for review, goals enhancing his or her professional development.

3. Monitor his or her progress toward reaching the goals throughout the semester as needed.

4. Create and submit a plan of improvement for goals not met and/or develop new goals for the next semester.

5. Periodically meet with his or her college supervisor to discuss progress towards the completion of the goals.

6. Be encouraged to engage in reflection through weekly journals. Reflection will occur weekly via an e-mail journal entry to the college supervisor. This entry should include reflections concerning successes, problems, classroom management issues, teaching strategies, and activities in which the Advanced Intern participated. The depth of the reflections should move beyond "describing", and include a discussion of insights, action(s) taken, and connection with research on best practices. The Advanced Intern is encouraged to reflect upon his or her progress toward achieving the core candidate learning outcomes.

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, and a portfolio containing graduate studies.

Prerequisite: EDUC 6699-Methods & Interpretation of Educational Research

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Design and implement a research project, reflecting familiarity with current research teaching strategies.

2. Utilize the principles of critical thinking to synthesize coursework and experiences in the School of Education.

3. Design assessment strategies that foster teamwork, constructive criticism, higher order and critical thinking skills to develop the student's sense of creativity and pride in their original work. 4. Assess and plan instruction for students of all ability levels and cultural backgrounds and with varied intelligences and learning styles

4. Understand and use a variety of instructional strategies to encourage the development of all students' creative talents, critical thinking, problem solving, and performance skills.

5. Utilize print and non-print media in the development and presentation of a culminating project to synthesize all experiences in the degree program.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. To demonstrate advanced depth and breadth of knowledge of research of theories/theorists as they relate to qualitative and post-qualitative research in art education

2. To understand and be able to demonstrate advanced depth and breadth of knowledge of the role of theory in qualitative research, and especially in a post-qualitative research as it applies to art education

3. To demonstrate an advanced ability to read, interpret, reflect, and respond critically to scholarly works of various theorists

4. To demonstrate an advanced ability to read, analyze, reflect, and respond critically to scholarly writings that put theory to work, particularly in art education

5. To understand the influence of modern and postmodern developments in general curriculum and art education curriculum theory and be able to apply these to current curricular trends

6. To be able to analyze curriculum theory and apply this analysis to real-world contexts

7. To map personal research interests in relation to research paradigms and related theories/theorists

8. To experiment with theory in relation to research pursuits

9. To demonstrate high standards of scholarly writing by applying learning skills and concepts relevant to writing in the field of art education

10. To continue developing as a knowledgeable, inquisitive, and collaborative learner in diverse, democratic learning communities

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

2. To be able to explain emerging and current trends and their implications to art education.

3. To demonstrate an understanding of emerging and current trends in art education to improve teaching practice.

4. To be able to synthesize recent research relative to teacher and student learning in diverse school settings and communities.

5. To develop curricula based on emerging and contemporary issues in art education which includes differentiated instruction for all learners.

6. To demonstrate the ability to make educational decisions which are supported by data rather than only on personal opinions.

7. To evaluate emerging and contemporary issues as they relate to educational policy.

8. To develop an individualized plan of action to explore current trends and new ways of reaching students in and through the visual arts.

9. To interpret a contemporary issue in art education that has personal meaning within a work of art.

10. To design curriculum to be implemented within a class or community setting including a developed rubric to evaluate the curriculum.

11. To continue development as a scholarly researcher and writer in art education, learning skills and concepts relevant to writing in the field.

ATRG - ATHLETIC TRAINING

ATRG 5120 - Practical and Emergency Techniques in Athletic Training (3)

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.

CAATE/CHES/NSCA   Outcome

1. 1.2.0   Students will access existing information and data related to health.

2. 1.2.5   Students will review literature to identify primary and secondary data sources related to health and extract data from existing databases.

3. 70   Students will demonstrate the ability to modify standard diagnostic examination procedures to clinically evaluate and manage patients with acute conditions according to the demands of the situation and the patient's ability to respond, and interpret those results to determine when referral is necessary.

4. 70a   Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cardiac compromise (ECC, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low dose aspirin) with and without suspected spine injury and/or protective equipment.

5. 70b   Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: respiratory compromise (pulse oximetry, adjunct airways, suction, supplemental oxygen,

spirometry, metered-dose inhalers, nebulizers, and bronchodilators) with and without suspected spine injury and/or protective equipment.

6. 70c   Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: environmental conditions (lightning, heat, cold, rectal thermometry) with and without suspected spine injury and/or protective equipment.

7. 70d   Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cervical spine compromise (stabilization and transportation techniques, equipment removal considerations and methods).

8. 70e   Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: traumatic brain injury (catastrophic and emergent, subdural hematoma, epidural hematoma, second impact syndrome, non-epileptic seizure disorder) with and without suspected spine injury and/or protective equipment.

9. 70f   Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: internal and external hemorrhage (tourniquet and hemostatic agent use, hypovolemic shock) with and without suspected spine injury and/or protective equipment.

10. 70g   Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: fractures and dislocations (including reductions) with and without suspected spine injury and/or protective equipment.

11. 70l   Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: wounds (including care and closure) with and without suspected spine injury and/or protective equipment.

12. 70m   Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: testicular injury with and without suspected spine injury and/or protective equipment.

13. 70n   Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: other musculoskeletal injury with and without suspected spine injury and/or protective equipment.

14. 71b   Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying comorbidities and complex medical conditions.

15. 71e   Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying appropriate referrals.

16. 73   Students will select and incorporate efficacious treatment and rehabilitative interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response.

17. 76d   Students will implement a plan of care for a patient who has sustained a concussion or other brain injury with consideration to established guidelines that includes addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction appropriate for the circumstances and patient's ability to respond.

18. 78   Students will select, apply, evaluate, and modify appropriate durable medical equipment, standard orthotic devices, taping, wrapping, bracing, padding, casting, and other custom fabrications for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.

19. 86   Students will select, apply, evaluate, modify, and/or remove appropriate standard protective equipment, taping, wrapping, bracing, padding, casting, and other custom orthotic devices in order to prevent and/or minimize the risk of injury or re-injury in sport or other physical activity.

20. Practical/applied 3.C.   Students will determine the policies and procedures associated with the safe operation of the strength and conditioning facility (e.g., facility/equipment cleaning and maintenance, rules, scheduling, emergency procedures).

21. Scientific foundations 1.A.   Students will apply knowledge of neuromuscular and muscular anatomy and physiology.

22. Scientific foundations 1.D.   Students will apply knowledge of bone and connective tissue (tendons and ligaments) anatomy and physiology.

ATRG 5125 - Physical Assessment and the Patient Experience (3)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will use contemporary theories/models to plan and apply the assessment process for health education/promotion, to define the prioiry population to be assessed, and to engage those populations, partners, and stakeholders. (1.1.3)

2. Students will address diversity and demonstrate cultural competence within priority populations when selecting and/or designing strategies/interventions to fit their needs. (2.3.4)

3. Students will advocate for the health needs of clients, patients, communities, and populations. (56)

4. Students will identify health care delivery strategies that account for health literacy and a variety of social determinants of health, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases, and will apply them to their daily class/clinical attendance; 2) interpersonal and cross-cultural communication, educational intervention strategies to promote positive behavior change, and impacting emotional well-being while protecting privacy; and 3) the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (57)

5. Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in care and recovery, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases; 2) interpersonal and cross-cultural communication, intervention strategies to promote positive behavior change and impact emotional well-being; and 3) consider the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (58a)

6. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including: 1) use of correct terminology and complying with legal statutes regulating privacy and medical records; 2) using a comprehensive patient file management system (including diagnostic and procedural codes) for documentation, risk management, outcome assessment, and billing purposes; and 3) use culturally-appropriate communication techniques and intervention strategies to promote positive behavior change and impact emotional well-being. (59a)

7. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including when 1) recognizing potentially dangerous conditions related to the environment, field, or playing surface; and 2) devising strategies to rectify the situation. (59b)

8. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including when 1) describing how common pharmacological agents influence pain and healing, their therapeutic use, general categories used for treatment, desired outcomes, and the typical duration of treatment; and 2) communicating the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy. (59c)

9. Students will use the International Classification of Functioning, Disability, and Health model (ICF) as a framework for delivery of patient care and communication about patient care to: 1) explain the theoretical foundation of clinical outcomes assessment and common methods of assessment (generic, disease-specific, region-specific, and dimension-specific instruments); and 2) use outcome assessments to identify the patient's participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the patient's life. (60)

10. When practicing in collaboration with other health care and wellness professionals, students will be able to describe their roles, functions, and protocols that govern patient referrals between caregivers. (61e)

11. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of clinical outcome assessment instruments; and 2) the development and use of clinical prediction rules to determine the effectiveness and efficacy of intervention strategies. (62b)

12. Students will use quality assurance and quality improvement systems to enhance client/patient care, including: 1) the use of patient- and clinician-based clinical outcome assessment data (patient- and disease-oriented); 2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of prevention and intervention strategies. (63b)

13. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 1) use outcome assessment data to drive informed decisions regarding intervention efficacy, patient status, and progress toward goals using psychometrically sound instruments. (64a)

14. Students will practice in a manner that is congruent with ethical standards of the profession as defined by, 1) the legal parameters that define an athletic trainer's scope of care and differentiated their role, responsibilities, preparation, and scope of practice from other providers; and 2) the essential documents of the national governing, credentialing, and regulatory bodies. (65)

15. Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the use of universal precautions and disinfectant procedures to prevent the spread of infectious diseases; and 2) exposure control planning and reporting procedures. (66b)

16. Students will develop patient-centered care plans that include collection, analysis, and use of psychometrically sound outcome measure data to determine patient status and progress toward goals, intervention efficacy and necessary modifications, participation restrictions and functional limitations, and return to play, discharge, and/or referral criteria. (69)

17. Students will identify the level of literacy of the intended message audience, tailor the messaging to them, pilot test where feasible, revise messaging based on feedback, and evaluate the message impact. (7.1.3)

18. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: respiratory compromise (pulse oximetry, adjunct airways, suction, supplemental oxygen, spirometry, metered-dose inhalers, nebulizers, and bronchodilators) with and without suspected spine injury and/or protective equipment. (70b)

19. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cervical spine compromise (stabilization and transportation techniques, equipment removal considerations and methods). (70d)

20. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: anaphylaxis (epinephrine auto injector) with and without suspected spine injury and/or protective equipment. (70h)

21. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: exertional sickling, rhabdomyolysis, and hyponatremia with and without suspected spine injury and/or protective equipment. (70i)

22. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: diabetes (glucometer, administering glucagon, insulin) with and without suspected spine injury and/or protective equipment. (70j)

23. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: drug overdose (including administering rescue medications such as narcan) with and without suspected spine injury and/or protective equipment. (70k)

24. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying comorbidities and complex medical conditions. (71b)

25. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing function, gait, and joint mechanics. (71c)

26. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying appropriate referrals. (71e)

27. Students will explain the basic principles of diagnostic accuracy concepts (reliability, sensitivity, specificity, likelihood ratios, prediction values, and probabilities) and use them to select, perform or obtain, and interpret the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions. (72b)

28. Students will describe how common pharmacological agents influence pain and healing, explain their therapeutic use, general categories used for treatment, desired treatment outcomes, and typical duration of treatment, and optimize patient outcomes by educating clients on the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy for common diseases and conditions. (74a)

29. Students will determine when a metered-dose inhaler is warranted based on a patient's condition and educate/assist a patient in its use or that of a nebulizer in the presence of asthma-related bronchospasm. (74b)

30. Students will identify and use appropriate pharmaceutical terminology to explain pharmacodynamic principles (receptor theory, dose-response relationship, placebo effect, potency, drug interactions, bioavailability, half-life, bioequivalence, generic vs brand name) as they relate to drug action, therapeutic effectiveness, patient choice, dosing schedule for management of medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility. (74c)

31. Students will obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition appropriate for the patient's ability to respond. (74d)

32. Students will use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications and describe advantages and disadvantages of their common administration routes, and use their findings to educate patients. (74e)

33. Prior to administering medications or other therapeutic agents (as legally prescribed), students will use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications and describe advantages and disadvantages of their common administration routes. (75a)

34. Students will practice assisting and/or instructing a patient in the proper use, cleaning, and storage of drugs commonly delivered by auto-injectors (epi-pen), metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician. (75b)

35. Students will use appropriate terminology and adhere to federal, state, and local laws, regulations, and procedures for the proper storage, disposal, transportation, dispensing (administering where appropriate), and documentation associated with commonly used prescription and nonprescription medications or other therapeutic agents. (75c)

36. Students will describe how common legally prescribed pharmacological agents influence pain and healing, explain their therapeutic use, general categories used for treatment, desired treatment outcomes, and typical duration of treatment, and optimize patient outcomes by communicating the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy for common diseases and conditions. (75d)

37. Students will demonstrate effective interpersonal and cross-cultural communication and educational intervention strategies when identifying, referring, and supporting patients and others involved in their healthcare to effect positive behavioral change and monitor their treatment compliance, progress, and readiness to participate. (77a)

38. Students will select, apply, evaluate, and modify appropriate durable medical equipment, standard orthotic devices, taping, wrapping, bracing, padding, casting, and other custom fabrications for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity. (78)

39. Students will use epidemiological evidence to develop and implement strategies to mitigate long-term risk for common congenital and acquired health conditions (adrenal disease, cardiovascular disease, diabetes, neurocognitive disease, obesity, and osteoarthritis) across the life span associated with physical activity participation. (79a)

40. Students will use physical fitness concepts (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition), testing procedures, and programming to mitigate long-term health risks, encourage a healthy lifestyle, and assess clients' physical status and readiness for activity across the lifespan. (79b)

41. Students will use injury surveillance, epidemiological, and other evidence provided by accepted outcome measures to develop, implement, and assess risk reduction programming effectiveness. (80)

42. Students will plan and implement a comprehensive preparticipation physical examination process as recommended by contemporary guidelines for its role in identifying modifiable and non-modifiable risk factors related to injury and illness predisposition, the patient's restrictions and/or limitations, and other impacts on participation. (81)

43. Students will use physical fitness principles and assessments (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition) to develop, implement, and supervise comprehensive programs to maximize sport performance and general wellness that are safe and client-specific. (82b)

44. Students will use knowledge of thermoregulatory mechanisms and environmental assessment, acclimation, and conditioning principles to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury. (85)

45. Students will select, apply, evaluate, modify, and/or remove appropriate standard protective equipment, taping, wrapping, bracing, padding, casting, and other custom orthotic devices in order to prevent and/or minimize the risk of injury or re-injury in sport or other physical activity. (86)

46. Students will select and use biometric and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancements. (87)

47. Students will apply knowledge of neuromuscular and muscular anatomy and physiology. (Scientific foundations 1.B.)

48. Students will apply knowledge of bone and connective tissue (tendons and ligaments) anatomy and physiology. (Scientific foundations 1.D.)

ATRG 5201 - Practicum I in Athletic Training (2,2,4)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, (59a)

2. other health care professionals, consumers, payors, policy makers, and others, including: 1) use of correct terminology and complying with legal statutes regulating privacy and medical records; 2) using a comprehensive patient file management system (including diagnostic and procedural codes) for documentation, risk management, outcome assessment, and billing purposes; and 3) use culturally-appropriate communication techniques and intervention strategies to promote positive behavior change and impact emotional well-being. (61a)

3. Students will practice in collaboration with other health care and wellness professionals and use standard techniques and procedures to complete clinical examinations, interpret their findings, and determine when referral is necessary. (61d)

4. When practicing in collaboration with other health care and wellness professionals, students will be able to describe the legal, moral, and ethical parameters that define the athletic trainers' scope of acute and emergency care and differentiate their role, responsibilities, preparation, and scope of practice from other pre-hospital care and hospital-based providers within the context of the broader healthcare system. (64c)

5. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making. (64d)

6. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making. (64e)

7. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making. (65)

8. Students will practice in a manner that is congruent with ethical standards of the profession as defined by, 1) the legal parameters that define an athletic trainer's scope of care and differentiated their role, responsibilities, preparation, and scope of practice from other providers; and 2) the essential documents of the national governing, credentialing, and regulatory bodies. (66a)

9. Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the legal, moral, and ethical parameters of an athletic trainer's scope of practice; 2) the key regulatory agencies and legislation (HIPPA, FERPA) that impact healthcare delivery; 3) the

role and function of state practice acts, registration, licensure, and certification agencies, and how to obtain and maintain those credentials; and 4) the principles of recruiting, selecting, employing, and communicating with healthcare personnel in the deployment of healthcare services. (68)

10. Students will advocate for the profession by, 1) understanding the history and functions of the NATA, BOC, and CAATE; 2) identifying mechanisms by which ATs influence state and federal healthcare regulation; 3) identifying key regulatory agencies that govern healthcare facilities and service delivery; and 4) implementing strategies to educate colleagues, students, clients, the public, and other healthcare professionals about athletic training responsibilities, scope of practice, and educational preparation. (77c)

11. Students will describe the psychological and sociocultural factors, signs, symptoms, and physiological and psychological responses of patients displaying disordered eating, substance misuse/abuse, suicidal ideation, depression, anxiety disorder, psychosis, mania, and attention deficit disorders, and devise appropriate management and referral strategies that are consistent with current practice guidelines. (78)

12. Students will select, apply, evaluate, and modify appropriate durable medical equipment, standard orthotic devices, taping, wrapping, bracing, padding, casting, and other custom fabrications for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity. (80)

13. Students will use injury surveillance, epidemiological, and other evidence provided by accepted outcome measures to develop, implement, and assess risk reduction programming effectiveness for healthy and at-risk individuals across the lifespan. (81)

14. Students will plan and implement a comprehensive preparticipation physical examination process as recommended by contemporary guidelines for its role in identifying modifiable and non-modifiable risk factors related to injury and illness predisposition, the patient's restrictions and/or limitations, and other impacts on participation. (83a)

15. Students will create educational programming for clients which incorporates nutritional analysis, dietary recommendations, and strategies for preventing illness and improving quality of life related to fluid and nutrient ingestion prior to, during, and after participation for a variety of activities across the lifespan. (83b)

16. Students will create educational programming for clients which incorporates thermoregulatory mechanisms and principles of environmental assessment, acclimation, and conditioning related to fluid and nutrient ingestion prior to, during, and after participation for a variety of activities and environmental conditions. (84)

17. Students will create educational programming for clients about the clinical signs and symptoms, effects, participation consequences (banned and TUE status), and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over the counter, prescription, and recreational drugs on health and physical performance. (86)

18. Students will select, apply, evaluate, modify, and/or remove appropriate standard protective equipment, taping, wrapping, bracing, padding, casting, and other custom orthotic devices in order to prevent and/or minimize the risk of injury or re-injury in sport or other physical activity. (88a)

19. Students will identify key regulatory agencies, stakeholders, and community partners that impact healthcare delivery and perform strategic planning as a means to assess and promote revenue generation and reimbursement, facility design and staffing, and patient outcomes. (88b)

20. Students will identify key agencies, standards, and regulations that govern healthcare delivery services and perform administrative duties related to managing physical, human, and financial facility resources to remain compliant. (88c)

21. Students will identify how organizational structure and strategic planning impact the daily operations of a healthcare facility and will perform administrative duties relating to managing budgetary and financial processes as part of a basic business plan for purchasing (proposal, bidding, requisition), inventory, profit and loss ratios, budget balancing, recognition for the value of services provided, and operational and capital budgeting. (88d)

22. Students will identify and mitigate sources of risk to the individual, organization, and community while performing administrative duties related to the physical, human, and financial resource management of healthcare delivery services. (88e)

23. Students will identify and navigate the links between multipayor insurance systems, the recruitment, selection, and employment of personnel, and the negotiated related benefits and exclusions while performing administrative duties related to the physical, human, and financial resource management of healthcare delivery services. (88f)

24. Students will identify how organizational structure and strategic planning impact the delivery model chosen by a healthcare facility and will perform administrative duties relating to managing budgetary and financial processes as part of a basic business plan to promote revenue generation and reimbursement, facility design and staffing, and patient outcomes. (89)

25. Students will use contemporary comprehensive patient-file management system, including diagnostic and procedural codes, risk management and billing procedures, and patient outcome documentation to effectively document care, communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members, maintain patient privacy, and manage insurance claims. (91)

26. Students will develop, implement, and revise policies and procedures to guide the daily operations and organizational structure of athletic training services to appropriately chart documentation, manage risk, generate appropriate referrals, and improve outcomes. (92)

27. Students will develop, implement, and revise policies that pertain to prevention, preparedness (venue-specific EAPs), and response to medical emergencies and other critical incidents (emergent conditions and injuries, disease control, medical authority notification, and planning to prevent epidemics) to appropriately document, manage risk (security, fire, electrical and equipment safety, and hazardous chemicals), generate appropriate referrals, and improve outcomes. (94)

ATRG 5221 - Practicum II in Athletic Training (2,2,4)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will practice in collaboration with other health care and wellness professionals and use standard techniques and procedures to complete clinical examinations, interpret their findings, and determine when referral is necessary. (61a)

2. Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the use of universal precautions and disinfectant procedures to prevent the spread of infectious diseases; and 2) exposure control planning and reporting procedures. (66b)

3. Students will perform a self-assessment of professional competence and create professional development plans according to personal and professional goals and requirements to maintain necessary credentials and promote life-long learning strategies. (67)

4. Students will demonstrate the ability to modify standard diagnostic examination procedures to clinically evaluate and manage patients with acute conditions according to the demands of the situation and the patient's ability to respond, and interpret those results to determine when referral is necessary. (70)

5. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cardiac compromise (ECC, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low dose aspirin) with and without suspected spine injury and/or protective equipment. (70a)

6. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: respiratory compromise (pulse oximetry, adjunct airways, suction, supplemental oxygen, spirometry, metered-dose inhalers, nebulizers, and bronchodilators) with and without suspected spine injury and/or protective equipment. (70b)

7. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: environmental conditions (lightning, heat, cold, rectal thermometry) with and without suspected spine injury and/or protective equipment. (70c)

8. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cervical spine compromise (stabilization and transportation techniques, equipment removal considerations and methods). (70d)

9. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: internal and external hemorrhage (tourniquet and hemostatic agent use, hypovolemic shock) with and without suspected spine injury and/or protective equipment. (70f)

10. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: fractures and dislocations (including reductions) with and without suspected spine injury and/or protective equipment. (70g)

11. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: wounds (including care and closure) with and without suspected spine injury and/or protective equipment. (70l)

12. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: other musculoskeletal injury with and without suspected spine injury and/or protective equipment. (70n)

13. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying comorbidities and complex medical conditions. (71b)

ATRG 5222 - Therapeutic Modalities (4)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in care and recovery, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases; 2) interpersonal and cross-cultural communication, intervention strategies to promote positive behavior change and impact emotional well-being; and 3) consider the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (58a)

2. Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in the care and recovery process, including: 1) assess and interpret physical examination findings (including gait, posture, and ergonomics) to identify participation restrictions (disabilities), activity limitations (functional limitations), and the overall impact of the condition on the patient's life and goals; 2) identify indications, contraindications, and precautions applicable to the intended therapeutic intervention and design and implement a treatment program to meet specific goals; and 3) the use of multimedia tools to create a professional product. (58b)

3. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the ability to differentiate between narrative reviews, systematic reviews, and meta-analyses; 2) the ability to describe and differentiate types of qualitative and quantitative research, research components, and levels of research evidence; and 3) use standard criteria to critically appraise the structure, rigor, and overall quality of research studies to create and answer clinical questions. (62a)

4. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of clinical outcome assessment instruments; and 2) the development and use of clinical prediction rules to determine the effectiveness and efficacy of intervention strategies. (62b)

5. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of patient- and clinician-based clinical outcome assessment instruments (patient- and disease-oriented); 2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of intervention strategies. (62c)

6. Students will use quality assurance and quality improvement systems to enhance client/patient care, including: 1) the use of patient- and clinician-based clinical outcome assessment data (patient- and disease-oriented); 2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of prevention and intervention strategies. (63b)

7. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 2) search, retrieve, analyze, and use information derived from databases and online critical appraisal libraries for clinical decision support. (64b)

8. Students will develop patient-centered care plans that include collection, analysis, and use of psychometrically sound outcome measure data to determine patient status and progress toward goals, intervention efficacy and necessary modifications, participation restrictions and functional limitations, and return to play, discharge, and/or referral criteria. (69)

9. Students will demonstrate the ability to modify standard diagnostic examination procedures to clinically evaluate and manage patients with acute conditions according to the demands of the situation and the patient's ability to respond, and interpret those results to determine when referral is necessary. (70)

10. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing function, gait, and joint mechanics. (71c)

11. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying appropriate referrals. (71e)

12. Students will select and incorporate efficacious treatment and rehabilitative interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73)

13. Students will select and incorporate therapeutic and corrective exercise interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73a)

14. Students will select and incorporate joint mobilization and manipulation interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73b)

15. Students will select and incorporate soft tissue technique interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73c)

16. Students will select and incorporate motor control and proprioceptive technique interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73e)

17. Students will select and incorporate therapeutic modality interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, the patient's psychosocial response, and manufacturer, institutional, state, and/or federal standards that influence their safe operation. (73g)

18. Students will select and incorporate home care management interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73h)

19. Students will use injury surveillance, epidemiological, and other evidence provided by accepted outcome measures to develop, implement, and assess risk reduction programming effectiveness for healthy and at-risk individuals across the lifespan. (80)

20. Students will use osteokinematic and arthrokinematic principles to develop, implement, and supervise comprehensive programs to maximize sport performance and reduce the influence of pathomechanics that are safe and client-specific. (82a)

ATRG 5303 - Orthopedic Assessment: Upper Extremity (3)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will demonstrate the ability to modify standard diagnostic examination procedures to clinically evaluate and manage patients with acute conditions according to the demands of the situation and the patient's ability to respond, and interpret those results to determine when referral is necessary. (70)

2. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cervical spine compromise (stabilization and transportation techniques, equipment removal considerations and methods). (70d)

3. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: traumatic brain injury (catastrophic and emergent, subdural hematoma, epidural hematoma, second impact syndrome, non-epileptic seizure disorder) with and without suspected spine injury and/or protective equipment. (70e)

4. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: internal and external hemorrhage (tourniquet and hemostatic agent use, hypovolemic shock) with and without suspected spine injury and/or protective equipment. (70f)

5. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: testicular injury with and without suspected spine injury and/or protective equipment. (70m)

6. Students will perform an initial or follow-up evaluation to formulate a diagnosis and plan of care that includes a thorough medical history (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (71a)

7. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying comorbidities and complex medical conditions. (71b)

8. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing function, gait, and joint mechanics. (71c)

9. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing cardiovascular function (including auscultation). (71d-1)

10. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing pain level. (71d-10)

11. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the reproductive system. (71d-11)

12. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the respiratory system (including auscultation). (71d-12)

13. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing function, gait, and joint mechanics. (71d-13)

14. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the endocrine system. (71d-2)

15. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the eyes, ears, nose, throat, mouth, and teeth. (71d-3)

16. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the gastrointestinal system. (71d-4)

17. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the genitourinary system. (71d-5)

18. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the integumentary system. (71d-6)

19. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the patient's mental status. (71d-7)

20. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the musculoskeletal system. (71d-8)

21. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the neurological system. (71d-9)

22. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying appropriate referrals. (71e)

23. Students will explain the basic principles of diagnostic accuracy concepts (reliability, sensitivity, specificity, likelihood ratios, prediction values, and probabilities) and use them to select, perform or obtain, and interpret the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions. (72b)

24. Students will recognize an atypical response in a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (76a)

25. Students will re-examine on an on-going basis a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (76b)

26. Students will recognize an atypical response in a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (76c)

27. Students will implement a plan of care for a patient who has sustained a concussion or other brain injury with consideration to established guidelines that includes addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction appropriate for the circumstances and patient's ability to respond. (76d)

28. Students will implement a return to play plan for a patient who has sustained a concussion or other brain injury with consideration to established guidelines that includes addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction appropriate for the circumstances and patient's ability to respond. (76e)

29. Students will refer to an appropriate provider when indicated a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (76f)

30. Students will plan and implement a comprehensive preparticipation physical examination process as recommended by contemporary guidelines for its role in identifying modifiable and non-modifiable risk factors related to injury and illness predisposition, the patient's restrictions and/or limitations, and other impacts on participation. (81)

ATRG 5322 - Therapeutic Exercise (4)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will identify health care delivery strategies that account for health literacy and a variety of social determinants of health, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases, and will apply them to their daily class/clinical attendance; 2) interpersonal and cross-cultural communication, educational intervention strategies to promote positive behavior change, and impacting emotional well-being while protecting privacy; and 3) the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (57)

2. Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in care and recovery, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases; 2) interpersonal and cross-cultural communication, intervention strategies to promote positive behavior change and impact emotional well-being; and 3) consider the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (58a)

3. Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in the care and recovery process, including: 1) assess and interpret physical examination findings (including gait, posture, and ergonomics) to identify participation restrictions (disabilities), activity limitations (functional limitations), and the overall impact of the condition on the patient's life and goals; 2) identify indications, contraindications, and precautions applicable to the intended therapeutic intervention and design and implement a treatment program to meet specific goals; and 3) the use of multimedia tools to create a professional product. (58b)

4. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including: 1) assess and interpret physical examination findings (including gait, posture, and ergonomics) to identify participation restrictions (disabilities), activity limitations (functional limitations), and the overall impact of the condition on the patient's life and goals; 2) identify indications, contraindications, and precautions applicable to the intended therapeutic intervention and design and implement a treatment program to meet specific goals; and 3) use culturally-appropriate communication techniques and intervention strategies to promote positive behavior change and impact emotional well-being. (59a)

5. Students will use the International Classification of Functioning, Disability, and Health model (ICF) as a framework for delivery of patient care and communication about patient care to: 1) explain the theoretical foundation of clinical outcomes assessment and common methods of assessment (generic, disease-specific, region-specific, and dimension-specific instruments); and 2) use outcome assessments to identify the patient's participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the patient's life. (60)

6. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the ability to differentiate between narrative reviews, systematic reviews, and meta-analyses; 2) the ability to describe and differentiate types of qualitative and quantitative research, research components, and levels of research evidence; and 3) use standard criteria to critically appraise the structure, rigor, and overall quality of research studies to create and answer clinical questions. (62a)

7. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of clinical outcome assessment instruments; and 2) the development and use of clinical prediction rules to determine the effectiveness and efficacy of intervention strategies. (62b)

8. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of patient- and clinician-based clinical outcome assessment instruments (patient- and disease-oriented); 2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of intervention strategies. (62c)

9. Students will use quality assurance and quality improvement systems to enhance client/patient care, including: 1) the use of patient- and clinician-based clinical outcome assessment data (patient- and disease-oriented); 2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of prevention and intervention strategies. (63b)

10. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 1) use outcome assessment data to drive informed decisions regarding intervention efficacy, patient status, and progress toward goals using psychometrically sound instruments. (64a)

11. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 2) search, retrieve, analyze, and use information derived from databases and online critical appraisal libraries for clinical decision support. (64b)

12. Students will develop patient-centered care plans that include collection, analysis, and use of psychometrically sound outcome measure data to determine patient status and progress toward goals, intervention efficacy and necessary modifications, participation restrictions and functional limitations, and return to play, discharge, and/or referral criteria. (69)

13. Students will demonstrate the ability to modify standard diagnostic examination procedures to clinically evaluate and manage patients with acute conditions according to the demands of the situation and the patient's ability to respond, and interpret those results to determine when referral is necessary. (70)

14. Students will perform an initial or follow-up evaluation to formulate a diagnosis and plan of care that includes a thorough medical history (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (71a)

15. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying comorbidities and complex medical conditions. (71b)

16. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing function, gait, and joint mechanics. (71c)

17. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing function, gait, and joint mechanics. (71d-13)

18. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the musculoskeletal system. (71d-8)

19. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying appropriate referrals. (71e)

20. Students will select and incorporate efficacious treatment and rehabilitative interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73)

21. Students will select and incorporate therapeutic and corrective exercise interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73a)

22. Students will select and incorporate joint mobilization and manipulation interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73b)

23. Students will select and incorporate soft tissue technique interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73c)

24. Students will select and incorporate functional and gait training technique interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73d)

25. Students will select and incorporate motor control and proprioceptive technique interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73e)

26. Students will select and incorporate task-specific functional training technique interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73f)

27. Students will select and incorporate therapeutic modality interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, the patient's psychosocial response, and manufacturer, institutional, state, and/or federal standards that influence their safe operation. (73g)

28. Students will select and incorporate home care management interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73h)

29. Students will select and incorporate cardiovascular training interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, the patient's psychosocial response, and manufacturer, institutional, state, and/or federal standards that influence their safe operation. (73i)

30. Students will recognize an atypical response in a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (76a)

31. Students will re-examine on an on-going basis a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (76b)

32. Students will recognize an atypical response in a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (76c)

33. Students will implement a return to play plan for a patient who has sustained a concussion or other brain injury with consideration to established guidelines that includes addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction appropriate for the circumstances and patient's ability to respond. (76e)

34. Students will refer to an appropriate provider when indicated a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (76f)

35. Students will describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, stress response, confidence, and patient and social environment interactions as they affect patient interactions, clinical referral decisions, and eventual return to activity/participation for injuries or forced inactivity. (77b)

36. Students will describe the psychological and sociocultural factors, signs, symptoms, and physiological and psychological responses of patients displaying disordered eating, substance misuse/abuse, suicidal ideation, depression, anxiety disorder, psychosis, mania, and attention deficit disorders, and devise appropriate management and referral strategies that are consistent with current practice guidelines. (77c)

37. Students will identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral, patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. (77d)

38. Students will select and integrate appropriate behavioral health techniques (motivation, goal setting, imagery, anxiety reduction, positive self-talk, and/or relaxation) into a patient's treatment, pain management, or rehabilitation program to enhance compliance, progress, return to play, and overall outcomes. (77e)

39. Students will select, apply, evaluate, and modify appropriate durable medical equipment, standard orthotic devices, taping, wrapping, bracing, padding, casting, and other custom fabrications for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity. (78)

40. Students will use physical fitness concepts (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition), testing procedures, and programming to mitigate long-term health risks, encourage a healthy lifestyle, and assess clients' physical status and readiness for activity across the lifespan. (79b)

41. Students will use injury surveillance, epidemiological, and other evidence provided by accepted outcome measures to develop, implement, and assess risk reduction programming effectiveness. (80)

42. Students will use osteokinematic and arthrokinematic principles to develop, implement, and supervise comprehensive programs to maximize sport performance and reduce the influence of pathomechanics that are safe and client-specific. (82a)

43. Students will use physical fitness principles and assessments (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition) to develop, implement, and supervise comprehensive programs to maximize sport performance and general wellness that are safe and client-specific. (82b)

44. Students will select and use biometric and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancements. (87)

45. Students will develop and implement specific policies and procedures to identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral, patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. (94)

46. Students will select, apply, evaluate, modify, and/or remove appropriate standard protective equipment, taping, wrapping, bracing, padding, casting, and other custom orthotic devices in order to prevent and/or minimize the risk of injury or re-injury in sport or other physical activity. (86)

47. Students will develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:1) Education of all stakeholders; 2) Recognition, appraisal, and mitigation of risk factors; 3) Selection and interpretation of baseline testing; and 4) Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation (93)

ATRG 5323 - Orthopedic Assessment: Lower Extremity (3)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in the care and recovery process, including: 1) assess and interpret physical examination findings (including gait, posture, and ergonomics) to identify participation restrictions (disabilities), activity limitations (functional limitations), and the overall impact of the condition on the patient's life and goals; 2) identify indications, contraindications, and precautions applicable to the intended therapeutic intervention and design and implement a treatment program to meet specific goals; and 3) the use of multimedia tools to create a professional product. (58b)

2. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including: 1) assess and interpret physical examination findings (including gait, posture, and ergonomics) to identify participation restrictions (disabilities), activity limitations (functional limitations), and the overall impact of the condition on the patient's life and goals; 2) identify indications, contraindications, and precautions applicable to the intended therapeutic intervention and design and implement a treatment program to meet specific goals; and 3) use culturally-appropriate communication techniques and intervention strategies to promote positive behavior change and impact emotional well-being. (59a)

3. Students will demonstrate the ability to modify standard diagnostic examination procedures to clinically evaluate and manage patients with acute conditions according to the demands of the situation and the patient's ability to respond, and interpret those results to determine when referral is necessary. (70)

4. Students will perform an initial or follow-up evaluation to formulate a diagnosis and plan of care that includes a thorough medical history (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (71a)

5. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying comorbidities and complex medical conditions. (71b)

6. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing function, gait, and joint mechanics. (71c)

7. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing pain level. (71d-10)

8. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing function, gait, and joint mechanics. (71d-13)

9. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the musculoskeletal system. (71d-8)

10. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying appropriate referrals. (71e)

11. Students will explain the basic principles of diagnostic accuracy concepts (reliability, sensitivity, specificity, likelihood ratios, prediction values, and probabilities) and use them to select, perform or obtain, and interpret the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions. (72b)

12. Students will plan and implement a comprehensive preparticipation physical examination process as recommended by contemporary guidelines for its role in identifying modifiable and non-modifiable risk factors related to injury and illness predisposition, the patient's restrictions and/or limitations, and other impacts on participation. (81)

ATRG 5499 - Internship in Athletic Training (1-6)

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.

Outcomes:

1. Students will use critical thinking to analyze a subject pertinent to health sciences.

2. Students will demonstrate leadership and professional competencies to allow for successful transition from student to professional role/graduate student.

3. Students will provide service and leadership to clients and colleagues in a healthcare/sport setting.

4. Students will incorporate principles of quality and performance improvement processes as they relate to organizational activities.

5. Students will demonstrate an understanding of compliance issues as they relate to healthcare and/or sport organizations (e.g., EEOC, SHP Code of Conduct, HIPAA, ADA, and other policies/procedures).

6. Students will evaluate healthcare /sport materials with consideration to purpose, audience, and cultural sensitivity.

7. Students will demonstrate professional communication and technical writing ability.

ATRG 6301 - Practicum III in Athletic Training (2,4,6)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including when 1) describing how common pharmacological agents influence pain and healing, their therapeutic use, general categories used for treatment, desired outcomes, and the typical duration of treatment; and 2) communicating the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy. (59c)

2. Students will use effective interpersonal and cross-cultural communication, culturally-sensitive intervention strategies to promote positive behavior change and impact emotional well-being, and consider the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes when practicing in collaboration with other health care and wellness professionals. (61b)

3. When practicing in collaboration with other health care and wellness professionals, students will 1) describe how common pharmacological agents influence pain and healing, their therapeutic use, general categories used for treatment, desired outcomes, and the typical duration of treatment; and 2) communicate the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy. (61c)

4. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the ability to differentiate between narrative reviews, systematic reviews, and meta-analyses; 2) the ability to describe and differentiate types of qualitative and quantitative research, research components, and levels of research evidence; and 3) use standard criteria to critically appraise the structure, rigor, and overall quality of research studies to create and answer clinical questions. (62a)

5. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of clinical outcome assessment instruments; and 2) the development and use of clinical prediction rules to determine the effectiveness and efficacy of intervention strategies. (62b)

6. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of patient- and clinician-based clinical outcome assessment instruments (patient- and disease-oriented); 2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of intervention strategies. (62c)

7. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 1) use outcome assessment data to drive informed decisions regarding intervention efficacy, patient status, and progress toward goals using psychometrically sound instruments. (64a)

8. Students will practice in a manner that is congruent with ethical standards of the profession as defined by, 1) the legal parameters that define an athletic trainer's scope of care and differentiated their role, responsibilities, preparation, and scope of practice from other providers; and 2) the essential documents of the national governing, credentialing, and regulatory bodies. (65)

9. Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the legal, moral, and ethical parameters of an athletic trainer's scope of practice; 2) the key regulatory agencies and legislation (HIPPA, FERPA) that impact healthcare delivery; 3) the role and function of state practice acts, registration, licensure, and certification agencies, and how to obtain and maintain those credentials; and 4) the principles of recruiting, selecting, employing, and communicating with healthcare personnel in the deployment of healthcare services. (66a)

10. Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the use of universal precautions and disinfectant procedures to prevent the spread of infectious diseases; and 2) exposure control planning and reporting procedures. (66b)

11. Students will develop patient-centered care plans that include collection, analysis, and use of psychometrically sound outcome measure data to determine patient status and progress toward goals, intervention efficacy and necessary modifications, participation restrictions and functional limitations, and return to play, discharge, and/or referral criteria. (69)

12. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: respiratory compromise (pulse oximetry, adjunct airways, suction, supplemental oxygen, spirometry, metered-dose inhalers, nebulizers, and bronchodilators) with and without suspected spine injury and/or protective equipment. (70b)

13. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cervical spine compromise (stabilization and transportation techniques, equipment removal considerations and methods). (70d)

14. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: anaphylaxis (epinephrine auto injector) with and without suspected spine injury and/or protective equipment. (70h)

15. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: exertional sickling, rhabdomyolysis, and hyponatremia with and without suspected spine injury and/or protective equipment. (70i)

16. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: diabetes (glucometer, administering glucagon, insulin) with and without suspected spine injury and/or protective equipment. (70j)

17. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: drug overdose (including administering rescue medications such as narcan) with and without suspected spine injury and/or protective equipment. (70k)

18. Students will perform an initial or follow-up evaluation to formulate a diagnosis and plan of care that includes a thorough medical history (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (71a)

19. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying comorbidities and complex medical conditions. (71b)

20. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing cardiovascular function (including auscultation). (71d-1)

21. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the reproductive system. (71d-11)

22. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the respiratory system (including auscultation). (71d-12)

23. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the endocrine system. (71d-2)

24. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the eyes, ears, nose, throat, mouth, and teeth. (71d-3)

25. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the gastrointestinal system. (71d-4)

26. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the genitourinary system. (71d-5)

27. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the integumentary system. (71d-6)

28. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the patient's mental status. (71d-7)

29. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the musculoskeletal system. (71d-8)

30. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the neurological system. (71d-9)

31. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying appropriate referrals. (71e)

32. Students will explain the creation of clinical prediction rules and use them to perform or obtain the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions. (72a)

33. Students will explain the basic principles of diagnostic accuracy concepts (reliability, sensitivity, specificity, likelihood ratios, prediction values, and probabilities) and use them to select, perform or obtain, and interpret the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions. (72b)

34. Students will select and incorporate efficacious treatment and rehabilitative interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73)

35. Students will select and incorporate functional and gait training technique interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73d)

36. Students will select and incorporate task-specific functional training technique interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73f)

37. Students will describe how common pharmacological agents influence pain and healing, explain their therapeutic use, general categories used for treatment, desired treatment outcomes, and typical duration of treatment, and optimize patient outcomes by educating clients on the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy for common diseases and conditions. (74a)

38. Students will determine when a metered-dose inhaler is warranted based on a patient's condition and educate/assist a patient in its use or that of a nebulizer in the presence of asthma-related bronchospasm. (74b)

39. Students will identify and use appropriate pharmaceutical terminology to explain pharmacodynamic principles (receptor theory, dose-response relationship, placebo effect, potency, drug interactions, bioavailability, half-life, bioequivalence, generic vs brand name) as they relate to drug action, therapeutic effectiveness, patient choice, dosing schedule for management of medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility. (74c)

40. Students will obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition appropriate for the patient's ability to respond. (74d)

41. Students will use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications and describe advantages and disadvantages of their common administration routes, and use their findings to educate patients. (74e)

42. Prior to administering medications or other therapeutic agents (as legally prescribed), students will use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications and describe advantages and disadvantages of their common administration routes. (75a)

43. Students will practice assisting and/or instructing a patient in the proper use, cleaning, and storage of drugs commonly delivered by auto-injectors (epi-pen), metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician. (75b)

44. Students will practice assisting and/or instructing a patient in the proper use, cleaning, and storage of drugs commonly delivered by auto-injectors (epi-pen), metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician. (75b)

45. Students will use appropriate terminology and adhere to federal, state, and local laws, regulations, and procedures for the proper storage, disposal, transportation, dispensing (administering where appropriate), and documentation associated with commonly used prescription and nonprescription medications or other therapeutic agents. (75c)

46. Students will describe how common legally prescribed pharmacological agents influence pain and healing, explain their therapeutic use, general categories used for treatment, desired treatment outcomes, and typical duration of treatment, and optimize patient outcomes by communicating the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy for common diseases and conditions. (75d)

47. Students will recognize an atypical response in a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (76a)

48. Students will re-examine on an on-going basis a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (76b)

49. Students will recognize an atypical response in a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (76c)

50. Students will implement a return to play plan for a patient who has sustained a concussion or other brain injury with consideration to established guidelines that includes addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction appropriate for the circumstances and patient's ability to respond. (76e)

51. Students will refer to an appropriate provider when indicated a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (76f)

52. Students will demonstrate effective interpersonal and cross-cultural communication and educational intervention strategies when identifying, referring, and supporting patients and others involved in their healthcare to effect positive behavioral change and monitor their treatment compliance, progress, and readiness to participate. (77a)

53. Students will describe the psychological and sociocultural factors, signs, symptoms, and physiological and psychological responses of patients displaying disordered eating, substance misuse/abuse, suicidal ideation, depression, anxiety disorder, psychosis, mania, and attention deficit disorders, and devise appropriate management and referral strategies that are consistent with current practice guidelines. (77c)

54. Students will identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral, patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. (77d)

55. Students will create educational programming for clients which incorporates nutritional analysis, dietary recommendations, and strategies for preventing illness and improving quality of life related to fluid and nutrient ingestion prior to, during, and after participation for a variety of activities across the lifespan. (83a)

56. Students will create educational programming for clients which incorporates thermoregulatory mechanisms and principles of environmental assessment, acclimation, and conditioning related to fluid and nutrient ingestion prior to, during, and after participation for a variety of activities and environmental conditions. (83b)

57. Students will create educational programming for clients about the clinical signs and symptoms, effects, participation consequences (banned and TUE status), and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over the counter, prescription, and recreational drugs on health and physical performance. (84)

58. Students will identify key regulatory agencies, stakeholders, and community partners that impact healthcare delivery and perform strategic planning as a means to assess and promote revenue generation and reimbursement, facility design and staffing, and patient outcomes. (88a)

59. Students will identify key agencies, standards, and regulations that govern healthcare delivery services and perform administrative duties related to managing physical, human, and financial facility resources to remain compliant. (88b)

60. Students will identify how organizational structure and strategic planning impact the daily operations of a healthcare facility and will perform administrative duties relating to managing budgetary and financial processes as part of a basic business plan for purchasing (proposal, bidding, requisition), inventory, profit and loss ratios, budget balancing, recognition for the value of services provided, and operational and capital budgeting. (88c)

61. Students will identify and mitigate sources of risk to the individual, organization, and community while performing administrative duties related to the physical, human, and financial resource management of healthcare delivery services. (88d)

62. Students will identify and navigate the links between multipayor insurance systems, the recruitment, selection, and employment of personnel, and the negotiated related benefits and exclusions while performing administrative duties related to the physical, human, and financial resource management of healthcare delivery services. (88e)

63. Students will identify how organizational structure and strategic planning impact the delivery model chosen by a healthcare facility and will perform administrative duties relating to managing budgetary and financial processes as part of a basic business plan to promote revenue generation and reimbursement, facility design and staffing, and patient outcomes. (88f)

64. Students will establish a working relationship with a directing or collaborating physician in deployment of healthcare services. (90)

65. Students will develop, implement, and revise policies that pertain to prevention, preparedness (venue-specific EAPs), and response to medical emergencies and other critical incidents (emergent conditions and injuries, disease control, medical authority notification, and planning to prevent epidemics) to appropriately document, manage risk (security, fire, electrical and equipment safety, and hazardous chemicals), generate appropriate referrals, and improve outcomes. (92)

ATRG 6321 - Practicum IV in Athletic Training (2,4,6)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, (59a)

2. other health care professionals, consumers, payors, policy makers, and others, including: 1) use of correct terminology and complying with legal statutes regulating privacy and medical records; 2) using a comprehensive patient file management system (including diagnostic and procedural codes) for documentation, risk management, outcome assessment, and billing purposes; and 3) use culturally-appropriate communication techniques and intervention strategies to promote positive behavior change and impact emotional well-being. (61b)

3. Students will use effective interpersonal and cross-cultural communication, culturally-sensitive intervention strategies to promote positive behavior change and impact emotional well-being, and consider the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes when practicing in collaboration with other health care and wellness professionals. (61c)

4. When practicing in collaboration with other health care and wellness professionals, students will 1) describe how common pharmacological agents influence pain and healing, their therapeutic use, general categories used for treatment, desired outcomes, and the typical duration of treatment; and 2) communicate the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy. (61d)

5. When practicing in collaboration with other health care and wellness professionals, students will be able to describe the legal, moral, and ethical parameters that define the athletic trainers' scope of acute and emergency care and differentiate their role, responsibilities, preparation, and scope of practice from other pre-hospital care and hospital-based providers within the context of the broader healthcare system. (62a)

6. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the ability to differentiate between narrative reviews, systematic reviews, and meta-analyses; 2) the ability to describe and differentiate types of qualitative and quantitative research, research components, and levels of research evidence; and 3) use standard criteria to critically appraise the structure, rigor, and overall quality of research studies to create and answer clinical questions. (62b)

7. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of clinical outcome assessment instruments; and 2) the development and use of clinical prediction rules to determine the effectiveness and efficacy of intervention strategies. (62c)

8. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of patient- and clinician-based clinical outcome assessment instruments (patient- and disease-oriented); 2) using accepted methods to assess

patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of intervention strategies. (64a)

9. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 1) use outcome assessment data to drive informed decisions regarding intervention efficacy, patient status, and progress toward goals using psychometrically sound instruments. (64c)

10. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making. (64d)

11. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making. (64e)

12. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making. (66a)

13. Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the legal, moral, and ethical parameters of an athletic trainer's scope of practice; 2) the key regulatory agencies and legislation (HIPPA, FERPA) that impact healthcare delivery; 3) the role and function of state practice acts, registration, licensure, and certification agencies, and how to obtain and maintain those credentials; and 4) the principles of recruiting, selecting, employing, and communicating with healthcare personnel in the deployment of healthcare services. (66b)

14. Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the use of universal precautions and disinfectant procedures to prevent the spread of infectious diseases; and 2) exposure control planning and reporting procedures. (67)

15. Students will perform a self-assessment of professional competence and create professional development plans according to personal and professional goals and requirements to maintain necessary credentials and promote life-long learning strategies. (69)

16. Students will develop patient-centered care plans that include collection, analysis, and use of psychometrically sound outcome measure data to determine patient status and progress toward goals, intervention efficacy and necessary modifications, participation restrictions and functional limitations, and return to play, discharge, and/or referral criteria. (70)

17. Students will demonstrate the ability to modify standard diagnostic examination procedures to clinically evaluate and manage patients with acute conditions according to the demands of the situation and the patient's ability to respond, and interpret those results to determine when referral is necessary. (70a)

18. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cardiac compromise (ECC, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low dose aspirin) with and without suspected spine injury and/or protective equipment. (70b)

19. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: respiratory compromise (pulse oximetry, adjunct airways, suction, supplemental oxygen, spirometry, metered-dose inhalers, nebulizers, and bronchodilators) with and without suspected spine injury and/or protective equipment. (70c)

20. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: environmental conditions (lightning, heat, cold, rectal thermometry) with and without suspected spine injury and/or protective equipment. (70d)

21. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cervical spine compromise (stabilization and transportation techniques, equipment removal considerations and methods). (70e)

22. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: traumatic brain injury (catastrophic and emergent, subdural hematoma, epidural hematoma, second impact syndrome, non-epileptic seizure disorder) with and without suspected spine injury and/or protective equipment. (70f)

23. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: internal and external hemorrhage (tourniquet and hemostatic agent use, hypovolemic shock) with and without suspected spine injury and/or protective equipment. (70g)

24. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: fractures and dislocations (including reductions) with and without suspected spine injury and/or protective equipment. (70l)

25. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: wounds (including care and closure) with and without suspected spine injury and/or protective equipment. (70n)

26. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: other musculoskeletal injury with and without suspected spine injury and/or protective equipment. (71a)

27. Students will perform an initial or follow-up evaluation to formulate a diagnosis and plan of care that includes a thorough medical history (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (71b)

28. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying comorbidities and complex medical conditions. (71d-8)

29. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the musculoskeletal system. (71e)

30. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying appropriate referrals. (72a)

31. Students will explain the creation of clinical prediction rules and use them to perform or obtain the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions. (72b)

32. Students will explain the basic principles of diagnostic accuracy concepts (reliability, sensitivity, specificity, likelihood ratios, prediction values, and probabilities) and use them to select, perform or obtain, and interpret the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions. (73)

33. Students will select and incorporate efficacious treatment and rehabilitative interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (75b)

34. Students will practice assisting and/or instructing a patient in the proper use, cleaning, and storage of drugs commonly delivered by auto-injectors (epi-pen), metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician. (75d)

35. Students will describe how common legally prescribed pharmacological agents influence pain and healing, explain their therapeutic use, general categories used for treatment, desired treatment outcomes, and typical duration of treatment, and optimize patient outcomes by communicating the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy for common diseases and conditions. (76d)

36. Students will implement a plan of care for a patient who has sustained a concussion or other brain injury with consideration to established guidelines that includes addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction appropriate for the circumstances and patient's ability to respond. (76f)

37. Students will refer to an appropriate provider when indicated a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (77a)

38. Students will demonstrate effective interpersonal and cross-cultural communication and educational intervention strategies when identifying, referring, and supporting patients and others involved in their healthcare to effect positive behavioral change and monitor their treatment compliance, progress, and readiness to participate. (77d)

39. Students will identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral, patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. (88a)

40. Students will identify key regulatory agencies, stakeholders, and community partners that impact healthcare delivery and perform strategic planning as a means to assess and promote revenue generation and reimbursement, facility design and staffing, and patient outcomes. (88b)

41. Students will identify key agencies, standards, and regulations that govern healthcare delivery services and perform administrative duties related to managing physical, human, and financial facility resources to remain compliant. (88c)

42. Students will identify how organizational structure and strategic planning impact the daily operations of a healthcare facility and will perform administrative duties relating to managing budgetary and financial processes as part of a basic business plan for purchasing (proposal, bidding, requisition), inventory, profit and loss ratios, budget balancing, recognition for the value of services provided, and operational and capital budgeting. (88d)

43. Students will identify and mitigate sources of risk to the individual, organization, and community while performing administrative duties related to the physical, human, and financial resource management of healthcare delivery services. (88e)

44. Students will identify and navigate the links between multipayor insurance systems, the recruitment, selection, and employment of personnel, and the negotiated related benefits and exclusions while performing administrative duties related to the physical, human, and financial resource management of healthcare delivery services. (88f)

45. Students will identify how organizational structure and strategic planning impact the delivery model chosen by a healthcare facility and will perform administrative duties relating to managing budgetary and financial processes as part of a basic business plan to promote revenue generation and reimbursement, facility design and staffing, and patient outcomes. (89)

46. Students will use contemporary comprehensive patient-file management system, including diagnostic and procedural codes, risk management and billing procedures, and patient outcome documentation to effectively document care, communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members, maintain patient privacy, and manage insurance claims. (90)

47. Students will establish a working relationship with a directing or collaborating physician in deployment of healthcare services. (91)

48. Students will develop, implement, and revise policies and procedures to guide the daily operations and organizational structure of athletic training services to appropriately chart documentation, manage risk, generate appropriate referrals, and improve outcomes. (92)

49. Students will develop, implement, and revise policies that pertain to prevention, preparedness (venue-specific EAPs), and response to medical emergencies and other critical incidents (emergent conditions and injuries, disease control, medical authority notification, and planning to prevent epidemics) to appropriately document, manage risk (security, fire, electrical and equipment safety, and hazardous chemicals), generate appropriate referrals, and improve outcomes. (94)

ATRG 6402 - Organization and Administration of AT Programs (3)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will use ethical principles to identify existing and necessary resources to conduct assessments, and determine the extent of available health education/promotion programming and interventions. (1.1.2; 1.1.5)

2. Students will identify current needs, available resources, and known capacity for health education programming/interventions, synthesize those assessment findings to prioritize needs, and develop and report recommendations. (1.7.2)

3. Students will develop vision, mission, and goal statements, including the specific, measurable, attainable, realistic, and time-sensitive objectives to meet them. (2.2.3)

4. Students will apply ethical principles when selecting strategies and designing interventions, including active compliance with all applicable legal standards. (2.3.11)

5. Students will address diversity and demonstrate cultural competence within priority populations when selecting and/or designing strategies/interventions to fit their needs. (2.3.5)

6. Students will create an environment conducive to learning and develop/secure logistical resources to implement the planned programming/intervention, and will do so in an ethical and legal manner. (3.1.4; 3.1.6; 3.1.5)

7. Students will assess implementation of a health eduction/promotion plan to make modifications when needed, monitor resource use, and evaluate the plan's overall sustainability. (3.4.5)

8. Students will monitor implementation of a health eduction/promotion plan to ensure it is delivered consistently in accordance with the timeline, is making progress toward achieving objectives, and is compliant with all legal and ethical standards and prini (3.4.7)

9. Students will develop an evaluation plan using ethically collectable qualitative and/or quantitative data. (4.1.10)

10. Students will use available technology to collect, monitor, and manage data based on the evaluation or research plan and in compliance with all laws and regulations protecting participants' rights. (4.4.4; 4.4.3)

11. Students will practice managing financial resources for health education/promotion programming/interventions, including: evaluating financial needs and resources, developing a financial plan, conducting cost/benefit analyses, and monitoring the resulting (5.1.2)

12. Students will identify internal and/or external funding sources, create and review funding and other grant proposals, and develop, manage, and report on the resulting project budget. (5.1.6; 5.1.10; 5.1.12; 5.1.8; 5.1.4)

13. Students will evaluate and use existing and emerging technologies to support health education/promotion programming/interventions, including to collect, store, and retrieve management data in an ethical manner. (5.2.0)

14. Students will demonstrate ethical leadership principles when analyzing an organization's culture to determine the extent to which it supports health education/promotion and when developing strategies to reinforce or change that culture. (5.5.2)

15. Students will facilitate efforts to achieve organizational mission, including conducting, implementing, and monitoring strategic planning and needed changes to organizational culture. (5.5.7; 5.5.1; 5.5.4; 5.5.6)

16. Students will demonstrate ethical leadership principles and comply with existing laws and regulations when conducting quality assurance/process improvement initiatives. (5.5.8)

17. Students will manage human resources for health education/promotion initiative and recruit staff and volunteers to implement programming. (5.6.0)

18. Students will apply ethical principles when managing human resources, including enforcing policies consistent with laws and regulations, evaluating staff and volunteer performance, facilitating team development, and employing conflict resolution technique. (5.6.10; 5.6.12; 5.6.14)

19. Students will develop job descriptions, evaluate staff and volunteer qualifications, and develop, implement, and evaluate strategies to enhance staff and volunteer professional development and retention. (5.6.4; 5.6.6; 5.6.8)

20. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, ; other health care professionals, consumers, payors, policy makers, and others, including: 1) use of correct terminology and complying with legal statutes regulating privacy and medical records; 2) using a comprehensive patient file management system (including diagnostic and procedural codes) for documentation, risk management, outcome assessment, and billing purposes; and 3) use culturally-appropriate communication techniques and intervention strategies to promote positive behavior change and impact emotional well-being. (59a)

21. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including when 1) recognizing potentially dangerous conditions related to the environment, field, or playing surface; and 2) devising strategies to rectify the situation. (59b)

22. Students will assess and prioritize requests for advice/consultation, establish ethical working relationships with stakeholders, provide expert assistance when appropriate, and evaluate the effectiveness of the assistance provided. (6.3.5)

23. When practicing in collaboration with other health care and wellness professionals, students will be able to describe the legal, moral, and ethical parameters that define the athletic trainers' scope of acute and emergency care and differentiate their role,

responsibilities, preparation, and scope of practice from other pre-hospital care and hospital-based providers within the context of the broader healthcare system. (61d)

24. When practicing in collaboration with other health care and wellness professionals, students will be able to describe their roles, functions, and protocols that govern patient referrals between caregivers. (61e)

25. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making. (64c)

26. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making. (64d)

27. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making. (64e)

28. Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the legal, moral, and ethical parameters of an athletic trainer's scope of practice; 2) the key regulatory agencies and legislation (HIPPA, FERPA) that impact healthcare delivery; 3) the role and function of state practice acts, registration, licensure, and certification agencies, and how to obtain and maintain those credentials; and 4) the principles of recruiting, selecting, employing, and communicating with healthcare personnel in the deployment of healthcare services. (66a)

29. Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the use of universal precautions and disinfectant procedures to prevent the spread of infectious diseases; and 2) exposure control planning and reporting procedures. (66b)

30. Students will advocate for the profession by, 1) understanding the history and functions of the NATA, BOC, and CAATE; 2) identifying mechanisms by which ATs influence state and federal healthcare regulation; 3) identifying key regulatory agencies that govern healthcare facilities and service delivery; and 4) implementing strategies to educate colleagues, students, clients, the public, and other healthcare professionals about athletic training responsibilities, scope of practice, and educational preparation. (68)

31. Students will promote the health education profession by explaining the major responsibilities of the health education specialist, the role of professional organizations, and the benefits of participating in them. (7.4.3)

32. Students will advocate for the profession and for professional development of health education specialists, including explaining the history of the profession and the role of credentialing. (7.4.5; 7.4.7)

33. Students will select, apply, evaluate, and modify appropriate durable medical equipment, standard orthotic devices, taping, wrapping, bracing, padding, casting, and other custom fabrications for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity. (78)

34. Students will use injury surveillance, epidemiological, and other evidence provided by accepted outcome measures to develop, implement, and assess risk reduction programming effectiveness for healthy and at-risk individuals across the lifespan. (80)

35. Students will plan and implement a comprehensive preparticipation physical examination process as recommended by contemporary guidelines for its role in identifying modifiable and non-modifiable risk factors related to injury and illness predisposition, the patient's restrictions and/or limitations, and other impacts on participation. (81)

36. Students will use knowledge of thermoregulatory mechanisms and environmental assessment, acclimation, and conditioning principles to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury. (85)

37. Students will select, apply, evaluate, modify, and/or remove appropriate standard protective equipment, taping, wrapping, bracing, padding, casting, and other custom orthotic devices in order to prevent and/or minimize the risk of injury or re-injury in sport or other physical activity. (86)

38. Students will identify key regulatory agencies, stakeholders, and community partners that impact healthcare delivery and perform strategic planning as a means to assess and promote revenue generation and reimbursement, facility design and staffing, and patient outcomes. (88a)

39. Students will identify key agencies, standards, and regulations that govern healthcare delivery services and perform administrative duties related to managing physical, human, and financial facility resources to remain compliant. (88b)

40. Students will identify how organizational structure and strategic planning impact the daily operations of a healthcare facility and will perform administrative duties relating to managing budgetary and financial processes as part of a basic business plan for purchasing (proposal, bidding, requisition), inventory, profit and loss ratios, budget balancing, recognition for the value of services provided, and operational and capital budgeting. (88c)

41. Students will identify and mitigate sources of risk to the individual, organization, and community while performing administrative duties related to the physical, human, and financial resource management of healthcare delivery services. (88d)

42. Students will identify and navigate the links between multipayor insurance systems, the recruitment, selection, and employment of personnel, and the negotiated related benefits and exclusions while performing administrative duties related to the physical, human, and financial resource management of healthcare delivery services. (88e)

43. Students will identify how organizational structure and strategic planning impact the delivery model chosen by a healthcare facility and will perform administrative duties relating to managing budgetary and financial processes as part of a basic business plan to promote revenue generation and reimbursement, facility design and staffing, and patient outcomes. (88f)

44. Students will use contemporary comprehensive patient-file management system, including diagnostic and procedural codes, risk management and billing procedures, and patient outcome documentation to effectively document care, communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members, maintain patient privacy, and manage insurance claims. (89)

45. Students will establish a working relationship with a directing or collaborating physician in deployment of healthcare services. (90)

46. Students will develop, implement, and revise policies and procedures to guide the daily operations and organizational structure of athletic training services to appropriately chart documentation, manage risk, generate appropriate referrals, and improve outcomes. (91)

47. Students will develop, implement, and revise policies that pertain to prevention, preparedness (venue-specific EAPs), and response to medical emergencies and other critical incidents (emergent conditions and injuries, disease control, medical authority notification, and planning to prevent epidemics) to appropriately document, manage risk (security, fire, electrical and equipment safety, and hazardous chemicals), generate appropriate referrals, and improve outcomes. (92)

48. Students will develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:1) Education of all stakeholders; 2) Recognition, appraisal, and mitigation of risk factors; 3) Selection and interpretation of baseline testing; and 4) Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation (93)

49. Students will develop and implement specific policies and procedures to identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral, patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. (94)

50. Students will determine the design, layout, and organization of the strength and conditioning facility (e.g., flooring, ceiling height, mirror placement, ventilation, lighting, characteristics of the equipment and its location, and emergency planning) based on athletic needs, industry standards, and NSCA recommended best practices. (Practical/applied 3.A.)

51. Students will determine the policies and procedures associated with the safe operation of the strength and conditioning facility (e.g., facility/equipment cleaning and maintenance, rules, scheduling, emergency procedures). (Practical/applied 3.D.; 3.C.)

ATRG 6420 - Seminar (Capstone Course) (3)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will advocate for the health needs of clients, patients, communities, and populations. (56)

2. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the ability to differentiate between narrative reviews, systematic reviews, and meta-analyses; 2) the ability to describe and differentiate types of qualitative and quantitative research, research components, and levels of research evidence; and 3) use standard criteria to critically appraise the structure, rigor, and overall quality of research studies to create and answer clinical questions. (62a)

3. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of clinical outcome assessment instruments; and 2) the development and use of clinical prediction rules to determine the effectiveness and efficacy of intervention strategies. (62b)

4. Students will use quality assurance and quality improvement strategies to enhance client/patient care, including the use of evidence to: 1) differentiate between narrative reviews, systematic reviews, and meta-analyses; 2) describe and differentiate types of qualitative and quantitative research, research components, and levels of research evidence; and 3) critically appraise the structure, rigor, and overall quality of research studies to create and answer clinical questions. (63a)

5. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 1) use outcome assessment data to drive informed decisions regarding intervention efficacy, patient status, and progress toward goals using psychometrically sound instruments. (64a)

6. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 2) search, retrieve, analyze, and use information derived from databases and online critical appraisal libraries for clinical decision support. (64b)

7. Students will practice in a manner that is congruent with ethical standards of the profession as defined by, 1) the legal parameters that define an athletic trainer's scope of care and differentiated their role, responsibilities, preparation, and scope of practice from other providers; and 2) the essential documents of the national governing, credentialing, and regulatory bodies. (65)

8. Students will advocate for the profession by, 1) understanding the history and functions of the NATA, BOC, and CAATE; 2) identifying mechanisms by which ATs influence state and federal healthcare regulation; 3) identifying key regulatory agencies that govern healthcare facilities and service delivery; and 4) implementing strategies to educate colleagues, students, clients, the public, and other healthcare professionals about athletic training responsibilities, scope of practice, and educational preparation. (68)

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Knowledge of current topics and issues in the world of science.

2. Experience in researching current scientific developments in the areas of environmental biology, ecology, genetics, etc.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop an understanding of the diversification of plant species.

2. Be able to use standard keys for the identification of plant species.

3. Develop an understanding of the dynamics and functions of plant communities.

4. Be able to discuss important issues relevant to plant diversity conservation.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Understand the science of ecology and of its most important concepts.

2. Develop an understanding of major ecological concepts.

3. Know how to collect and analyze ecological data.

4. Apply ecological thinking to other areas of basic and applied science.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop a working understanding of basic cellular biology and human organ systems.

2. Understand and explain the connections between those systems.

3. Discuss those systems in relation to homeostasis of the body's internal environment.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Knowledge of current topics and issues in the world of science.

2. Experience in researching current scientific developments in the areas of environmental biology, ecology, genetics, etc.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop an understanding of the diversification of plant species.

2. Be able to use standard keys for the identification of plant species.

3. Develop an understanding of the dynamics and functions of plant communities.

4. Be able to discuss important issues relevant to plant diversity conservation.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Students will develop an understanding of the phylogenetic relationships among animal phyla.

2. Examine and investigate the functional differences among animal phyla.

3. Explore the role those differences play in determining the distribution of those phyla in time and space.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Understand the science of ecology and of its most important concepts.

2. Develop an understanding of major ecological concepts.

3. Know how to collect and analyze ecological data.

4. Apply ecological thinking to other areas of basic and applied science.

BUSA - BUSINESS ADMINISTRATION

BUSA 5600 - Managerial 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.

At the successful completion of this course, students will be able to:

1. Understand the history of the use of quantitative metrics in business.

2. Understand a variety of quantitative tools that can enhance decision-making.

3. Understand how to implement these quantitative tools using Excel and SPSS.

4. Understand how to interpret the results of these quantitative tools.

5. Understand how to spot the inappropriate use of these quantitative tools.

BUSA 5610 - Advanced Project Management (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.

At the successful completion of this course, students will be able to:

1. Interpret the concepts of the project as a management technique to get work done in a business organization – on time and on budget.

2. Perform project selection to achieve organizational objectives.

3. Review, analyze, and assess the creation of a project plan.

4. Determine and analyze the critical components of independent project networks and interdependent project networks.

5. Estimate, analyze, and assess project success within the constraints of cost, time, and quality.

6. Employ modern, readily available, computer software program(s) to plan organize and control all elements of the business project.

BUSA 5620 - Advanced Logistics and Supply Chain Management (3)

At the advanced level, we elevate the thinking to the strategic business level of analysis and deciding what to do with an eye toward improving competitive advantage which is more than simply improving efficiency (lowering cost). Risk analysis becomes a very large element of managing the supply chain at this level of analysis. So while our introductory course dwells on the topic from the standpoint of what has to be done, this course analyzes why we choose to do things a certain way, and how the recent changes in the world have influenced our re assessment of the risks of past decisions.

Prerequisite: BUSA 3620 or permission. Typically Offered: Spring, Evenings (Hybrid) Demorest and Athens Campus.

BUSA 5700 - Practicum in Logistics (3)

A practicum in logistics and supply chain management requires that the student be given an opportunity to reassess a logistics/supply chain decision by a company, fully research why the decision was made to operate the supply chain in the current manner and to recommend continuation of current practice or modify current practice for the following reasons. The analysis must include risk assessment.

Prerequisite: BUSA 5620 or permission. Typically Offered: Every semester.

BUSA 6100 - Managerial Ethics (3)

This course explores a broad range of ethical issues and 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 decision-making processes and the ethical concerns in the global arena.

At the successful completion of this course, students will be able to:

1. Increase their critical thinking skills with case studies, hypotheticals, and ethical theory.

2. Improved written skills, particularly in the use of APA.

3. Improved presentation skills.

4. Improved group discussions that require compromise, discourse theory, and professionalism.

5. Retain business ethic theory and knowledge to aid them in their work environments and critical analysis.

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.

The key course objectives include the ability of students to:

1. Demonstrate understanding of marketing concepts and theory and their application to the business environment.

2. Demonstrate understanding of the relationship of marketing to corporate and business level strategy.

3. Demonstrate critical and analytical thinking skills to solving marketing problems.

4. Demonstrate recognition of ethical issues / dilemmas and their potential consequences when analyzing marketing problems

5. Demonstrate understanding of the impact of product life cycle and market maturity in developing a marketing strategy.

6. Demonstrate the ability to formulate functional level marketing strategies to complement and support corporate and business level strategy.

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.

At the successful completion of this course, students will be able to:

1. Explain why countries trade with one another.

2. Understand the economic and political implications of protectionist policies.

3. Discuss the causes of, winners and losers from international labor mobility.

4. Identify and discuss the merits of free trade organizations.

5. Analyze the roles played by international institutions like the WTO, the IMF and the World Bank.

6. Discuss the impacts of international trade and investment on the environment.

7. Understand Exchange Rates and their impact on trade.

8. Form their own views on outsourcing.

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.

At the successful completion of this course, students will be able to:

1. Understand the major academic theories of leadership and related theories of organizational behavior, individually and as part of a historical continuum.

2. Develop the ability to assess a leader's actions (or their own actions) objectively and through the multiple lenses that these theories provide.

3. Assess and examine personal beliefs, styles, and leadership behaviors to increase self-awareness.

4. Combine a rational approach to leadership with a concern for people and ethics.

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.

At the successful completion of this course, students will be able to:

1. Compare and contrast globalization, international monetary system, balance of payment, and corporate governance around the world.

2. Comprehend and evaluate foreign exchange markets, forecast foreign exchange rates and compare futures and options on foreign exchanges.

3. Analyze transaction exposure, economic exposure and translation exposure.

4. Evaluate the relations between and among foreign direct investment (FDI), international capital structure, cost of capital and capital budgeting as well as the impact of FDI on donor and hosting nations.

5. Differentiate international cash flows and trade finance and examine international tax environment.

6. Develop interest rate and currency conversion rate arbitrage strategies.

7. Assess currency and interest rate swaps.

8. Explain the importance of the balance of payment on trade between and among nation states.

9. Interpret various financial (currency, translation and economic) exposures and how to deal with them.

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.

At the successful completion of this course, students will be able to:

1. Demonstrate comprehensive professional knowledge of research.

2. Communicate clearly and logically through written communication for professional delivery.

3. Incorporate APA professional writing skills and standards including concise organization, grammar, references, and citations.

4. Show evidence of higher-level thinking skills including application, analysis, making predictions, drawing inferences, cause and effect relationships, comparing and contrasting, evaluation, and synthesis.

5. Demonstrate comprehensive professional knowledge of problem solving in business.

6. Demonstrate comprehensive professional knowledge of critical analysis in business.

7. Show evidence of higher-level thinking skills including application, analysis, making predictions, drawing inferences, cause and effect relationships, comparing and contrasting, evaluation, and synthesis.

8. Evaluate an organization's financial position through financial statement analysis and/or forecasting to anticipate possible changes in the overall financial performance.

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.

At the successful completion of this course, students will be able to:

1. Provide analytical tools for assisting managers in making and evaluating effective decisions.

2. Evaluate a managerial decision and conduct an analysis of a selected company, as well as one of their competitors, to describe how such decision processes occur and can be improved.

3. Further illustrate the accounting process by showing how product accounting costs flow through to financial statements.

4. Continue to use the accounting equation and financial analysis tools to evaluate corporate financial data.

BUSA 6820 - Human Resource Management and Compliance (3)

This course focuses on compliance with the relevant labor laws 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, and downsizing.

At the successful completion of this course, students will be able to:

1. Discuss the importance of performance management, organizational strategic planning and succession planning.

2. Identify the important elements that constitute the rules and functions associated with human resource management in contemporary organizations.

3. Recognize the importance of ethics to effectively manage people in organizations and how ethical concepts apply in practice.

4. Demonstrate critical thinking and problem-solving skills to the analysis of resolution of human resource issues.

5. Summarize legal obligations as a human resource manager in confronting legal issues that arise in the workplace and distinguish between workplace legal duties and rights and those guided by ethics and company policy.

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.

At the successful completion of this course, students will be able to:

1. Develop a strategic business plan using the strategic management process.

2. Master both business and corporate levels of analysis when using the strategic management process.

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.

At the successful completion of this course, students will be able to:

Present the following in a systematic presentation and report as expressed via their Capstone Portfolio.

Masters of Business Disciplines:

- Use and expression of knowledge base of topic matter throughout MBA Program. (Example: Models, theories& hypothesis) with a strong emphasis on ethical reasoning and decision making by management.

- Use standard disciplinary methods used in business analysis.

- Appraise, assess, and apply standard business judgement and analysis to form a valued recommendation for improvement.

- Discover factual evidence and judging its worth and value in developing and prioritizing resources for creation of plan of action.

- Information gathered will be appraised, evaluated, criticized and interpreted as to its value in the creation of a plan for improvement for a publicly traded company by the student.

- Demonstrate advance technical and informational writing skills in their conveyance of the value of the assessment and measured report of their chosen solution for their publicly traded company. This written report will be assessed by outside business owners and the course instructor for veracity, communication skill, grammar, organization, depth of support, and creativeness of solution plan.

- Conduct a 30 minutes presentation to a hypothetical Board of Directors in order to prove their verbal communication abilities in a real-world setting. Measures as to communication tools, depth of explanation, depth of ideas, and organizational skills in presentation.

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.

Student learning outcomes for special topic courses will be outlined on the syllabus by the instructor when the course is offered.

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 exploring the literature of STEM including economics and careers in STEM, community and global perspectives, and technology applications. Field-based experiences will include job shadowing STEM businesses or scientists. Each candidate will also complete a personal STEM dispositional and content knowledge assessment and development plan

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Articulate a clear definition and understanding of what STEM education is and what it looks like in practice as both interdisciplinary and process driven.

2. Demonstrate knowledge of the benefits of STEM education for all citizens enabling them to make informed decisions about challenges facing the next generation, for future STEM workforce development and related career opportunities and the skills necessary to be successful in them.

3. Demonstrate the ability to think critically, evaluate complex data, draw evidence-based conclusions, engage in effective argumentation and communicate effectively in written format (formative).

4. Demonstrate the dispositions necessary to be effective interdisciplinary STEM educators (i.e., life-long learning, value collaborations, flexible, high tolerance for ambiguity, risk taker, innovative, committed to the profession, self-reflective perseverance) (formative).

5. Show evidence of an interaction with a STEM related business or externships with STEM professionals to gain perspective of what it is to work in a STEM or STEM related field.

6. Candidates will show evidence of field- based experiences that include observation of classrooms, collaborative planning and interview of teachers in an integrated STEM education environment that is evidenced by reflective documentation (continues in Course II).

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 learning. 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 learning experiences), implementation and appropriate use of technology, co-planning, and co-facilitating experiences, as well as managing and differentiating active learning in the classroom to support overall student development in STEM etiquette, practices, and application.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

Course Outcomes	Endorsement Standards	InTASC Standards	Assessment
1. Candidates will demonstrate a comprehensive understanding of and the ability to integrate STEM content standards. Formative2. Candidates will demonstrate the ability to apply integrated STEM and STEM related content to answer complex questions, to investigate local, regional and global issues to make connections and to develop solutions for challenges and real-world problems. 3. Candidates will demonstrate the ability to work effectively within a STEM focused multidisciplinary professional learning community to achieve a common goal and to co-plan authentic STEM based experiences and interdisciplinary lessons. 4. Candidates will demonstrate the ability to involve business partners in identifying and solving relevant problems. 5. Candidates will demonstrate the ability to engage local STEM experts in their programs. 6. Candidates will show evidence of field-based experiences that include observation or classrooms, collaborative planning and interview of teachers in an integrated STEM education environment that is evidenced by reflective documentation (continued from Course I).	1: i, ii3: i, ii, iii 4: ii, vi, vii.1, vii.2, ix, x 5: ii	1: Learner Development2: Learning Differences 3: Learning Environments 4: Content Knowledge 5: Application of Content 6: Assessment 7: Planning for Instruction 8: Instructional Strategies 9: Professional Learning and Ethical Practice 10: Leadership and Collaboration	Oral Defense of Essential Questions II:3) How do multidisciplinary teams effectively plan for STEM learning experiences? 4) How can STEM educators engage local businesses and STEM experts to support STEM learning? STEM Educator Portfolio Assessment - formative (evidence and artifacts may include content standards alignment, bundling and integration; collaborative planning/co-facilitating authentic tasks, differentiating and managing active learning; business/industry/STEM expert engagement and partnerships, STEM performance tasks and rubrics; STEM etiquette guidelines)

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 of Course II and apply practice to the engineering design model, PBL, PBE, 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/industry, 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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

Course Outcomes	Endorsement Standards	InTASC Standards	Assessment
1. Candidates will demonstrate the ability to think critically, evaluate complex data, draw evidence-based conclusions, engage in effective argumentation and communicate effectively in written format. (summative)2. Candidates will demonstrate the ability to engage students in STEM reasoning that reveals how STEM professionals think and solve problems. (formative) 3. Candidates will demonstrate the dispositions necessary to be effective interdisciplinary STEM educators (i.e., life-long learning, value collaborations, flexible, high tolerance for ambiguity, risk taker, innovative, committed to the profession, self-reflective, perseverance). (summative) 4. Candidates will demonstrate the ability to effectively engage students in: engineering design processes to solve open-ended problems or complete design challenges. authentic or investigative research to answer relevant questions using STEM reasoning abilities (i.e., computational reasoning, model-based reasoning, quantitative reasoning, engineering design-based reasoning, and complex systems thinking) experiential learning project management techniques 5. Candidates will demonstrate proficiency in differentiating instruction related to integrated STEM concepts. 6. Candidates will demonstrate the ability to effectively assess students using interdisciplinary STEM performance tasks and portfolio assessments and create rubrics for these assessments. 7. Candidates will demonstrate the ability to facilitate student-led learning and to apply knowledge and skills to novel, relevant and authentic situations. 8. Candidates will demonstrate the implementation of authentic teaching and learning strategies, including project-based learning, problem-based learning, and place-	2: i, ii, iii, 4: i, ii, iii, iv, v, vi, vii.1, vii.2, viii, ix, x	1: Learner Development2: Learning Differences 3: Learning Environments 4: Content Knowledge 5: Application of Content 6: Assessment 7: Planning for Instruction 8: Instructional Strategies 9: Professional Learning and Ethical Practice 10: Leadership and Collaboration	Oral Defense of Essential Questions III:5) How will I incorporate STEM and STEM-related disciplinary pedagogical practices to facilitate engaging, authentic, student-led problem-solving and design challenge learning experiences? (Defense of Course IV action plan) STEM Dispositions Assessment – summative (evidence-based self-assessment, faculty assessment) STEM Educator Portfolio Assessment - formative (evidence and artifacts will support proposed plan for Course IV implementation of STEM teaching and learning)

based education.
9. Candidates will foster a learning environment which encourages risk taking, innovation and creativity.
10. Candidates will demonstrate the ability to facilitate student-led team-based learning with appropriate etiquette.

CEDU 7774 - Engaging Students as a STEM Educator (4 CEUs)

The goal of this course is to apply STEM education practices to student learning in a traditional or non-traditional educational setting be it a STEM academy school, the candidate's own teaching and learning context, Piedmont College Innovation and Discovery Center STEM camp, or a similar setting. Candidates will extend their practices with STEM business/industry 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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

Course Outcomes	Endorsement Standards	InTASC Standards	Assessment
Candidates will complete an interdisciplinary STEM culminating project through which they will:	1: i2: ii, iii, 3: i 4: i, ii, iii, iv, v, vi, vii.1, vii.2, viii, ix, x 5: i, ii, iii,	1: Learner Development2: Learning Differences 3: Learning Environments 4: Content Knowledge 5: Application of Content 6: Assessment 7: Planning for Instruction 8: Instructional Strategies 9: Professional Learning and Ethical Practice 10: Leadership and Collaboration	STEM Educator Portfolio Assessment - summative (evidence and artifacts will demonstrate applied engagement of students as STEM educator in a traditional or non-traditional learning environment)

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Display an understanding and knowledge of the wave nature and characteristics of light.

2. Be able to compare and contrast reflection, refraction and absorption of light rays as they interact with matter.

3. Demonstrate knowledge of absorption spectroscopy.

4. Demonstrate a working knowledge of the types of spectroscopy (absorption and emission), and the corresponding electronic, vibrational and rotational transitions.

5. Demonstrate and explain reflection and refraction (using laser pointers, mirrors, and transparent solids and liquids).

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Display an understanding and knowledge of the wave nature and characteristics of light.

2. Be able to compare and contrast reflection, refraction and absorption of light rays as they interact with matter.

3. Demonstrate knowledge of absorption spectroscopy.

4. Demonstrate a working knowledge of the types of spectroscopy (absorption and emission), and the corresponding electronic, vibrational and rotational transitions.

5. Demonstrate and explain reflection and refraction (using laser pointers, mirrors, and transparent solids and liquids).

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

•   Conduct individual research project into the synthesis and reactions of novel organic compounds.

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

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Investigate the rates of hydrolysis and other reactions of a series of organic compounds that have been specifically modified.

2. Write up a report and present the material researched.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of this course, the candidate will be able to:

1. Synthesize the various philosophies of education and how they impact educators' attitudes and beliefs (CCLO 13, 14); (C & I Standards 1, 5, 7) (Intasc Standards 4, 7, 9)

2. Analyze the various philosophical theories of education and their potential impact on learning (CCLO 17, 20); (C & I Standards 3 & 4) (Intasc Standards 4, 9)

3. Clarify his/her individual philosophy regarding teaching and learning (CCLO 13, 16, 17, 19, 20); (C & I Standards 4 & 5) (Intasc Standard9, 10)

4. Demonstrate an understanding of issues related to ethics, epistemology, and educational philosophy (CCLO 19, 20, 21) (C & I Standards 3, 4, 5, 6 & 7) (Intasc Standard)

5. Examine flaws in the most well-known philosophies (CCLO 1, 2, 4); (C & I Standard 3) (Intasc Standard 4, 5, 9)

6. Understand how the various philosophies impact decisions relative to education in the areas of curriculum development, policy and teaching and learning (CCLO 1, 2, 3, 4, 5, 6, 7, 8, 9,10) (C & I Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) (Intasc Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course the candidate will be able to:

Explore, in-depth, the literature on curriculum development (DCLO 4, 7, 8) (C&I Standard 1, 2, 5, 7)

Articulate positions on issues in curriculum development (DCLO 47, 8) (C&I Standard 1, 2, 3, 4, 5, 6, 7)

Describe relationships among instructional supervision, curriculum development, and staff development (DCLO 2, 4, 7, 8) (C&I Standard 1, 2, 3, 7)

Relate theory, research, and issues found in the literature to K – 12 practice (DCLO 1, 2, 4, 7, 8) (C&I Standard 5, 7)

Demonstrate a broad understanding of the character of curriculum and the history of curriculum (DCLO 4, 7, 8) (C&I Standard 1, 5)

Demonstrate an understanding of the various approaches for developing and /or changing curriculum (DCLO 1, 2, 4, 7, 8) (C&I Standard 1, 5)

Demonstrate an understanding of facilitating the effective implementation of curriculum (DCLO 1, 2, 3, 4, 7, 8) (C&I Standard 1, 2, 3, 4, 6, 7)

Demonstrate a knowledge of curriculum theories (DCLO 1, 2, 4, 7, 8) (C&I Standard 1, 5)

Evaluate curriculum and its impact on student assessment (DCLO 1, 2, 4, 7, 8) (C&I Standard 1, 5, 7)

Differentiate different levels at which curriculum planning and development occurs (DCLO 1, 2, 7, 8) (C&I Standard 1)

Discuss the roles and responsibilities of curriculum stakeholders (DCLO 1, 3, 4, 7, 8) (C&I Standard 1, 7)

Discuss the political nature of curriculum (DCLO 3, 4, 7, 8) (C&I Standard 1, 7)

Analyze the elements, organization, scope and sequence of foundational curricular documents (DCLO 1, 2, 7, 8) (C&I Standard 1, 2, 3, 4, 6)

Describe tools for planning, developing, implementing, and evaluating curriculum (DCLO 1, 2, 7, 8) (C&I Standard 1, 2, 3, 5, 7)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

V. COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

Understand how the mindsets of teachers and students affect student achievement. (DCLO: 22, 24, 26)

Demonstrate an understanding of responsive teaching and assessment designed to meet the needs of students who differ in readiness, learning profiles, interests, and environmental influences. (DCLO: 22, 24)

Apply the principles of differentiated instruction and assessment to a selected subgroup of learners or to a selected area of instructional development while incorporating a review of relevant literature and previous research. (DCLO: 22, 24, 26)

Examine personal beliefs, synthesize ideas from research, and incorporate these ideas into a reflection of personal mindsets regarding student potential and instructional planning. (DCLO: 22, 24, 26)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of this course, the candidate will be able to:

1. Describe the importance of learning to both the individual and to society.

2. Discuss trends in the development of learning theory from 1950 to the present.

The shift from laboratory to the classroom (1950 – 1975)

The rise of cognitive psychology (1975 – 1990)

The rise of personal, social, and cultural factors in learning (1980 – present)

3. Compare and contrast early learning theories (behaviorist theories that were forerunners of operant conditioning) and Gestalt psychology (the precursor to cognitive psychology).

4. Integrate various Learning Theories (Skinner's Operant Conditioning, Robert Gagne's Conditions of Learning, Information-Processing Theory, Jean Piaget's Cognitive-Development Theory, Vygotsky's Cultural-Historical Theory, and Albert Bandura's Social-Cognitive Theory) into a personal philosophy of cognitive development.

5. Describe educational constructivism.

6. Discuss cognitive and educational issues related to cutting-edge brain research with an emphasis on new insights neuroscientists are gaining about learning and the brain.

7. Provide an overview of the organization of the human brain.

8. Articulate ways in which technology influences learning and brain development for today's learners.

9. Provide a variety of opportunities for students to develop different approaches to problem solving.

10. Define metacognition and provide opportunities for students to practice and apply metacognitive strategies.

11. Compare and contrast Transmission/Direct Instruction (TDI) model, a traditional approach to teaching, with the Perception/Action Learning (P/AL) model, a Guided Experience Approach (GEA).

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Through presentations, readings, discussions, and peer editing sessions, students will:

1. Improve their critical reading skills, which will enable them to think and write more clearly and incisively. Learn to synthesize the work of multiple, divergent authors to identify commonalities and differences.

2. Analyze writing on both the micro (sentence) and macro (organizational levels).

3. Identify appropriate, relevant, and current academic resources to develop well-crafted scholarly papers. Identify seminal work on topics of interest.

4. Apply accurate grammar, punctuation, and APA rules.

5. Produce scholarly papers that are clear, concise, and well-reasoned.

6. Refine writing processes through peer evaluations and individual writing consultations.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES :

Upon successful completion of this course, the candidate will be able to:

1. support ways to build positive and respectful relationships and communities of learners that strive for civil and respectful responses to diversity ((DCLO – 5, 6, & 7) [C&I Standard: 1,2,4,5, 7]

2. demonstrate sensitivity and responsiveness to all aspects of a child's well-being (DCLO – 5, 6, & 7) [C&I Standard: 2,4,5, 6, 7]

3. effectively address multiple intelligences, learning styles, and areas of exceptionality (DCLO – 5, 6, & 7) [C&I Standard: 1,2,4,5, 6, 7]

4. use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom (DCLO – 5, 6, & 7) [C&I Standard: 1,2,3,4,5, 7]

5. use appropriate resources, materials, and technology to enhance instruction for diverse learning (DCLO – 5, 6, & 7) [C&I Standard: 1,2,3,4,5,6,7]

6. advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students (DCLO – 5, 6, & 7) [C&I Standard: 1,2,3,4,5,6, 7]

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES :

Upon successful completion of this course, the candidate will be able to:

1. Demonstrate the knowledge of law and understanding of ethical principles in decision-making while considering the impact of decisions on all involved parties. (DCLOs: 1,6,7,10); (CCLOs 9, 10)

2. Demonstrate the ability to apply the mandates of Constitutional law, statutory law, case law and other requirements regarding due process and equal protection procedures for all involved parties. (DCLOs: 2,7,10)

3. Demonstrate the ability to apply the mandates of Constitutional law, statutory law, case law and other requirements regarding professional expectations and behaviors of educators. (DCLOs: 7,8); CCLOs 10

4. Demonstrate the ability to apply the mandates of Constitutional law, statutory law, case law and other requirements regarding school district and educator liability. (DCLOs: 1,6,7)

5. Demonstrate the ability to apply the mandates of Constitutional law, statutory law, case law and other requirements regarding issues of school finance. (DCLOs: 7)

6. Demonstrate the ability to apply the mandates of Constitutional law, statutory law, case law and other requirements regarding discrimination and desegregation issues. (DCLOs: 1,6,7); (CCLOs 4, 10)

7. Articulate a series of personal belief statements regarding significant issues of law and ethics while developing a plan for realistically adhering to these beliefs in educational settings. (DCLOs: 7); (CCLOs 9)

8. Present evidence of knowledge and understanding of a significant legal doctrine through satisfactory completion of extensive study regarding the doctrine and serving as a well informed (expert) speaker in a public forum. (DCLOs: 7,10); (CCLOs 8)

9. Demonstrate ability to anticipate and address future issues of law according to established legal principles. (DCLOs: 7,8)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

1. Analyze and evaluate instruments used to assess student learning in educational programs for validity, reliability, strengths, and weaknesses. This course outcome is aimed at meeting the School of Education's CCLO 6 and DCLO 23. It addresses C&I Standard 6.2 and Intasc Standards 6 & 7.

2. Plan systematic course assessment aligned with Common Core Standards. This course outcome is aimed at meeting the School of Education's CCLOs 5 & 6 and DCLOs 23, 28, & 29. It addresses C&I Standards 6.1 & 6.2 and Intasc Standards 4, 5, 6, 7, & 8.

3. Understand and apply principles and tools of program evaluation to evaluate programs. This course outcome is aimed at meeting the School of Education's CCLO 6 and DCLO 29. It addresses C&I Standard 6.4 and Intasc Standards 6 & 7.

4. Develop a systematic evaluation plan aligned with chosen criteria, identifying sources of necessary data and potential threats to validity. This course outcome is aimed at meeting the School of Education's CCLO 6 and DCLOs 23 & 29. It addresses C&I Standards 6.2 & 6.4 and Intasc Standards 6 & 7.

5. Create valid and reliable qualitative and quantitative measures to evaluate programs. This course outcome is aimed at meeting the School of Education's CCLO 6 and DCLO 29. It addresses C&I Standard 6.2 and Intasc Standards 6 & 7.

6. Collect, analyze, and interpret data to evaluate a current educational program. This course outcome is aimed at meeting the School of Education's CCLOs 6 & 10 and DCLOs 23, 28 & 29. It addresses C&I Standards 6.4 & 6.5 and Intasc Standards 3, 4, 5, 6, 7, 8, & 10.

7. Write a report summarizing important results of evaluation, as well as limitations of the data. This course outcome is aimed at meeting the School of Education's CCLO 6 and DCLO 29. It addresses C&I Standard 6.5 and Intasc Standards 6 & 7.

8. Based on results of evaluation, develop a plan including diagnostic & formative assessments and instructional strategies to address diverse students' differentiated educational needs.This course outcome is aimed at meeting the School of Education's CCLOs 4, 6, 8 & 10 and DCLOs 23, 28 & 29. It addresses C&I Standards 6.3 & 6.5 and Intasc Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, & 10.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Explain the purpose of the admission to candidacy requirement.

2. Identify the different components of an annotated bibliography.

3. Describe the interconnectivity of the literature review to the other chapters of the dissertation.

4. Explain the roles and responsibilities of the doctoral student, dissertation chair, and research director.

5. Define a subject/topic for study as part of the admission to candidacy requirement.

6. Select information to address the key items associated with the subject/topic under study.

7. Categorize sets of facts in a logical fashion to prove the theses made about the research subject/topic.

8. Apply the skills needed to research and write the admissions to candidacy paper and literature review.

    a. Describe the "funnel concept" as applied to the admission to candidacy paper and literature review.

    b. Discuss the importance of summarization in the academic writing process.

    c. Explain the use of transition devices to improve the flow of academic writing and to avoid plagiarizing the work of others.

    d. Use APA headings appropriately (to include the elimination of orphan headings).

e.   Explain when to use direct quotes and to paraphrase the work of others.

9.   Evaluate the quality of a literature review using an evaluation matrix.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1.   understand the logic of hypothesis testing;

2.   use statistical software;

3.   understand the differences and similarities between a variety of statistical tests;

4.   appreciate the types of inferences that may be drawn from various statistics;

5.   evaluate the strengths and weaknesses of various quantitative research designs;

6.   evaluate the threats to validity inherent in different research designs;

7.   read quantitative research studies and judge their merits.

These course outcomes apply to DCLO 8 and 10, CCLO 8, and INTASC Standards 9 and 10.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of this course, the candidate will be able to:

1.   Develop a basic understanding of the theoretical orientations that underlie qualitative methods in education. [DCLOs – 9,10 // C & I – 3,4,5,7 // INTASC 9, 10]

2.   Understand the kinds of questions that have been and can be addressed fruitfully with qualitative research. [DCLOs – 9,10 // C & I – 3,4,5,7 // INTASC 9, 10]

3.   Distinguish the qualitative from competing paradigms in terms of fundamental assumptions about the nature of reality and method. . [DCLOs – 9,10 // C & I – 3,4,5,7 // INTASC 9, 10]

4.   Understand the fundamental concepts of interpretation, context, and participant meaning. [DCLOs – 9,10 // C & I – 3,4,5,7 // INTASC 9, 10]

5.   Be able to describe the kinds of research questions that are appropriate for qualitative studies. [DCLOs – 9,10 // C & I – 3,4,5,7 // INTASC 9, 10]

6.   Be aware of the sources of extant qualitative studies and resources both in and outside the field of Education that support qualitative inquiry. [DCLOs – 9,10 // C & I – 3,4,5,7 // INTASC 9, 10]

7. Be an able consumer and critic of qualitative studies. [DCLOs – 9,10 // C & I – 3,4,5,7 // INTASC 9, 10]

8. Appreciate the varieties of qualitative research and their similarities and differences. [DCLOs – 9,10 // C & I – 3,4,5,7 // INTASC 9, 10]

EDD 9901 - Dissertation Applied Research I (3)

This course provides the candidatewith 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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Propose a line of research that fills a gap in the knowledge base and answers questions that are applicable to the candidate's area of certification. (CCLO #8 and #9, INTASC #9 and #10)

2. Understand the limitations of and potential biases inherent in their research (CCLO #8 and #9, INTASC #9 and #10)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Develop a model that will guide the development of the research questions, hypotheses, instrument choice and research design.

2. Investigate and determine instruments to use and sample sizes that may be necessary.

3. Develop research questions and hypotheses.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Develop a model that will guide the development of the research questions, hypotheses, instrument choice and research design.

2. Investigate and determine instruments to use and sample sizes that may be necessary.

3. Develop research questions and hypotheses.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon successful completion of this course, the candidate will be able to:

1. Propose a line of research that fills a gap in the knowledge base and answers questions that are applicable to the candidate's area of certification. (DCLO #10, INTASC #9 and #10)

1. Understand the limitations of and potential biases inherent in their research (DCLO #10, INTASC #9 and #10)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Develop a model that will guide the development of the research questions, hypotheses, instrument choice and research design.

2. Investigate and determine instruments to use and sample sizes that may be necessary.

3. Develop research questions and hypotheses.

4. Complete the introductory and literature review sections of the prospectus.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Develop a model that will guide the development of the research questions, hypotheses, instrument choice and research design.

2. Investigate and determine instruments to use and sample sizes that may be necessary.

3. Develop research questions and hypotheses.

4. Complete the introductory and literature review sections of the prospectus.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Understand the content that is included in Chapters 4 and 5 of the dissertation. (DCLO #10, INTASC #9 and #10)

2. Recognize the appropriate inferences that can be drawn in the dissertation. (DCLO #10, INTASC #9 and #10)

After completing EDD 9907, 9917 and 9927 (companion courses) the candidate will be able to:

1. Perform the analyses needed for their dissertation research and make the appropriate inferences based on those analyses. (DCLO #10, INTASC #9 and #10)

2. Understand the limitations of and potential biases inherent in their research (DCLO #10, INTASC #9 and #10)

3. Understand how their research adds to the current body of knowledge and makes suggestions how other researchers can add to that knowledge base. (DCLO #10, INTASC #9 and #10)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

• Make adequate progress according to an established plan and timeline to function as an independent researcher to address content or content pedagogical issues related to candidates' certificate fields.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Understand the content that is included in Chapters 4 and 5 of the dissertation. (DCLO #10, INTASC #9 and #10)

2. Recognize the appropriate inferences that can be drawn in the dissertation. (DCLO #10, INTASC #9 and #10)

After completing EDD 9907, 9917 and 9927 (companion courses) the candidate will be able to:

1. Perform the analyses needed for their dissertation research and make the appropriate inferences based on those analyses. (DCLO #10, INTASC #9 and #10)

2. Understand the limitations of and potential biases inherent in their research (DCLO #10, INTASC #9 and #10)

3. Understand how their research adds to the current body of knowledge and makes suggestions how other researchers can add to that knowledge base. (DCLO #10, INTASC #9 and #10)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Understand the content that is included in Chapters 4 and 5 of the dissertation. (DCLO #10, INTASC #9 and #10)

2. Recognize the appropriate inferences that can be drawn in the dissertation. (DCLO #10, INTASC #9 and #10)

After completing EDD 9907, 9917 and 9927 (companion courses) the candidate will be able to:

1. Perform the analyses needed for their dissertation research and make the appropriate inferences based on those analyses. (DCLO #10, INTASC #9 and #10)

2. Understand the limitations of and potential biases inherent in their research (DCLO #10, INTASC #9 and #10)

3. Understand how their research adds to the current body of knowledge and makes suggestions how other researchers can add to that knowledge base. (DCLO #10, INTASC #9 and #10)

EDEM - EDUCATION: ELEMENTARY

EDEM 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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Support and promote an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom;

2. Use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence;

3. Demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways;

4. Prepare and use Piedmont lesson plans to on design learning segments that incorporate developmentally appropriately curriculum and instructional practices;

5. Explore a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences;

6. Observe and explore how experienced teachers create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities;

7. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds;

8. Effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities;

9. Model and promote constructivist practices;

10. Implement basic health, nutrition, and safety management practices for children;

11. Demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments;

12. cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability;

13. Demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, teacher candidates should not take on coaching duties during their internship as these positions are generally time consuming and often require missing classroom experiences in order to travel;

14. Positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team; and

15. Demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

EDEM 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 50mile 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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

During Internship II the teacher candidate will:

1. support and promote an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom;

2. use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence;

3. demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways;

4. prepare and use Piedmont lesson plans to design learning segments that incorporate developmentally appropriately curriculum and instructional practices;

5. explore a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences;

6. observe and explore how experienced teachers create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities;

7. demonstrate sensitivity to differences in family structures and social and cultural backgrounds;

8. effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities;

9. model and promote constructivist practices;

10. implement basic health, nutrition, and safety management practices for children;

11. demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments;

12. cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability;

13. demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, teacher candidates should not take on coaching duties during their internship as these positions are generally time consuming and often require missing classroom experiences in order to travel;

14. positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team; and

15. demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

EDEM 7744 - Advanced Internship I (5)

A candidate must complete an application for internship prior to registering for EDEM 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).

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

During Advanced Internship the Advanced Intern will:

•   Set and evaluate goals during each semester of the Advanced Internship. These goals should be based on the Teacher Keys Effectiveness System (TKES)- Teacher Assessment on Performance Standards (TAPS). At the beginning of the first semester, the Advanced Intern will submit to the college supervisor, for review, goals enhancing his or her professional development. The Advanced Intern will monitor his or her progress toward reaching the goals throughout the semester as needed. The Advanced Intern will create and submit a plan of improvement for goals not met and/or develop new goals for the next semester.

•   Periodically meet with his or her college supervisor to discuss progress towards the completion of the goals.

•   Be encouraged to engage in reflection through weekly journals. Reflection will occur weekly via an e-mail journal entry to the college supervisor. This entry should include reflections concerning successes, problems, classroom management issues, teaching strategies, and activities in which the Advanced Intern participated. The depth of the reflections should move beyond "describing", and include a discussion of insights, action(s) taken, and connection with research on best practices. The Advanced Intern is encouraged to reflect upon his or her progress toward achieving the core candidate learning outcomes.During the Advanced Internship the college supervisor will:

•   Make formal visits to the Advanced Intern's classroom to observe him/her teaching, and provide constructive feedback on the progress toward meeting the goals of the program, as well those developed by the Advanced Intern. College supervisors are expected to give constructive feedback after observing the Advanced Intern. Observation tools, assessment forms, and communication strategies built into the program are used to foster dialogue and subsequent understanding. College supervisors will work with Advanced Interns to develop areas in need of improvement, and to hone the teaching skills of the Advanced Interns.

- Be expected to make 3 school visits per semester to observe the Advanced Intern. More visits may be necessary if the Advanced Intern is not making satisfactory progress.

- Evaluate the Advanced Intern by conferring with the host teacher and completing the Intern Keys rubrics (Same as TAPS rubrics). Please visit the Piedmont College School of Education website at http://edu.piedmont.edu/ to access these forms by using your username and password provided to you by the college. Please complete the assessment electronically and submit to Piedmont College according to guidelines provided at that time. You may find it helpful to print out a copy of the electronic assessment before you submit the form, as it will not be available to you after that time.

EDEM 7745 - Advanced Internship II (5)

A candidate must complete an application for internship prior to registering for EDEM 7744 and provide a copy of his/her year-long teaching contract to the Clinical Placement Coordinator. 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. 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).

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

During Advanced Internship the Advanced Intern will:

- Set and evaluate goals during each semester of the Advanced Internship. These goals should be based on the Teacher Keys Effectiveness System (TKES)- Teacher Assessment on Performance Standards (TAPS). At the beginning of the first semester, the Advanced Intern will submit to the college supervisor, for review, goals enhancing his or her professional development. The Advanced Intern will monitor his or her progress toward reaching the goals throughout the semester as needed. The Advanced Intern will create and submit a plan of improvement for goals not met and/or develop new goals for the next semester.

- Periodically meet with his or her college supervisor to discuss progress towards the completion of the goals.

- Be encouraged to engage in reflection through weekly journals. Reflection will occur weekly via an e-mail journal entry to the college supervisor. This entry should include reflections concerning successes, problems, classroom management issues, teaching strategies, and activities in which the Advanced Intern participated. The depth of the reflections should move beyond "describing", and include a discussion of insights, action(s) taken, and connection with research on best practices. The Advanced Intern is encouraged to reflect upon his or her progress toward achieving the core candidate learning outcomes.During the Advanced Internship the college supervisor will:

- Make formal visits to the Advanced Intern's classroom to observe him/her teaching, and provide constructive feedback on the progress toward meeting the goals of the program, as well those developed by the Advanced Intern. College supervisors are expected to give constructive feedback after observing the Advanced Intern. Observation tools, assessment forms, and communication strategies built into the program are used to foster dialogue and subsequent understanding. College supervisors will work with Advanced Interns to develop areas in need of improvement, and to hone the teaching skills of the Advanced Interns.

- Be expected to make 3 school visits per semester to observe the Advanced Intern. More visits may be necessary if the Advanced Intern is not making satisfactory progress.

- Evaluate the Advanced Intern by conferring with the host teacher and completing the Intern Keys rubrics (Same as TAPS rubrics). Please visit the Piedmont College School of Education website at http://edu.piedmont.edu/ to access these forms by using your username and password provided to you by the college. Please complete the assessment electronically and submit to Piedmont College according to guidelines provided at that time. You may find it helpful to print out a copy of the electronic assessment before you submit the form, as it will not be available to you after that time.

EDEM 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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. A fully developed personal pedagogy. Evidenced by…The personal pedagogy paper meets CCLOs 1, 2, 8, 9, SECMLOs 1, 2, 3, 4, 5, 7, and INTASC standards 1, 2, 3, 4, 9, 10.

2. A demonstration of knowledge of theories and issues related to pedagogy. Evidenced by…relevant citations in the annotated bibliography, paper and/or presentation. The demonstration meets CCLOs 1, 4, 5, 6, 8, SECMLOs 1, 2, 3, 5, 7, and INTASC standards 1, 2, 3, 6.

3. Evidence of knowledge of the individual's subject matter field. Evidenced by…Teaching demonstration of content during presentation. Evidence of subject matter knowledge meets CCLOs 2, and INTASC standards, 4, 5.

4. Evidence of applications of pedagogy and subject matter knowledge to classroom instruction. Evidenced by…Presentation reflections on the above. Evidence of applications meets CCLOs 1, 2, 3, 4, 5, 6, 7, 8, SECMLOs 1, 2, 5, and INTASC standards 1, 2, 3, 4, 5, 6, 7, 8.

5. (Perhaps most importantly, we hope to see manifestations of the) habits of mind that characterize a continuously developing professional educator. Evidenced by…The willingness to edit, re- invent or work through the complex task of writing and presenting at capstone. "The first write/solution is not always the best paper/solution" Manifestation of habits of mind meets CCLOs 1, 8, 9, SECMLOs 1, 3, 5, 7, and INTASC standard 9.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The student will be able to:

1. Demonstrate an understanding of the historical evolution of the field of Instructional Technology and Systems Design. [CCLO: 2, 3, 9; ECMMCLO: 12; SECMCLO: 13, 15]

2. Demonstrate an understanding of foundational learning theories developed and/or used by researchers and practitioners in the field. [CCLO: 2, 3, 9; ECMMCLO: 11, 12; SECMCLO: 12; SPEDMCLO: 12, 13, 18; AECT: Learning Environments, Professional Knowledge and Skills; PSC IT: 2.3, 2.5, 3.3]

3. Demonstrate an understanding of major instructional design models. [CCLO: ALL; ECMMCLO: 11, 12; SECMCLO: 12; SPEDMCLO: 12, 13, 18; AECT: Content Knowledge, Content Pedagogy, Learning Environments; PSC IT: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8]

4. Examine and demonstrate understanding of research methodologies and practices specific to the Instructional Technology field. [CCLO: 2, 8; ECMMCLO: 12; SECMCLO: 11; AECT: Research; PSC IT: 6.1, 6.2]

5. Investigate and report on current instructional technology best practices and issues within the k-12 educational system, including school library media. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL]

6. Demonstrate an understanding of the roles of distance learning and e-learning in research and practice in Instructional Technology and Systems Design. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL]

7. Investigate and report on current instructional technology best practices and issues in multimedia production. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL]

8. Investigate and report on current instructional technology best practices and issues in systemic change. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL]

9. Investigate and report on current instructional technology best practices and issues in teacher education. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL]

10. Investigate and report on current instructional technology best practices and issues in training and performance. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL]

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The student will be able to:

1. Demonstrate an understanding of the theories, models, and tools related to instructional design as it relates to the roles of the school media specialist, curriculum specialist, or other instructional technology professionals. [CCLO: 3, 4, 5, 6, 8; ECMMCLO: 12; SECMCLO 11; SPEDMCLO 12, 14, 15, 17; PSC IT 1.2, 1.4, 2.2, 2.6, 3.4, 4.3, 5.1,; AECT - Content Knowledge, Professional Knowledge & Skills, Research; SPCLO 11, 12, 14, 19].

2. Conduct a needs analysis to determine if a learning intervention is necessary or not. [CCLO: 1, 3, 6; ECMMCLO: 12; SECMCLO 13; SPEDMCLO 13, 14; PSC IT 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 41, 5.1, 6.3; AECT - Content Knowledge, Learning Environment; SPCLO 11, 18].

3. Develop educational goals when designing instructional units, to reflect the needs of the curriculum, the students, and the society through an effective goals analysis. [CCLO: 1, 3, 6; ECMMCLO: 12; SECMCLO 13; SPEDMCLO 13, 14; PSC IT 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1; AECT - Content Knowledge, Content Pedagogy; SPCLO All].

4. Conduct an instructional analysis so that the instructional activities, instructional objectives, and instructional materials can be designed to meet the learners' specific needs. [CCLO: 1, 4, 5, 6; ECMMCLO: 11; SECMCLO 13; 18; SPEDMCLO 14, 15, 17; PSC IT 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 41, 5.1, 6.3; AECT - Content Knowledge, Content Pedagogy, Learning Environment; SPCLO 11, 14].

5. Write performance objectives so that each objective establishes alignment with the instructional goals. [CCLO: 3, 5, 6, 8; ECMMCLO: 11; SPEDMCLO 14, 17; PSC IT 2.2, 2.3, 2.6, 5.1; AECT - Content Knowledge, Professional Knowledge & Skills; SPCLO 11, 13, 14, 19].

6. Select and develop assessment strategies and instruments that measure the learning of a lesson for a specific group of learners. [CCLO: 2, 6, 8; ECMMCLO: 11; SECMCLO 15; SPEDMCLO 18; PSC IT 2.1, 2.2, 2.7, 2.8; AECT – Learning Environment, Professional Knowledge & Skills; SPCLO 13, 16, 17, 20].

7. Develop instructional strategies for a set of objectives so that the instructional strategies meet the needs of the various learners. [CCLO: 1, 4, 5, 6; ECMMCLO: 11; SECMCLO 13; 18; SPEDMCLO 14, 15, 17; PSC IT 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 41, 5.1, 6.3; AECT - Content Knowledge, Content Pedagogy, Learning Environment; SPCLO 11, 13, 14, 19].

8. Select instructional resources on the basis of their relative advantage for a given instructional objective and their ability to meet the needs of a specific set of learners. [CCLO: 1, 2, 3, 5; ECMMCLO: 11,12; SPEDMCLO 17; PSC IT 1.2, 1.4, 2.2, 2.5, 2.6, 3.4, 3.5, 3.6, 6.3; AECT – Content Knowledge, Content Pedagogy, Learning Environment; SPCLO 11, 12, 13, 14, 16, 17, 18].

9. Prepare implementation plans to deliver instructional programs and curricula. [CCLO: 5, 7, 10; ECMMCLO: 11, 12; SECMCLO 11; SPEDMCLO 15; PSC IT 1.2, 1.3,2.6, 3.1, 3.2. 3.3, 3.4, 3.5, 4.1, 5.3, 6.3; AECT - Content Pedagogy, Learning Environment, Professional Knowledge & Skills; SPCLO 11, 12, 13, 16, 17, 18].

10. Conduct formative and summative evaluations to enhance instructional alignment and effectiveness. [CCLO: 3, 6; ECMMCLO: 13; SECMCLO 15; SPEDMCLO 18; PSC IT 2.3, 2.7, 2.8, 3.1, 3.6, 3.7, 5.3, 6.2; AECT – Content Pedagogy, Professional Knowledge & Skills; SPCLO 20].

11. Synthesize and report on published research related to the selected topic. [All]

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The following course objectives are representative of the field of Instructional Technology and Systems Design; however, specific objectives may vary each semester depending on the course topic.

The student will be able to:

1. Demonstrate an understanding of the selected topic and how it relates to the field of Instructional Technology and Design. CCLO: ALL; ECMMCLO: ALL; SECMCLO: ALL; SPEDMCLO: ALL; PSC IT: ALL; AECT: ALL

2. Synthesize and report on published research related to the selected topic. CCLO: ALL; ECMMCLO: ALL; SECMCLO: ALL; SPEDMCLO: ALL; PSC IT: ALL; AECT: ALL

3. Create instructional resources for professional development on the selected topic. CCLO: ALL; ECMMCLO: ALL; SECMCLO: ALL; SPEDMCLO: ALL; PSC IT: ALL; AECT: ALL

4. Examine and demonstrate understanding of research methodologies and practices specific to the Instructional Technology field. [CCLO: 2, 8; ECMMCLO: 12; SECMCLO: 11; AECT: Research; PSC IT: 6.1, 6.2]

5. Investigate and report on current instructional technology best practices and issues within the k-12 educational system. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL]

6. Investigate and report on current instructional technology best practices and issues within the corporate, governmental, and non-profit organizations. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL]

7. Investigate and report on current instructional technology best practices and issues within institutions of higher education. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL]

8. Conduct an action research project that identifies and shares findings on highly potential employment opportunities in the instructional technology field including basic requirements and application strategies. [CCLO: 7, 8, 9]

9. Use advanced technology for the production of multimedia projects [CCLO: 1, 2, 3, 5, 7, 9, 10 - SPCLO: 2, 3, 5, 6, 8]

10. Communicate technology concepts and terminology clearly, including written, verbal, and visual forms. [CCLO: 2, 7, 9, 10 - SPCLO: 2, 4, 8, 10]

11. Produce an instructional web page related to individual level and content area. [CCLO: 1, 4, 5, 7, 8, 10 - SPCLO: 2, 5, 7, 8, 10, 11]

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The student will be able to:

1. Demonstrate an understanding of the theories and models as they relate to the use of multimedia developmental projects and products in a learning context. [CCLO: 1, 3, 5, 8; ECMMCLO: 12, 13; SECMCLO 11, 13; SPEDMCLO 12, 13, 14, 15; PSC IT 1.2, 1.4, 2.2, 2.3, 2.6, 3.1, 3.2, 3.4, 3.5, 4.1; AECT - Content Knowledge, Research].

2. Identify instructional strategies for multimedia-based learning activities to help learners achieve established goals, standards, or objectives. [CCLO: 1, 4, 5, 6; ECMMCLO: 11; SECMCLO 13; 18; SPEDMCLO 14, 15, 17; PSC IT 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 41, 5.1, 6.3; AECT - Content Knowledge, Content Pedagogy, Professional Knowledge & Skills].

3. Develop an instructional plan through the use of written objectives, production plan, and storyboards to manage the development of a multimedia-based instructional product. [CCLO: 1, 4, 5, 6; ECMMCLO: 11; SECMCLO 13; 18; SPEDMCLO 14, 15, 17; PSC IT 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 5.1, 6.3; AECT - Content Pedagogy, Learning Environment].

4. Create and develop a multimedia instructional product guided by the multimedia instructional production plan. [CCLO: 2, 6, 8; ECMMCLO: 11; SECMCLO 15; SPEDMCLO 18; PSC IT 2.1, 2.2, 2.7, 2.8; AECT – Content Knowledge, Content Pedagogy, Learning Environment, Research].

5. Demonstrate the ability to use text, graphics, navigation, interactive interfaces, audio, video, and animations, given appropriate authoring software. [CCLO: 2, 6, 8; ECMMCLO: 11; SECMCLO 15; SPEDMCLO 18; PSC IT 2.1, 2.2, 2.7, 2.8; AECT – Content Knowledge].

6. Apply current multimedia formats and applications to efficiently publish and distribute the final product via the Internet-based, computer-based, and mobile-based modes of delivery. [CCLO: 2, 6, 8; ECMMCLO: 11; SECMCLO 15; SPEDMCLO 18; PSC IT 2.1, 2.2, 2.7, 2.8; AECT – Learning Environment, Professional Knowledge & Skills].

7. Demonstrate the ability to connect the multimedia-based project to a Learning Management System via an established standardized format such as SCORM or AAIC, for data management purposes. [CCLO: 2, 6, 8; ECMMCLO: 11; SECMCLO 15; SPEDMCLO 18; PSC IT 2.1, 2.2, 2.7, 2.8; AECT – Learning Environment, Professional Knowledge & Skills].

8. Evaluate peers' multimedia projects based on project criteria using an online instrument provided. [CCLO: 1, 3, 6, 7, 9, 10; ECMMCLO: 12; SECMCLO 17; SPEDMCLO 14, 18, 20; PSC IT 1.1, 2.7, 3.1, 3.7, 5.3, 6.2; AECT –Content Pedagogy, Learning Environment, Professional Knowledge & Skills].

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The student will be able to:

1. Identify an instructional need for a technology-based learning solution with an actual key stakeholder by meeting with the client/key stakeholder and applying effective needs analysis processes and tools. [CCLO: All; ECMMCLO: 14; SECMCLO 18; SPEDMCLO 12, 13, 14, 15, 17, 20; PSC IT 1.2, 2.3, 2.4, 2.6, 3.7, 5.1, 5.2, 6.3; AECT - Content Knowledge, Content Pedagogy, Learning Environment, Professional Knowledge & Skills].

2. Develop an instructional plan through the use of a treatment (requires instructor and client approval), written objectives, production plan, and storyboards, if applicable, to manage the development of a multimedia-based instructional product. [CCLO: All;

ECMMCLO: 14; SECMCLO 18; SPEDMCLO 12, 13, 14, 15, 17, 20; PSC IT 1.2, 2.3, 2.4, 2.6, 3.7, 5.1, 5.2, 6.3; AECT – Content Pedagogy, Learning Environment, Professional Knowledge & Skills].

3. Demonstrate the ability to provide a professional-level learning solution based on client/key stakeholder needs, applying effective strategies as either an internal or external consultant. [CCLO: 2, 5; SPEDMCLO 12, 13, 14, 15, 17; PSC IT 2.3, 2.4, 2.6, 3.2, 4.2, 6.3; AECT – Content Knowledge, Content Pedagogy, Learning Environment, Professional Knowledge & Skills].

4. Deliver the learning solution in the most efficient and effective mode, which could include client/key-stakeholder via Internet-based; computer-based; mobile-based modes of delivery; via a Learning Management System; database management system, applying an established standardized format such as SCORM or AAIC, for client learner management purposes. This delivery would follow a development sequence applying alpha-test, beta-test, and gold-test stages for the digital learning experience. [CCLO: 1, 2, 3, 4, 5, 6, 8; ECMMCLO: 11; SPEDMCLO 13, 14, 17, 18; PSC IT 1.4, 2.1, 2.2, 2.7, 2.8, 3.1, 3.2, 3.4, 3.5, 5.3, 6.2; AECT – Content Knowledge, Content Pedagogy, Learning Environment; Professional Knowledge & Skills].

5. Develop and implement client/key-stakeholder formative and summative evaluation process instruments. [CCLO: 1, 3, 6, 7, 9, 10; ECMMCLO: 12; SECMCLO 17; SPEDMCLO 14, 18, 20; PSC IT 1.1, 2.7, 3.1, 3.7, 5.3, 6.2; AECT –Content Pedagogy, Research].

6. Present your project and findings through an established class portfolio and showcase event in a professional method. [CCLO: 1, 3, 6, 7, 9, 10; ECMMCLO: 12; SECMCLO 17; SPEDMCLO 14, 18, 20; PSC IT 1.1, 2.7, 3.1, 3.7, 5.3, 6.2; AECT –Professional Knowledge & Skills].

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

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The student will be able to:

Demonstrate an understanding of, and ability to use, industry standard tools used for the design, development, and delivery of e-learning systems. [CCLO: 5; AECT: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills]

1. Demonstrate an understanding of foundational learning theories as applied to the design of e-learning. [CCLO: 1, 3, 4, 5, 6, 9; ECMMCLO: 11, 12, 14; SECMCLO: 12, 13, 14, 15; SPEDMCLO: ALL; AECT: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills]

2. Demonstrate an understanding of learner motivation in e-learning and how this affects the design of e-learning systems. [CCLO: 1, 3, 4, 5, 6, 9; ECMMCLO: 11, 12, 14; SECMCLO: 12, 13, 14, 15; SPEDMCLO: ALL; AECT: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills]

3. Conduct analyses of learners and needs in order to create instructional goals and/or performance objectives. [CCLO: 1, 3, 4; ECMMCLO: 12, 14, 14, 14; SPEDMCLO: 11, 12, 13, 16, 20; AECT: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills; PSC IT: 5.1, 5.3]

4. Develop assessment strategies aligned with instructional and/or performance objectives. [CCLO: 6, 9, 10; ECMMCLO: 11, 14; SECMCLO: 12, 14, 15; SPEDMCLO: 12, 13, 15, 16, 18, 20; AECT: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills; PSC IT: 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 4.1, 4.2, 4.3]

5. Synthesize and apply evidence-based research into the design of an e-learning system designed to meet established objectives. [CCLO: ALL; ECMMCLO: 11, 12, 14; SECMCLO: ALL; SPEDMCLO: ALL; AECT: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills, Research; PSC IT: ALL]

6. Create a prototype of an e-learning system that meets established objectives and adheres to best practices for the use of text, media, graphics, and accessibility features for diverse and exceptional learners. [CCLO: ALL; ECMMCLO: 11, 12, 14; SECMLO: 12, 14, 15, 16; SPEDMCLO: ALL; AECT: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills; PSC IT: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.5, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3]

7. Prepare a professional evaluation of an e-learning system, assessing its adherence to research recommendations and industry best practices. [CCLO: 6, 8, 9, 10; ECMMCLO: 14; SECMCLO: 11, 14, 15; SPEDMCLO: ALL; AECT: ALL; PSC IT: 2.7, 2.8, 5.1, 5.3]

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

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The student will be able to:

1. Demonstrate an understanding of the requirements and professional expectations of school personnel who administer technology programs. [CCLO: ALL; AECT: ALL; PSC IT: ALL; ECMMCLO: 12, 13, 14; SECMCLO: 14, 16, 17, 18; SPEDMCLO: ALL]

2. Demonstrate an understanding of relevant legal considerations such as copyright law, fair use, the Children's Internet Protection Act (CIPA), the Family Educational Rights and Privacy Act (FERPA), and the Americans with Disabilities Act (ADA). [CCLO: ALL; AECT: ALL; PSC IT: 4.2; ECMCLO: 12, 14, SPEDMCLO: 19]

3. Demonstrate an understanding of technology infrastructures common in schools and how to maintain them. [CCLO: 9, 10; AECT: Content Knowledge, Content Pedagogy, Learning Environments; PSC IT: 3.2, 3.4, 3.6, 4.2]

4. Demonstrate an ability to evaluate learning and program needs of schools in order to make appropriate recommendations for technology purchases, acquisitions, and maintenance.[CCLO: ALL; AECT: ALL; PSC IT: 1.1, 1.2, 1.3, 1.4, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 5.1, 5.3, 6.2]

5. Demonstrate an ability to evaluate learning and program needs of schools in order to make appropriate recommendations for effective technology integration supporting content pedagogy and providing access to diverse and exceptional learners.[CCLO: ALL; AECT: ALL; PSC IT: ALL; SPEDMCLO: ALL]

6. Demonstrate an ability to evaluate learning and program needs of schools in order to design, develop, and deliver effective, research-based technology professional development, accessible by diverse and exceptional learners. [CCLO: ALL; AECT: ALL; PSC IT: ALL; ECMMCLO: 111, 12, 13, 14; SECMCLO: 11, 12, 14, 16, 17, 18; SPED: ALL]

7. Demonstrate an understanding of major concepts of personnel management and training. [CCLO: 1, 4, 7, 9, 10; AECT: Content Knowledge, Professional Knowledge and Skills; PSC IT: 1.1, 1.4, 6.2; ECMMCLO: 14; SECMCLO: 13, 14, 15, 16, 17, 18]

8. Identify funding sources for technology programs and write a grant proposal. [CCLO: 8, 10; AECT: Content Knowledge; PSC IT: 1.3, 5.1, 5.3]

9. Develop, communicate, and manage a budget for technology resources and personnel. [CCLO: 8, 10; AECT: Content Knowledge; PSC IT: 1.3, 5.1, 5.3]

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The student will be able to:

1. Demonstrate an understanding of current trends in HRD and training/development through reading and research. The findings will be delivered through a research paper and professional presentation applying presentation delivery best practices [CCLO: 1, 5, 9; SPEDMCLO 15, 19; PSC IT 1.1, 1.4, 4.3, 5.2, 6.1; AECT - Utilization].

2. Explore how the HRD professional and/or instructional technologist leads and manages organizational change through professional and diverse learning initiatives. [CCLO: 3, 9; PSC IT 1.4, 4.3, 5.2, 6.1; AECT Design, Development, Utilization].

3. Apply a performance management approach to organizational development with the use of systematic design models and evaluation of training and development initiatives. [CCLO: 1, 5, 6, 9; PSC IT 4.3, 5.2, 5.3, 6.1; AECT - Design, Development, Utilization, Evaluation].

4. Conduct an instructional analysis so that the instructional activities, instructional objectives, and instructional materials can be designed to meet the learners' specific needs. [CCLO: 1, 4, 5, 6; ECMMCLO: 11; SECMCLO 13; 18; SPEDMCLO 14, 15, 17; PSC IT 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 41, 5.1, 6.3; AECT - Design, Development, Utilization].

5. Write performance objectives so that each objective establishes alignment with the instructional goals. [CCLO: 3, 5, 6, 8; ECMMCLO: 11; SPEDMCLO 14, 17; PSC IT 2.2, 2.3, 2.6, 5.1; AECT - Design, Development].

6. Develop effective training lessons or modules based on Instructional Systems Design strategies and models. [CCLO: 1, 2, 3, 5, 6, 10; PSC IT 2.1, 2.2, 2.6, 3.2, 4.1, 5.2, 5.3, 6.3; AECT – All].

7. Design and integrate the effective use of simulations and games into human resource development to achieve specified learning goals and objectives. [CCLO: 1, 4, 5, 6; PSC IT 1.2, 2.6, 3.6, 5.1, 5.2, 6.1 AECT - Design, Development, Utilization, Evaluation].

8. Select and employ instructional resources and strategies that enhance interpersonal communications, diversity, team dynamics, leadership, and coaching best practices and skills. [CCLO: 1, 2, 3, 4, 5, 7, 10; PSC IT 2.6, 3.7, 4.3, 5.2, 6.1, 6.3 AECT – Design, Development, Utilization, Evaluation].

9. Develop a macro-based schematic of an instructional program and curricula supported by micro skills for each course/lesson/module. [CCLO: All; PSC IT 1.1, 1.2, 2.2, 2.3, 2.4, 3.7, 4.1, 5.2, 6.1, 6.3; AECT - All].

10. Define and integrate alternative instructional modes such as Internet-based, mobile, and distance learning models for organizational training and development [CCLO: All; PSC IT 1.1, 1.2, 2.2, 2.3, 2.4, 3.7, 4.1, 5.2, 6.1, 6.3; AECT - All].

11. Conduct formative and summative evaluations to enhance instructional alignment and effectiveness. [CCLO: 3, 6; ECMMCLO: 13; SECMCLO 15; SPEDMCLO 18; PSC IT 2.3, 2.7, 2.8, 3.1, 3.6, 3.7, 5.3, 6.2; AECT Utilization, Management, Evaluation].

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The student will be able to:

1. Identify basic media forms and select media for instructional applications. [CCLO: 1, 3, 5, 7; ECMMCLO: 12; SPEDMCLO 14, 15; PSC IT 2.2, 3.2, 3.6, 5.2; AECT – Learning Environment].

2. Plan and design an effective media application for learning through the use of an instructional systems design approach. [CCLO: 1, 5; ECMMCLO: 12; SECMCLO 15; SPEDMCLO 13, 14, 17; PSC IT 2.2, 2.5, 2.6; AECT – Content Pedagogy, Learning Environment, Professional Knowledge & Skills].

3. Utilize media and technology to enhance instruction through survey of relevant research and theories on the successful integration of media into instructional and learning programs. [CCLO: 1, 5, 8; ECMMCLO: 11, 12; SECMCLO 11; SPEDMCLO 13, 14, 17;

PSC IT 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1; AECT – Content Pedagogy, Learning Environment, Professional Knowledge & Skills, Research].

4. Conduct effective pre-production, production, and post-production phases for video applying tools such as writing treatments, managing a pre-production checklist, and storyboarding. [CCLO: 1, 4, 5, 6; ECMMCLO: 11; SECMCLO 13; 18; SPEDMCLO 14, 15, 17; PSC IT 2.2, 2.6, 3.6, 5.1; AECT - Content Knowledge, Learning Environment, Professional Knowledge & Skills].

5. Demonstrate good video shooting, scene management, and lighting techniques. [CCLO: 2, 3, 7, 10; ECMMCLO: 12; PSC IT 3.2, 3.5, 3.6, 3.7, 4.2, 6.3; AECT – Content Knowledge, Professional Knowledge & Skills].

6. Adopt an awareness of legal, ethical, and professional standards for the development and distribution of educational audio and video production. [CCLO: 2, 3, 7, 10; ECMMCLO: 12; PSC IT 3.2, 3.5, 3.6, 3.7, 4.2, 6.3; AECT Content Knowledge, Professional Knowledge & Skills].

7. Identify how media-based components can support universal design in instructional environments for both differentiated instruction and accessibility. [CCLO: 1, 5; ECMMCLO: 14; SECMCLO 14; SPEDMCLO 19; PSC IT 1.3, 3.1, 4.2; AECT; Content Knowledge, Content Pedagogy, Learning Environment, Professional Knowledge & Skills, Research].

8. Apply effective evaluation methodologies and instruments for both video and audio projects. [CCLO: 1, 5, 6, 9; ECMMCLO: 12; SECMCLO 14; SPEDMCLO 14, 18; PSC IT 1.3, 2.8, 3.2, 3.6, 5.1, 5.3, 6.2; AECT – Content Pedagogy].

9. Deliver a final media-based project for integration into an educational or professional learning environment. [CCLO: All; ECMMCLO: All; SECMCLO 11; SPEDMCLO 12, 13, 14, 15, 17, 18, 19, 20; PSC IT All; AECT - Content Knowledge, Content Pedagogy, Learning Environment, Professional Knowledge & Skills, Research].

10. Conduct a peer review of media-based projects based on established criteria of best practices and conceptual frameworks. [CCLO: All; ECMMCLO: 12, 13; SECMCLO 16; SPEDMCLO 14, 20; PSC IT 2.4, 2.6, 2.7, 3.6, 3.7, 5.2, 5.3; AECT –Content Pedagogy, Professional Knowledge & Skills, Research].

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.)

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The student will be able to:

1. Generate and refine a definition of evaluation. [CCLO: 2, 6, 9; ECMMCLO: 12; SECMCLO: 14; AECT: ALL; PSC IT: 5.3]

2. Develop and defend a philosophy of evaluation. [CCLO: ALL; ECMMCLO: 12, 14; SECMCLO: 11, 13, 14, 15; SPEDMCLO: 11, 12, 13, 15, 18, 19, 20; AECT: ALL; PSC IT: 1.1, 2.2, 4.1, 4.2, 4.3]

3. Compare and contrast various evaluation "models." [CCLO: 2, 3, 4, 6, 7, 8, 9, 10; ECMMCLO: 12, 14; SECMCLO: 11, 13, 14, 15; SPEDMCLO: 11, 12, 13, 18, 19, 20; AECT: ALL; PSC IT: 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3]

4. Distinguish between/among various concepts such as:

   a. measurement and evaluation

   b. input, context, process and product criteria

   c. intrinsic and extrinsic evaluation

  d. norm-referenced and criterion-referenced measurement

  e. formative and summative evaluation

  f. [CCLO: 6, 9; ECMMCLO: 12; SPEDMCLO: 14, 19; AECT: ALL; PSC IT: 5.1, 5.3, 6.2]

5. Implement various facets of instructional product evaluation:

  a. review

  b. needs assessment

  c. formative evaluation

  d. effectiveness evaluation

  e. impact evaluation

  f. maintenance evaluation

  g. [CCLO: ALL; ECMMCLO: 12, 14; SECMCLO: 14, 15, 17, 18; SPEDMCLO: 11, 12, 13, 18, 20; AECT: ALL; PSC IT: 4.1, 4.2, 4.3, 5.1, 5.2, 5.3]

6. Write an evaluation plan for an instructional product, including measurement instruments. [CCLO: ALL; ECMMCLO: 12, 14; SECMCLO: 14, 15, 17, 18; SPEDMCLO: 11, 12, 13, 18, 20; AECT: ALL; PSC IT: 4.1, 4.2, 4.3, 5.1, 5.2, 5.3]

7. Evaluate an instructional product in a practical context. [CCLO: ALL; ECMMCLO: 12, 14; SECMCLO: 14, 15, 17, 18; SPEDMCLO: 11, 12, 13, 18, 20; AECT: ALL; PSC IT: 4.1, 4.2, 4.3, 5.1, 5.2, 5.3]

8. Report on an evaluation of an instructional product. [CCLO: ALL; ECMMCLO: 12, 14; SECMCLO: 14, 15, 17, 18; SPEDMCLO: 11, 12, 13, 18, 20; AECT: ALL; PSC IT: 4.1, 4.2, 4.3, 5.1, 5.2, 5.3]

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

College programs easily become merely a sequence of courses to be checked off, perhaps finished with written exams (comps) or a major paper (thesis). Few programs provide participants with an incentive or structure for assimilating the learning, insights, discoveries, and continuing questions derived from the courses and experiences of their programs. The overarching purpose of the capstone exhibition is to provide precisely that kind of incentive and structure.

Pedagogically, an exhibition suits the secondary education M.A.T. program's constructivist orientation. Each student's program is different, and since every participant is constructing his/her own understandings about learning and teaching, each deserves the opportunity to manifest the completeness and elegance of that understanding. Custom-designing an exhibition provides for a variety of learning styles and a richness of experience beyond what written exams can manifest.

Each candidate will be able to develop…

1. a fully developed personal pedagogy. Evidenced by…The personal pedagogy paper meets CCLOs 1, 2, 8, 9, SECMLOs 1, 2, 3, 4, 5, 7, and INTASC standards 1, 2, 3, 4, 9, 10.

2. a demonstration of knowledge of theories and issues related to pedagogy. Evidenced by…relevant citations in the annotated bibliography, paper and/or presentation. The demonstration meets CCLOs 1, 4, 5, 6, 8, SECMLOs 1, 2, 3, 5, 7, and INTASC standards 1, 2, 3, 6.

3. Evidence of knowledge of the individual's subject matter field. Evidenced by…Teaching demonstration of content during presentation. Evidence of subject matter knowledge meets CCLOs 2, and INTASC standards, 4, 5.

4. Evidence of applications of pedagogy and subject matter knowledge to classroom instruction. Evidenced by…Presentation reflections on the above. Evidence of applications meets CCLOs 1, 2, 3, 4, 5, 6, 7, 8, SECMLOs 1, 2, 5, and INTASC standards 1, 2, 3, 4, 5, 6, 7, 8.

5. (Perhaps most importantly, we hope to see manifestations of the) habits of mind that characterize a continuously developing professional educator. Evidenced by…The willingness to edit, re- invent or work through the complex task of writing and presenting at capstone. "The first write/solution is not always the best paper/solution" Manifestation of habits of mind meets CCLOs 1, 8, 9, SECMLOs 1, 3, 5, 7, and INTASC standard 9.

The purpose of this course is to provide a learning environment for students to synthesize their graduate experience, culminating in a multi media exhibition which demonstrates the individual's (a) knowledge of theories related to various aspects of pedagogy, and (b) knowledge of the content field, as well as (c) skill in applying that knowledge to schools and classrooms that meets the diverse needs of students.

We elected to require a capstone exhibition for our program as the most appropriate way to achieve the following:

1. As a given from the beginning of each person's program, we intend the exhibition to encourage participants to continuously thread together the various elements of their respective programs, rather than simply complete a sequence of separate courses.

2. In that an exhibition accommodates a variety of learning styles and talents, it provides a model of a type of assessment based on the concept that each participant is unique in constructing her/his own understandings about learning, school, and teaching.

3. Designing and presenting an exhibition gives students direct experience with exhibitions, a type of performance assessment that is increasingly used in schools and colleges.

4. An exhibition provides experience in making scholarly presentations to audiences of professionals.

5. Finally, exhibitions provide revealing assessments of the program and of our faculty's work.

 * MA SEC ED and Ed Studies Candidates: The TEAKS based portfolio is due at the end of the capstone course. Please see the "portfolio" section of this syllabi for more information.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The student will be able to:

1. Demonstrate an understanding of the historical evolution of the field of Instructional Technology and Systems Design. [CCLO: 2, 3, 9; ECMMCLO: 12; SECMCLO: 13, 15; SPCLO: 14]

2. Demonstrate an understanding of foundational learning theories developed and/or used by researchers and practitioners in the field. [CCLO: 2, 3, 9; ECMMCLO: 11, 12; SECMCLO: 12; SPEDMCLO: 12, 13, 18; AECT: Learning Environments, Professional Knowledge and Skills; PSC IT: 2.3, 2.5, 3.3; SPCLO: 13, 14]

3. Demonstrate an understanding of major instructional design models. [CCLO: ALL; ECMMCLO: 11, 12; SECMCLO: 12; SPEDMCLO: 12, 13, 18; AECT: Content Knowledge, Content Pedagogy, Learning Environments; PSC IT: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8; SPCLO: 14]

4. Examine and demonstrate understanding of research methodologies and practices specific to the Instructional Technology field. [CCLO: 2, 8; ECMMCLO: 12; SECMCLO: 11; AECT: Research; PSC IT: 6.1, 6.2; SPCLO: 15, 19]

5. Investigate and report on current instructional technology best practices and issues within the k-12 educational system. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL; SPCLO: 14]

6. Investigate and report on current instructional technology best practices and issues within the corporate, governmental, and non-profit organizations. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL; SPCLO: ALL]

7. Investigate and report on current instructional technology best practices and issues within institutions of higher education. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL; SPCLO: ALL]

8. Conduct an action research project that identifies and shares findings on highly potential employment opportunities in the instructional technology field including basic requirements and application strategies. [CCLO: 7, 8, 9; SPCLO: 14]

9. Demonstrate an emerging ability to produce scholarship within the field of instructional technology and systems design through a scholarly writing product of publishable quality. [CCLO: 7, 8, 9; SPCLO: 14]

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The student will be able to:

1. Demonstrate an understanding of the theories, models, and tools related to instructional design as it relates to the roles of the school media specialist, curriculum specialist, or other instructional technology professionals. [CCLO: 3, 4, 5, 6, 8; ECMMCLO: 12; SECMCLO 11; SPEDMCLO 12, 14, 15, 17; PSC IT 1.2, 1.4, 2.2, 2.6, 3.4, 4.3, 5.1,; AECT - Content Knowledge, Professional Knowledge & Skills, Research; SPCLO 11, 12, 14, 19].

2. Conduct a needs analysis to determine if a learning intervention is necessary or not. [CCLO: 1, 3, 6; ECMMCLO: 12; SECMCLO 13; SPEDMCLO 13, 14; PSC IT 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 41, 5.1, 6.3; AECT - Content Knowledge, Learning Environment; SPCLO 11, 18].

3. Develop educational goals when designing instructional units, to reflect the needs of the curriculum, the students, and the society through an effective goals analysis. [CCLO: 1, 3, 6; ECMMCLO: 12; SECMCLO 13; SPEDMCLO 13, 14; PSC IT 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1; AECT - Content Knowledge, Content Pedagogy; SPCLO All].

4. Conduct an instructional analysis so that the instructional activities, instructional objectives, and instructional materials can be designed to meet the learners' specific needs. [CCLO: 1, 4, 5, 6; ECMMCLO: 11; SECMCLO 13; 18; SPEDMCLO 14, 15, 17; PSC IT 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 41, 5.1, 6.3; AECT - Content Knowledge, Content Pedagogy, Learning Environment; SPCLO 11, 14].

5. Write performance objectives so that each objective establishes alignment with the instructional goals. [CCLO: 3, 5, 6, 8; ECMMCLO: 11; SPEDMCLO 14, 17; PSC IT 2.2, 2.3, 2.6, 5.1; AECT - Content Knowledge, Professional Knowledge & Skills; SPCLO 11, 13, 14, 19].

6. Select and develop assessment strategies and instruments that measure the learning of a lesson for a specific group of learners. [CCLO: 2, 6, 8; ECMMCLO: 11; SECMCLO 15; SPEDMCLO 18; PSC IT 2.1, 2.2, 2.7, 2.8; AECT – Learning Environment, Professional Knowledge & Skills; SPCLO 13, 16, 17, 20].

7. Develop instructional strategies for a set of objectives so that the instructional strategies meet the needs of the various learners. [CCLO: 1, 4, 5, 6; ECMMCLO: 11; SECMCLO 13; 18; SPEDMCLO 14, 15, 17; PSC IT 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 41, 5.1, 6.3; AECT - Content Knowledge, Content Pedagogy, Learning Environment; SPCLO 11, 13, 14, 19].

8. Select instructional resources on the basis of their relative advantage for a given instructional objective and their ability to meet the needs of a specific set of learners. [CCLO: 1, 2, 3, 5; ECMMCLO: 11,12; SPEDMCLO 17; PSC IT 1.2, 1.4, 2.2, 2.5, 2.6, 3.4, 3.5, 3.6, 6.3; AECT – Content Knowledge, Content Pedagogy, Learning Environment; SPCLO 11, 12, 13, 14, 16, 17, 18].

9. Prepare implementation plans to deliver instructional programs and curricula. [CCLO: 5, 7, 10; ECMMCLO: 11, 12; SECMCLO 11; SPEDMCLO 15; PSC IT 1.2, 1.3,2.6, 3.1, 3.2. 3.3, 3.4, 3.5, 4.1, 5.3, 6.3; AECT - Content Pedagogy, Learning Environment, Professional Knowledge & Skills; SPCLO 11, 12, 13, 16, 17, 18].

10. Conduct formative and summative evaluations to enhance instructional alignment and effectiveness. [CCLO: 3, 6; ECMMCLO: 13; SECMCLO 15; SPEDMCLO 18; PSC IT 2.3, 2.7, 2.8, 3.1, 3.6, 3.7, 5.3, 6.2; AECT – Content Pedagogy, Professional Knowledge & Skills; SPCLO 20].

11. Synthesize and report on published research related to the selected topic. [CCLO: ALL; ECMMCLO: ALL; SECMCLO: ALL; SPEDMCLO: ALL; PSC IT: ALL; AECT: ALL; SPCLO 15, 19]

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The following course objectives are representative of the field of Instructional Technology and Systems Design; however, specific objectives may vary each semester depending on the course topic.

The student will be able to:

1. Demonstrate an understanding of the selected topic and how it relates to the field of Instructional Technology and Design. [CCLO: ALL; ECMMCLO: ALL; SECMCLO: ALL; SPEDMCLO: ALL; PSC IT: ALL; AECT: ALL; SPCLO 12, 14]

2. Synthesize and report on published research related to the selected topic. [CCLO: ALL; ECMMCLO: ALL; SECMCLO: ALL; SPEDMCLO: ALL; PSC IT: ALL; AECT: ALL; SPCLO 14, 19]

3. Create instructional resources for professional development on the selected topic. [CCLO: ALL; ECMMCLO: ALL; SECMCLO: ALL; SPEDMCLO: ALL; PSC IT: ALL; AECT: ALL; SPCLO 11, 12, 13]

4. Examine and demonstrate understanding of research methodologies and practices specific to the Instructional Technology field. [CCLO: 2, 8; ECMMCLO: 12; SECMCLO: 11; AECT: Research; PSC IT: 6.1, 6.2; SPCLO 19]

5. Investigate and report on current instructional technology best practices and issues within the k-12 educational system. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL; SPCLO 15, 17]

6. Investigate and report on current instructional technology best practices and issues within the corporate, governmental, and non-profit organizations. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL; SPCLO 15, 17]

7. Investigate and report on current instructional technology best practices and issues within institutions of higher education. [CCLO: 7, 8; ECMMCLO: 12, 14; SECMCLO: 11, 16, 17, 18; SPEDMCLO: 19; AECT: ALL; PSC IT: ALL; SPCLO 13, 14, 16, 17]

8. Conduct an action research project that identifies and shares findings on highly potential employment opportunities in the instructional technology field including basic requirements and application strategies. [CCLO: 7, 8, 9; SPCLO 20]

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The student will be able to:

1. Demonstrate an understanding of, and ability to use, industry standard tools used for the design, development, and delivery of online courses. [CCLO: 5; AECT: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills; SPCLO: ALL]

2. Demonstrate an understanding of foundational learning theories as applied to the design of online learning. [CCLO: 1, 3, 4, 5, 6, 9; ECMMCLO: 11, 12, 14; SECMCLO: 12, 13, 14, 15; SPEDMCLO: ALL; AECT: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills; SPCLO: 14]

3. Demonstrate an understanding of learner motivation in online learning and how this affects the design of online learning. [CCLO: 1, 3, 4, 5, 6, 9; ECMMCLO: 11, 12, 14; SECMCLO: 12, 13, 14, 15; SPEDMCLO: ALL; AECT: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills; SPCLO: ALL]

4. Conduct analyses of learners and needs in order to create instructional goals and/or performance objectives. [CCLO: 1, 3, 4; ECMMCLO: 12, 14, 14, 14; SPEDMCLO: 11, 12, 13, 16, 20; AECT: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills; PSC IT: 5.1, 5.3; SPCLO: ALL]

5. Develop assessment strategies aligned with instructional and/or performance objectives. [CCLO: 6, 9, 10; ECMMCLO: 11, 14; SECMCLO: 12, 14, 15; SPEDMCLO: 12, 13, 15, 16, 18, 20; AECT: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills; PSC IT: 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 4.1, 4.2, 4.3; SPCLO: ALL]

6. Synthesize and apply evidence-based research into the design of online learning designed to meet established objectives. [CCLO: ALL; ECMMCLO: 11, 12, 14; SECMCLO: ALL; SPEDMCLO: ALL; AECT: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills, Research; PSC IT: ALL; SPCLO: 14, 15]

7. Create a prototype of an online course that meets established objectives and adheres to best practices for the use of text, media, graphics, and accessibility features for diverse and exceptional learners. [CCLO: ALL; ECMMCLO: 11, 12, 14; SECMLO: 12, 14, 15, 16; SPEDMCLO: ALL; AECT: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills; PSC IT: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.5, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3; SPCLO: ALL]

8. Prepare a professional evaluation of an online course or program, assessing its adherence to research recommendations and industry best practices. [CCLO: 6, 8, 9, 10; ECMMCLO: 14; SECMCLO: 11, 14, 15; SPEDMCLO: ALL; AECT: ALL; PSC IT: 2.7, 2.8, 5.1, 5.3; SPCLO: ALL]

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.)

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The student will be able to:

1. Demonstrate an understanding of the requirements and professional expectations of school personnel who administer technology programs. [CCLO: ALL; AECT: ALL; PSC IT: ALL; ECMMCLO: 12, 13, 14; SECMCLO: 14, 16, 17, 18; SPEDMCLO: ALL; SPCLO: All]

2. Demonstrate an understanding of relevant legal considerations such as copyright law, fair use, the Children's Internet Protection Act (CIPA), the Family Educational Rights and Privacy Act (FERPA), and the Americans with Disabilities Act (ADA). [CCLO: ALL; AECT: ALL; PSC IT: 4.2; ECMCLO: 12, 14, SPEDMCLO: 19; SPCLO: 16, 17, 19]

3. Demonstrate an understanding of technology infrastructures common in schools and how to maintain them. [CCLO: 9, 10; AECT: Content Knowledge, Content Pedagogy, Learning Environments; PSC IT: 3.2, 3.4, 3.6, 4.2; SPCLO: All]

4. Demonstrate an ability to evaluate learning and program needs of schools in order to make appropriate recommendations for technology purchases, acquisitions, and maintenance. [CCLO: ALL; AECT: ALL; PSC IT: 1.1, 1.2, 1.3, 1.4, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 5.1, 5.3, 6.2; SPCLO: 11, 13, 15, 19]

5. Demonstrate an ability to evaluate learning and program needs of schools in order to make appropriate recommendations for effective technology integration supporting content pedagogy and providing access to diverse and exceptional learners. [CCLO: ALL; AECT: ALL; PSC IT: ALL; SPEDMCLO: ALL; SPCLO: 20]

6. Demonstrate an ability to evaluate learning and program needs of schools in order to design, develop, and deliver effective, research-based technology professional development, accessible by diverse and exceptional learners. [CCLO: ALL; AECT: ALL; PSC IT: ALL; ECMMCLO: 111, 12, 13, 14; SECMCLO: 11, 12, 14, 16, 17, 18; SPED: ALL; SPCLO: All]]

7. Demonstrate an understanding of major concepts of personnel management and training. [CCLO: 1, 4, 7, 9, 10; AECT: Content Knowledge, Professional Knowledge and Skills; PSC IT: 1.1, 1.4, 6.2; ECMMCLO: 14; SECMCLO: 13, 14, 15, 16, 17, 18; SPCLO: 14, 15]

8. Identify funding sources for technology programs and write a grant proposal. [CCLO: 8, 10; AECT: Content Knowledge; PSC IT: 1.3, 5.1, 5.3; SPCLO: 14, 15, 20]

9. Develop, communicate, and manage a budget for technology resources and personnel. [CCLO: 8, 10; AECT: Content Knowledge; PSC IT: 1.3, 5.1, 5.3; SPCLO: 11, 14, 18, 19]

10. Demonstrate the ability to provide a professional-level learning solution based on client/key stakeholder needs, applying effective strategies as either an internal or external consultant. [CCLO: 2, 5; SPEDMCLO 12, 13, 14, 15, 17; PSC IT 2.3, 2.4, 2.6, 3.2, 4.2, 6.3; AECT – Content Knowledge, Content Pedagogy, Learning Environment, Professional Knowledge & Skills; SPCLO: All]].

11. Develop and implement client/key-stakeholder formative and summative evaluation process instruments. [CCLO: 1, 3, 6, 7, 9, 10; ECMMCLO: 12; SECMCLO 17; SPEDMCLO 14, 18, 20; PSC IT 1.1, 2.7, 3.1, 3.7, 5.3, 6.2; AECT –Content Pedagogy, Research; SPCLO: 18, 20].

12. Present your project and findings through an established class portfolio and showcase event in a professional method. [CCLO: 1, 3, 6, 7, 9, 10; ECMMCLO: 12; SECMCLO 17; SPEDMCLO 14, 18, 20; PSC IT 1.1, 2.7, 3.1, 3.7, 5.3, 6.2; AECT –Professional Knowledge & Skills; SPCLO: All].

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The student will be able to:

1. Demonstrate an understanding of the requirements and professional expectations of school personnel who administer technology programs. [CCLO: ALL; AECT: ALL; PSC IT: ALL; ECMMCLO: 12, 13, 14; SECMCLO: 14, 16, 17, 18; SPEDMCLO: ALL; SPCLO: All]

2. Develop essential knowledge, skills, and practice required to be an effective instructional and organizational leader. (SPCLO 12, 13)

3. Identify strategies for working with others to achieve specified educational outcomes while promoting positive change through effective communications. (SPCLO 11, 19, SPCLO 14, 16)

4. Demonstrate an understanding of relevant legal considerations such as digital citizenship, copyright law, fair use, the Children's Internet Protection Act (CIPA), the Family Educational Rights and Privacy Act (FERPA), and the Americans with Disabilities Act (ADA). [CCLO: ALL; AECT: ALL; PSC IT: 4.2; ECMCLO: 12, 14, SPEDMCLO: 19; SPCLO: 12, 17, 18]

5. Demonstrate an understanding of technology infrastructures common in schools and how to maintain them. [CCLO: 9, 10; AECT: Content Knowledge, Content Pedagogy, Learning Environments; PSC IT: 3.2, 3.4, 3.6, 4.2; SPCLO: 11, 12, 16, 18]

6. Demonstrate an ability to evaluate learning and program needs of schools in order to make appropriate recommendations for technology purchases, acquisitions, and maintenance.[CCLO: ALL; AECT: ALL; PSC IT: 1.1, 1.2, 1.3, 1.4, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 5.1, 5.3, 6.2; SPCLO:15, 16, 17]

7. Demonstrate an ability to evaluate learning and program needs of schools in order to make appropriate recommendations for effective technology integration supporting content pedagogy and providing access to diverse and exceptional learners.[CCLO: ALL; AECT: ALL; PSC IT: ALL; SPEDMCLO: ALL; SPCLO:20]

8. Identify funding sources for technology programs and write a grant proposal. [CCLO: 8, 10; AECT: Content Knowledge; PSC IT: 1.3, 5.1, 5.3; SPCLO: 18, 19, 20]

9. Develop, communicate, and manage a budget for technology resources and personnel. [CCLO: 8, 10; AECT: Content Knowledge; PSC IT: 1.3, 5.1, 5.3; SPCLO: 11, 12]

10. Write an evaluation plan for an instructional product, including selection, formative measurement plans, and summative measurement plans. [CCLO: ALL; ECMMCLO: 12, 14; SECMCLO: 14, 15, 17, 18; SPEDMCLO: 11, 12, 13, 18, 20; AECT: ALL; PSC IT: 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 SPCLO: 19, 20]

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)

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon successful completion of this course, the candidate will be able to:

1. the ability to describe the organization of the middle school. CCLO 1, InTASC Standard 3, 9

2. the ability to understand the complexities involved in curriculum development and implementation in a middle school class. CCLO 2, 3, 4, 5, 6, 7, 8, 9, 10, InTASC Standard 1,2, 3, 9

3. the ability to demonstrate knowledge of the social, emotional, cognitive, and physical development the middle grades child and the implications these characteristics have for developmentally appropriate practice. CCLO 3, 4, 5, 6, 7, 8, InTASC Standard 1, 9

4. the ability to plan and implement instructional strategies that provide an equal opportunity for all, including special needs students, to participate and learn in a middle school classroom. CCLO 2, 3, 4, 5, 6, 7, InTASC Standard 2, 9

5. the ability to assess student learning and teacher effectiveness. CCLO 6, 9, InTASC Standard 1, 2, 9

6. the ability to establish and maintain a supportive, democratic learning environment. CCLO 10, InTASC Standard 3, 9

7. the ability to foster family involvement in young adolescent's education at home and in school. CCLO 10, InTASC Standard 2

8. the ability to recognize needs and refer students to available in-school and community support service agencies. CCLO 10, InTASC Standard 1, 2, 9

9. the ability to select appropriate instructional aides, media, and resources. CCLO 2, 3, 4, 5, 6, 7, 8, InTASC Standard 1, 9

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

During Internship I the teacher candidate will:

1. support and promote an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom;

2. use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence;

3. demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways;

4. prepare and use Piedmont lesson plans to design learning segments that incorporate developmentally appropriately curriculum and instructional practices;

5. explore a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences;

6. observe and explore how experienced teachers create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities;

7. demonstrate sensitivity to differences in family structures and social and cultural backgrounds;

8. effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities;

9. model and promote constructivist practices;

10. implement basic health, nutrition, and safety management practices for children;

11. demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments;

12. cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability;

13. demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, teacher candidates should not take on coaching duties during their internship as these positions are generally time consuming and often require missing classroom experiences in order to travel;

14. positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team; and

15. demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

During Internship II the teacher candidate will:

1. support and promote an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom;

2. use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence;

3. demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways;

4. prepare and use Piedmont lesson plans to design learning segments that incorporate developmentally appropriately curriculum and instructional practices;

5. explore a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences;

6. observe and explore how experienced teachers create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities;

7. demonstrate sensitivity to differences in family structures and social and cultural backgrounds;

8. effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities;

9. model and promote constructivist practices;

10. implement basic health, nutrition, and safety management practices for children;

11. demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments;

12. cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability;

13. demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, teacher candidates should not take on coaching duties during their internship as these positions are generally time consuming and often require missing classroom experiences in order to travel;

14. positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team; and

15. demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

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

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. The teacher candidate must set and evaluate goals during each semester of the Advanced Internship. These goals should be based on the Teacher Keys Effectiveness System (TKES) Teacher Assessment on Performance Standards (TAPS). At the beginning of the first semester, the teacher candidate will submit to the college supervisor, for review, goals enhancing his or her professional development. The teacher candidate will monitor his or her progress toward reaching the goals throughout the semester as needed. The teacher candidate will create and submit a plan of improvement for goals not met and/or develop new goals for the next semester.

2. The teacher candidate periodically meets with his or her college supervisor to discuss progress towards the completion of the goals.

3. The college supervisor will make formal visits to the teacher candidate's classroom to observe him/her teaching, and provide constructive feedback on the progress toward meeting the goals of the program, as well those developed by the teacher candidate. College supervisors are expected to give constructive feedback after observing the teacher candidate. Observation tools, assessment forms, and communication strategies built into the program are used to foster dialogue and subsequent understanding. College supervisors will work with teacher candidates to develop areas in need of improvement, and to hone the teaching skills of the teacher candidate.

4. College supervisors are expected to make 3 school visits per semester to observe the teacher candidate. More visits may be necessary if the teacher candidate is not making satisfactory progress.

5. The college supervisor will evaluate the teacher candidate by conferring with the mentor teacher and completing the Intern Keys rubrics (Same as TAPS rubrics). Piedmont College encourages reflection through weekly journals. Reflection will occur weekly via an e-mail journal entry to the college supervisor. This entry should include reflections concerning successes, problems, classroom management issues, teaching strategies, and activities in which the teacher candidate participated. The depth of the reflections should move beyond "describing", and include a discussion of insights, action(s) taken, and connection with research on best practices. The teacher candidate is encouraged to reflect upon his or her progress toward achieving the core candidate learning outcomes.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. The teacher candidate must set and evaluate goals during each semester of the Advanced Internship. These goals should be based on the Teacher Keys Effectiveness System (TKES) Teacher Assessment on Performance Standards (TAPS). At the beginning of the first semester, the teacher candidate will submit to the college supervisor, for review, goals enhancing his or her professional development. The teacher candidate will monitor his or her progress toward reaching the goals throughout the semester as needed. The teacher candidate will create and submit a plan of improvement for goals not met and/or develop new goals for the next semester.

2. The teacher candidate periodically meets with his or her college supervisor to discuss progress towards the completion of the goals.

3. The college supervisor will make formal visits to the teacher candidate's classroom to observe him/her teaching, and provide constructive feedback on the progress toward meeting the goals of the program, as well those developed by the teacher candidate. College supervisors are expected to give constructive feedback after observing the teacher candidate. Observation tools, assessment forms, and communication strategies built into the program are used to foster dialogue and subsequent understanding. College supervisors will work with teacher candidates to develop areas in need of improvement, and to hone the teaching skills of the teacher candidate.

4. College supervisors are expected to make 3 school visits per semester to observe the teacher candidate. More visits may be necessary if the teacher candidate is not making satisfactory progress.

5. The college supervisor will evaluate the teacher candidate by conferring with the mentor teacher and completing the Intern Keys rubrics (Same as TAPS rubrics). Piedmont College encourages reflection through weekly journals. Reflection will occur weekly via an e-mail journal entry to the college supervisor. This entry should include reflections concerning successes, problems, classroom management issues, teaching strategies, and activities in which the teacher candidate participated. The depth of the reflections should move beyond "describing", and include a discussion of insights, action(s) taken, and connection with research on best practices. The teacher candidate is encouraged to reflect upon his or her progress toward achieving the core candidate learning outcomes.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. A fully developed personal pedagogy. Evidenced by…The personal pedagogy paper meets CCLOs 1, 2, 8, 9, SECMLOs 1, 2, 3, 4, 5, 7, and INTASC standards 1, 2, 3, 4, 9, 10.

2. A demonstration of knowledge of theories and issues related to pedagogy. Evidenced by…relevant citations in the annotated bibliography, paper and/or presentation. The demonstration meets CCLOs 1, 4, 5, 6, 8, SECMLOs 1, 2, 3, 5, 7, and INTASC standards 1, 2, 3, 6.

3. Evidence of knowledge of the individual's subject matter field. Evidenced by…Teaching demonstration of content during presentation. Evidence of subject matter knowledge meets CCLOs 2, and INTASC standards, 4, 5.

4. Evidence of applications of pedagogy and subject matter knowledge to classroom instruction. Evidenced by…Presentation reflections on the above. Evidence of applications meets CCLOs 1, 2, 3, 4, 5, 6, 7, 8, SECMLOs 1, 2, 5, and INTASC standards 1, 2, 3, 4, 5, 6, 7, 8.

5. (Perhaps most importantly, we hope to see manifestations of the) habits of mind that characterize a continuously developing professional educator. Evidenced by…The willingness to edit, re- invent or work through the complex task of writing and presenting at capstone. "The first write/solution is not always the best paper/solution" Manifestation of habits of mind meets CCLOs 1, 8, 9, SECMLOs 1, 3, 5, 7, and INTASC standard 9.

EDS - EDUCATION: SPECIALIST

EDS 8800 - Program Orientation and Scholarship (3)

This course is designed to orient candidates to the Ed.S. program, critical thinking, professional goal setting, 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 thinking from three perspectives: reading, writing, thinking, and verbal communication. 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. Issues and concerns will be discussed about paradigms in education and education research.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO)

Upon successful completion of this course, the candidate will be able to:

1. Candidates will become familiar with and understand the general design of the Specialist Program.

2. Candidates will informally assess themselves using the Georgia Teacher Keys Effectiveness System (TKES).

3. Candidates will understand the use of the Specialist Candidate Learning Outcomes (SPCLO) Log for all courses in the Ed. S.

4. Candidates will participate in orientation and training concerning library resources at Piedmont College.

5. Candidates will enhance their knowledge and skills regarding APA writing and publication guidelines.

6. Candidates will choose a course track for their program selecting courses in either Curriculum and Instruction or Leadership (where applicable).

7. Candidates will become familiar with and begin planning for the Ed. S. Presentation to be held at the end of the final semester.

8. Candidates will understand scholarly writing as differentiated from other styles of writing.

9. Candidates will explore scholarly writing from three perspectives and will become familiar with topics associated with each perspective: reading, writing and thinking.

10. Candidates will participate in class activities which enhance their understanding of scholarly writing which will include such topics as: evaluating sources on the internet, thinking critically as you read, identifying the author's purpose, skimming articles, note taking, using APA format, creating a reference list, using primary and secondary sources, publishing scholarly work, plagiarism, editing and revising, creating reference lists, influences affecting writers and professional accountability.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of this course, the candidate will be able to:

1. give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical, historical, and theoretical frameworks that undergird curriculum design. [SPCLO – 17, 20] (C&I – 1.1, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 6.1, 6.2, 6.3, 7.1)

2. describe selected definitions of ―curriculum and evaluate the implications and limitations of each. [SPCLO – 17, 20] (C&I – 1.1, 5.1)

3. provide evidence of the ability to align curriculum across local, state and national standards within and across subject areas. [SPCLO – 17, 20] (C&I – 1.2, 7.2, 7.3)

4. demonstrate knowledge of resources, including technology, to support best teaching practices. [SPCLO – 17, 20] (C&I – 1.1, 1.3, 1.4, 2.3)

5. demonstrate ability to design and modify environments that promote learning and are based on best practices and student performance data. [SPCLO – 17, 20] (C&I – 1.3, 3.1, 3.2, 4.1, 4.2, 4.3, 7.1)

6. evaluate the potentials and pitfalls of recent curricular and organizational innovations on gifted, regular, and special needs learners, as well as teachers and administrators. [SPCLO – 17, 20] (C&I – 5.17.1)

7. discuss the political nature of curriculum and the roles and responsibilities of curriculum stakeholders. [SPCLO – 17, 20] (C&I – 1.1)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Specialist Candidates will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning in the arts. Standard 2 (INTASC 1,2,7,8)

2. Specialist Candidates will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning including knowledge of resources, technology and exemplary teaching practices. Standard 1(INTASC 1, 3, 7, 8)

3. Specialist Candidates will demonstrate advanced depth and breadth of knowledge and skills in academic discipline and pedagogy. Standard 3 (INTASC 4, 5)

4. Specialist Candidates will demonstrate the ability to use research to promote student learning and to contribute to the teaching profession. Standard 5(INTASC 9)

5. Specialist Candidates will demonstrate advanced ability to differentiate instruction through the use of exemplary educational practices in a democratic learning environment. Standard 2 (INTASC 1, 2)

6. Specialist Candidates will demonstrate high standards for professional practice through continual self -assessment and reflection. Standard 7 (INTASC 4, 9, 10)

7. Specialist Candidates will demonstrate high standards for academic rigor, intellectual inquiry, and professional integrity. Standard 7 (INTASC 4, 5, 9, 10)

8. Specialist candidates will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning. Standard 6 (INTASC 6)

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.

School of Education Outcomes (See School of Education Syllabus A – IV)

Course Outcomes (CO):

Upon successful completion of this course, the candidate will be able to:

1. understand when and how to use different types of data;

2. appropriately display data;

3. read graphical displays of data;

4. understand the logic of hypothesis testing;

5. perform appropriate statistical tests using statistical software;

6. understand the types of inferences that may be drawn from various statistics.

These course outcomes apply to SPCLO 15 and 19, CCLO 8, and INTASC Standards 9 and 10.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the student will be able to:

- distinguish different types of quantitative and qualitative research;
- understand the importance of internal and external validity in quantitative research, and credibility and trustworthiness in qualitative research;
- recognize strengths and weaknesses of research studies;
- draw the appropriate inferences from various research findings;
- evaluate research studies that may be used or proposed for use in their own schools.

These course outcomes apply to SPCLO 15 and 19, CCLO 8 and 9, and INTASC Standards 9 and 10.

EDS 8830 - Foundations of Learning and Cognition (3)

This course is designed to introduce candidates to foundational concepts of educational psychology. This course provides an overview of theories and principles related to the cognitive, motivational, and socio-cultural factors that influence student learning in classroom contexts. Topics such as development, cognition, individual and group differences, motivation, and affect are examined. Classroom applications and implications are introduced.

Prerequisite: Admission to the EDS Program

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Identify foundational concepts of learning and cognition including stages and implications of development, individual and group differences, cognitive psychology theories, principles, and processes.

2. Explain foundational concepts of learning and cognition and how they apply across classroom practices and experiences.

3. Apply foundational concepts of learning and cognition to classroom practices and scenarios in order to better understand and meet students' diverse needs.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Use a problem-solving approach to investigate technology content in the learning environment [CCLO: 1, 5, 9 - SPCLO: 1, 4, 5, 10]

2. Communicate technology concepts and terminology clearly, including written, verbal, and visual forms [CCLO: 2, 7, 9, 10 - SPCLO: 2, 4, 8, 10]

3. Distinguish different levels of technological reasoning and use conjectures and arguments to validate technological thinking [CCLO: 1, 3, 5, 8 - SPCLO: 3, 5, 6, 7, 9]

4. Illustrate technology connections between conceptual and procedural knowledge, between different technology topics, and between technology and other curriculum areas [CCLO: 1, 5, 8 - SPCLO: 2, 4, 5, 8]

5. Demonstrate a knowledge of the physical mediums, topologies, attendant equipment, and logistics of networking [CCLO: 1, 5, 9 - SPCLO: 1, 4, 5, 10]

6. Use the World Wide Web as a learning, teaching, and research tool [CCLO: 1, 5, 7, 10 - SPCLO: 4, 5, 8, 11]

7. Create a personal and professional web site with pages, links, and instructional aids [CCLO: 1, 5, 9 - SPCLO: 1, 4, 5, 10]

8. Show an advanced level of educational uses for commercial applications such as word processing, electronic spreadsheets, presentation packages, and open source tools [CCLO: 1, 2, 3, 5, 10 - SPCLO: 4, 5]

9. Use advanced technology for the production of multimedia projects [CCLO: 1, 2, 3, 5, 7, 9, 10 - SPCLO: 2, 3, 5, 6, 8]

10. Analyze data including by technology-supported means [CCLO: 6, 9, 10 - SPCLO: 2, 4, 7, 9]

11. Demonstrate knowledge and skill in the use of various technology devices such as scanners, digital and video cameras, "interactive white boards', projections systems, CD ROM, and zip drives [CCLO: 2, 3, 5, 10 - SPCLO: 1, 2, 4, 5, 10]

12. Locate, read, and comprehend instructional technology professional journals, periodicals, articles, and manuals [CCLO: 7, 8 - SPCLO: 5, 10, 7]

13. Create a "best practices" plan for infusion of technology across the k-12 curriculum and model appropriate electronic instructional support [CCLO: 1, 2, 5, 6, 10 - SPCLO: 2, 5, 6, 8, 9]

14. Produce a professional "Portfolio" including exemplary personal productivity in the applications including word processing, electronic spreadsheet, data base management, presentation package, web page creation, and electronic communications [CCLO: All - SPCLO: All]

15. Produce an instructional web page related to individual level and content area [CCLO: 1, 4, 5, 7, 8, 10 - SPCLO: 2, 5, 7, 8, 10, 11]

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 Differentiated Instruction (DI) and the application of these principles to the development of fully differentiated lessons.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO): This course correlates to SPCLO 14 and 18

Upon successful completion of this course, the candidate will be able to:

- Identify, evaluate, and apply a range of instructional strategies designed to support differentiated instruction of lesson content, processes, and/or products based on the readiness, interests, and/or learning profiles of diverse students in public school classrooms. (SPCLO: 11, 13, 14, 17) [InTASC Standards 2, 5, 7, & 8]

- Identify, explain, and evaluate classroom management strategies and procedures which increase student success in a differentiated instruction learning environment. (SPCLO: 12, 16, 17,) [InTASC Standard 3]

- Understand and apply the effective use of assessment to support student learning. (SPCLO: 11, 12, 17, 20) [InTASC Standard 6]

- Create a unit of curriculum that demonstrates understanding and application of core principles of UbD and DI. (SPCLO: 11, 13, 14, 15, 17, 20) [InTASC Standards 2, 5, 6, 7, & 8]

- Create a professional development presentation in which relevant principles of DI and UbD are effectively communicated to an audience. Candidates will assess local need, synthesize ideas from research, and incorporate these ideas into a high-quality presentation that reflects a depth of scholarly understanding. (SPCLO: 12, 14, 15, 16, 17, 19) [InTASC Standard 2, 6, 7, & 8]

Additionally, this course addresses strategies and ideas related to the Georgia Department of Education TKES Performance Standards 1, 2, 3, 4, 5, 6, & 10.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of this course, the candidate will be able to:

1. Explore theoretical issues and current research on formative and summative assessment and their implications for educational assessment. This course outcome is aimed at meeting the School of Education's CCLO 6 and SPCLO 20. It addresses C&I Standard 6.1, 6.2 and INTASC standards 6 and 9.

2. Analyze assessments for validity and reliability. This course outcome is aimed at meeting the School of Education's CCLO 6 and SPCLO 20. It addresses C&I Standard 6.2 and INTASC standards 6 and 9.

3. Create valid, reliable, effective, efficient assessments (selected response, essay, performance assessments and rubrics) that are aligned with Common Core standards and with planned instruction. This course outcome is aimed at meeting the School of Education's CCLO 5, 6 and SPCLO 12, 20. It addresses C&I Standard 6.3 and INTASC standard 6.

4. Create valid and reliable formative and summative assessments to assess higher-level thinking. This course outcome is aimed at meeting the School of Education's CCLO 5, 6 and SPCLO 12, 20. It addresses C&I Standard 6.1, 6.3 and INTASC standards 5 and 6.

5. Create and utilize student self-assessments and peer reviews. This course outcome is aimed at meeting the School of Education's CCLO 1, 3, 6 and SPCLO 17, 20. It addresses C&I Standard 2.1, 6.2, 6.3 and INTASC standards 3 and 6.

6. Analyze data from formative and summative classroom assessments to determine appropriate course of action for instruction for diverse students' differentiated needs. This course outcome is aimed at meeting the School of Education's CCLO 4, 5, 6 and SPCLO 12, 17, 20. It addresses C&I Standard 2.1, 2.2, 2.3, 4.2, 6.1, 6.3 and INTASC standards 2 and 6.

7. Analyze data from standardized test data to identify longitudinal trends, achievement gaps, and establish goals for improvement. This course outcome is aimed at meeting the School of Education's CCLO 6 and SPCLO 17, 20. It addresses C&I Standard 2.1, .2.2, 2.3, 4.2, 6.1, 6.3, 6.5 and INTASC standards 6 and 9.

EDS 8851 - Professional Resource Utilization (3)

This course explores the characteristics of school organizations and the use of all available resources through the lens of school improvement and improved student performance. Candidates will evaluate school resource needs and propose modifications to school environments to promote learning. Candidates will explore the components of adult learning theory and a variety of professional development models.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Work with the community to ensure that schools reflect community needs. SPCLO 12, 18, 19, 20; INTASC 2, 5, 7, 10.

2. Understand, develop and execute a framework for change. SPCLO 13, 14, 15, 18, 19; INTASC 9, 10.

3. Understand and demonstrate the relationship between school resources and student performance SPCLO 11. 13, 18, 19; INTASC 7.

4. Consider and implement the procedures for utilizing fiscal and other resources to encourage optimum levels of school instruction. SPCLO 13, 19; INTASC 3, 10.

5. Identify and analyze the major sources of school fiscal and non-fiscal resources. SPCLO 13, 15, 19; INTASC 10.

6. Acquire and manage material and financial assets for school programs, allocating resources according to district or school priorities. SPCLO 11, 13, 18; INTASC 3, 10.

7. Develop understanding of minimum resources needed for school success SPCLO 11, 13, 14, 15; INTASC 6, 10.

8. Understand the relationship between resources allocated for educator professional development and improved student achievement SPCLO 11, 13, 14, 15; INTASC 7, 9.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

- Apply the knowledge of law and an understanding of ethical principles in decision making while considering the impact of those decisions on the school community. SPCLO: 18, 19, CCLO: 10.

- Apply the mandates of Constitutional law, statutory law, case law and other legal requirements regarding student rights and responsibilities. SPCLO: 12, 18, 19; CCLO: 1.

- Apply the mandates of Constitutional law, statutory law, case law and other legal requirements regarding teacher rights and responsibilities. SPCLO: 18, 19; CCLO: 9, 10.

- Demonstrate an understanding of and a willingness to follow the legal guidelines regarding religious expression in public schools. SPCLO: 15, 18, 19.

- Apply constitutionally guaranteed Due Process and Equal Protection rights in all circumstances involving members of the school community SPCLO: 18, 19; CCLO: 10.

- Understand and equitably apply legal mandates regulating special education issues. SPCLO: 11, 12, 15, 18; CCLO: 3, 4, 10.

- Establish and monitor affirmative policies and procedures for supervision of and protection of students from injury. SPCLO: 18, 19

- Understand and apply the mandates of employment law in the public education sector. SPCLO: 11, 16, 18, 19

- Establish a cooperative school culture that encourages high levels of cooperation among all members of the community. SPCLO: 16, 18, 19; CCLO: 10.

- Demonstrate an ability to anticipate and address future issues of law according to established legal principles. SPCLO: 18, 19; CCLO: 8, 9.

EDS 8877 - Communication for Professional Practice (3)

This course is designed to introduce candidates to foundational concepts of educational psychology. This course provides an overview of theories and principles related to the cognitive, motivational, and socio-cultural factors that influence student learning in classroom contexts. Topics such as development, cognition, individual and group differences, motivation, and affect are examined. Classroom applications and implications are introduced.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. communicate vision, goals and priorities

2. focused on student learning andorganizational effectiveness

3. communicate student and school progress, Georgia law, and other important

4. information through a variety of media

5. use oral and written communication skills to effectively communicate with all stakeholders

6. understand and use skills appropriate to the cultural contexts of communication

7. demonstrate improvement in interpersonal communication skills

8. express ideas clearly and concisely and for a variety of audiences

9. define communication as a skill and recognize the various forms of communication

10. develop strategies and staff development opportunities to improve communication for staff and teachers

EDS 8880 - Teacher 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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO)

Upon successful completion of this course, the candidate will be able to:

1. analyze, synthesize, and evaluate modes, methodologies, and roles of teachers as instructional leaders (SPCLO 15, 18)

2. develop essential knowledge, skills, and practices required to be an effective instructional leader, (SPCLO 12, 13)

3. identify strategies for working with others to achieve specified educational outcomes, (SPCLO 14, 16)

4. develop skills in providing guidance and practice while promoting positive change, (SPCLO 11, 19)

5. explore and develop strategies for the infusion of technology into classroom instruction. (SPCLO 13, 20)

EDSE - EDUCATION: SECONDARY EDUCATION

EDSE 6632 - Language Arts Methods, 6-12 (3)

This course will prepare candidates who can identify key components of effective planning for secondary language arts, develop effective plans for teaching language arts to diverse secondary learners, and justify the impact of the context on planning for secondary language arts teaching and learning. There will be 15 hours of directed field based experiences embedded into this course.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon the completion of this course, students will be able to demonstrate they can:

1. Identify key components of effective planning for secondary English language arts learning.

2. Develop effective plans for teaching secondary English language arts to diverse learners.

3. Justify the impact of the context on planning for secondary English language arts teaching and learning.

Education (EDSE) 6634 - Social Studies Methods, 6-12 (3)

This course will prepare teacher candidates who can identify key components of effective planning for secondary social studies, develop effective plans for teaching social studies to diverse secondary learners, and justify the impact of the context on planning for secondary social studies teaching and learning. There will be 15 hours of directed field-based experiences embedded into this course.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon the completion of this course, students will be able to demonstrate they can:

1. Identify key components of effective planning for secondary history/social studies learning.

2. Develop effective plans for teaching secondary history/social studies to diverse learners.

3. Justify the impact of the context on planning for secondary history/social studies teaching and learning.

Education (EDUC) 6635 - Science Methods, 6-12 (3)

This course will prepare teacher candidates who can identify key components of effective planning for secondary science, develop effective plans for teaching science to diverse secondary learners, and justify the impact of the context on planning for secondary science teaching and learning. There will be 15 hours of directed field-based experiences embedded into this course.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon the completion of this course, students will be able to demonstrate they can:

1. Identify key components of effective planning for secondary science learning.

2. Develop effective plans for teaching secondary science to diverse learners.

3. Justify the impact of the context on planning for secondary science teaching and learning.

EDSE 6636 - Math Methods, 6-12 (3)

This course will prepare teacher candidates who can identify key components of effective planning for secondary mathematics, develop effective plans for teaching mathematics to diverse secondary learners and justify the impact of the context on planning for secondary mathematics teaching and learning. There will be 15 hours of directed field-based experiences embedded into this course.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon the completion of this course, students will be able to demonstrate they can:

1. Identify key components of effective planning for secondary mathematics learning.

2. Develop effective plans for teaching secondary mathematics to diverse learners.

3. Justify the impact of the context on planning for secondary mathematics teaching and learning.

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

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon the completion of this course, students will be able to demonstrate they can:

1. Know that the best mathematics teaching in classrooms stresses the understanding of mathematical thinking rather than mastery of mathematical processes.

2. Know the major developments of mathematics across history, from ancient times to the present.

3. Understand the ways in which mathematical thought has evolved over time, with previous developments and discoveries laying the foundation for subsequent ones.

4. Understand that mathematical thought has developed in meaningful ways across different cultures, each contributing uniquely to present understandings.

5. Understand that historical knowledge of mathematical thought can provide context for teaching within classrooms today: Historical understandings help teachers tell the "stories" behind the processes upon which math curriculum is often built.

6. Understand that by making math relevant to students through historical contexts, math becomes more accessible, interesting, and engaging.

7. Understand that their personal knowledge and views on the history of mathematical thought directly impact the choices regarding instructional planning, delivery, and perception of student potential.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon successful completion of this course, the candidate will be able to:

1. Be reflective about his/her own teaching and make suggestions for improvement, based on exploring and testing a variety of teaching models and instructional, management, and assessment strategies for their effect on student learning. Analyze the philosophical foundations underlying these models and strategies in pedagogical research/theory and content domain knowledge.

    a. This course outcome is aimed at meeting the School of Education's Core Candidate Learning Outcomes (CCLO) 1 – 9 and Secondary Education Candidate Learning Outcomes (SECMLO) 1, 2, 3, 5, 6, and 8. It is aimed at meeting INTASC standards 1, 5, 6, 9 and TKES standard 9.

2. Gather and analyze classroom data on own teaching & students' learning to demonstrate that she/he is an effective teacher, competent in:

    a. in-depth content knowledge,

    b. content specific pedagogy, with a variety of methods to support diverse learners,

    c. development of classroom environment that supports individual and group learning.

    d. This course outcome is aimed at meeting the School of Education's CCLO 1 – 8 and SECMLO 2. It is aimed at meeting INTASC standards 1, 2, 3, 4, 5, 8, 9 and TKES standards 1, 2, 3, 4, 6, 7, 8.

3. Articulate insights in personal perspectives regarding his or her philosophy of pedagogy, Envision the ultimate goal of students well educated in your content area, and how this personal pedagogy works to take your students from where they start to that goal of well-educated students.

    a. This course outcome is aimed at meeting the School of Education's CCLO 2 and 9 and SECMLO 2, 3, and 5. It is aimed at meeting INTASC standards 1, 2, 7, 9 and TKES standard 1.

4. Work together to create and participate in a professional learning community at the local, national, and college levels.

    a. This course outcome is aimed at meeting the School of Education's CCLO 10, and SECMLO 3, 6, 7, and 8. It is aimed at meeting INTASC standards 9, 10 and TKES standard 10.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

1. Explore, analyze, and test a variety of instructional, management, assessment, and communication strategies and skills, grounded in research & theory and content domain knowledge, for use in today's diverse classrooms.

    a. This course outcome is aimed at meeting the School of Education's CCLO 1- 9, and SECMCLO 1 and 5.

    b. As measured by the quantitative and qualitative feedback of the School Case Study, rubric attached on section Description of participants

2. Be reflective about own teaching and make suggestions for improvement.

    a. This course outcome is aimed at meeting the School of Education's CCLO 9 and SECMCLO 4 and 5.

    b. As measured by the quantitative and qualitative feedback of the CCLO portfolio, which includes reflections on a candidates own teaching.

3. Develop coherent instructional curriculum, integrating content knowledge and pedagogical content knowledge.

    a. This course outcome is aimed at meeting the School of Education's CCLO 1 – 7 and SECMCLO 2 and 5.

4. Develop a consistent overall approach to teaching for today's academically, linguistically and culturally diverse classroom.

    a. This course outcome is aimed at meeting the School of Education's Core Candidate Learning Outcomes (CCLO) 1 – 8 and Secondary Education Candidate Learning Outcomes (SECMCLO) 1, 3, and 5.

    b. As measured by the quantitative and qualitative feedback of the School Case Study, rubric attached on section Description of participants, who are students in a potentially diverse classroom.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon successful completion of this course, the candidate will be able to:

1. Develop a consistent overall approach to teaching your content to today's academically, linguistically and culturally diverse classroom and choose strategies consistent with own overall approach to teaching.

    a. This course outcome is aimed at meeting the School of Education's Core Candidate Learning Outcomes (CCLO) 1 – 8 and Secondary Education Candidate Learning Outcomes (SECMCLO) 1, 3, and 5. It is aimed at meeting INTASC standard 8.

2. Explore, analyze, and test a variety of instructional, management, assessment, and communication strategies and skills, grounded in research & theory and content domain knowledge, for use in today's diverse classroom.

    a. This course outcome is aimed at meeting the School of Education's CCLO 1, 2, 4, 5, 6, 9, and SECMCLO 1 and 5. It is aimed at meeting INTASC standards 1, 2, 5, 6.

3. Analyze student work for misconceptions and problem areas and design instruction to address the issues.

    a. This course outcome is aimed at meeting the School of Education's CCLO 2, 3, 4, 5, 6. It is aimed at meeting INTASC standard 1, 2, 4, 5, 6, 7, 8.

4. Develop coherent curriculum, integrating in-depth content knowledge and pedagogical content knowledge with understanding of diverse students in the classroom.

    a. This course outcome is aimed at meeting the School of Education's CCLO 1 – 7 and SECMCLO 2 and 5. It is aimed at meeting INTASC standard 2, 4, 5, 6, 7, 8.

5. Be reflective about own teaching and make suggestions for improvement.

    a. This course outcome is aimed at meeting the School of Education's CCLO 9 and SECMCLO 4 and 5. It is aimed at meeting INTASC standard 9.

6. Develop a vision of the ultimate goal of education—well-educated students.

    a. This course outcome is aimed at meeting the School of Education's CCLO 2 and SECMCLO 2.

7. Work together to create and participate in a professional learning community at the local, national, and college levels.

    a. This course outcome is aimed at meeting the School of Education's CCLO 9, 10, and SECMCLO 3 and 4. It is aimed at meeting INTASC standard 9.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon successful completion of this course, the candidate will be able to:

1. Develop a consistent overall approach to teaching for today's academically, linguistically and culturally diverse classroom and choose strategies consistent with that overall approach to teaching.

   a. This course outcome is aimed at meeting the School of Education's Core Candidate Learning Outcomes (CCLO) 1 – 8 and Secondary Education Candidate Learning Outcomes (SECMCLO) 1, 3, and 5. It is aimed at meeting INTASC standard 8.

2. Explore, analyze, and test a variety of instructional, management, assessment, and communication strategies and skills, grounded in research & theory and content domain knowledge, for use in today's diverse classroom.

   a. This course outcome is aimed at meeting the School of Education's CCLO 1- 9, and SECMCLO 1 and 5. It is aimed at meeting INTASC standards 1, 2, 5, 6.

3. Research the school and classroom communities and individual students and use data in planning culturally relevant, developmentally appropriate instruction and interacting with school personnel and community members.

   a. This course outcome is aimed at meeting the School of Education's CCLO 4, 8, 10 and SECMCLO 4. It is aimed at meeting INTASC standards 1, 2, 3, 7.

4. Develop coherent curriculum, integrating in-depth content knowledge and pedagogical content knowledge with understanding of diverse students in the classroom.

   a. This course outcome is aimed at meeting the School of Education's CCLO 1 – 7 and SECMCLO 2 and 5. It is aimed at meeting INTASC standard 2, 4, 5, 6, 7, 8.

5. Be reflective about own teaching and make suggestions for improvement.

   a. This course outcome is aimed at meeting the School of Education's CCLO 9 and SECMCLO 4 and 5. It is aimed at meeting INTASC standard 9.

6. Develop a vision of the ultimate goal of education—knowledgeable, critical thinking citizens.

   a. This course outcome is aimed at meeting the School of Education's CCLO 2 and SECMCLO 2.

7. Work together to create and participate in a professional learning community at the local, national, and college levels.

   a. This course outcome is aimed at meeting the School of Education's CCLO 9, 10, and SECMCLO 3 and 4. It is aimed at meeting INTASC standard 9.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon successful completion of this course, the candidate will be able to:

1. Develop a consistent overall approach to teaching your content to today's academically, linguistically and culturally diverse classroom and choose strategies consistent with own overall approach to teaching.

   a. This course outcome is aimed at meeting the School of Education's Core Candidate Learning Outcomes (CCLO) 1 – 8 and Secondary Education Candidate Learning Outcomes (SECMCLO) 1, 3, and 5. It is aimed at meeting INTASC standard 8.

2. Explore, analyze, and test a variety of instructional, management, assessment, and communication strategies and skills, grounded in research & theory and content domain knowledge, for use in today's diverse classroom.

    a. This course outcome is aimed at meeting the School of Education's CCLO 1, 2, 4, 5, 6, 9, and SECMCLO 1 and 5. It is aimed at meeting INTASC standards 1, 2, 5, 6.

3. Analyze student work for misconceptions and problem areas and design instruction to address the issues.

    a. This course outcome is aimed at meeting the School of Education's CCLO 2, 3, 4, 5, 6. It is aimed at meeting INTASC standard 1, 2, 4, 5, 6, 7, 8.

4. Develop coherent curriculum, integrating in-depth content knowledge and pedagogical content knowledge with understanding of diverse students in the classroom.

    a. This course outcome is aimed at meeting the School of Education's CCLO 1 – 7 and SECMCLO 2 and 5. It is aimed at meeting INTASC standard 2, 4, 5, 6, 7, 8.

5. Be reflective about own teaching and make suggestions for improvement.

    a. This course outcome is aimed at meeting the School of Education's CCLO 9 and SECMCLO 4 and 5. It is aimed at meeting INTASC standard 9.

6. Develop a vision of the ultimate goal of education—well-educated students.

    a. This course outcome is aimed at meeting the School of Education's CCLO 2 and SECMCLO 2.

7. Work together to create and participate in a professional learning community at the local, national, and college levels.

    a. This course outcome is aimed at meeting the School of Education's CCLO 9, 10, and SECMCLO 3 and 4. It is aimed at meeting INTASC standard 9.

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. Corequisite: EDUC 6151

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

During Internship I the teacher candidate will:

1. support and promote an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom;

2. use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence;

3. demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways;

4. prepare and use Piedmont lesson plans to design learning segments that incorporate developmentally appropriately curriculum and instructional practices;

5. explore a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences;

6. observe and explore how experienced teachers create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities;

7. demonstrate sensitivity to differences in family structures and social and cultural backgrounds;

8. effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities;

9. model and promote constructivist practices;

10. implement basic health, nutrition, and safety management practices for children;

11. demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments;

12. cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability;

13. demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, teacher candidates should not take on coaching duties during their internship as these positions are generally time consuming and often require missing classroom experiences in order to travel;

14. positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team; and

15. demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Support and promote an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom;

2. Use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence;

3. Demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways;

4. Prepare and use Piedmont lesson plans to design learning segments that incorporate developmentally appropriately curriculum and instructional practices;

5. Explore a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences;

6. Observe and explore how experienced teachers create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities;

7. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds;

8. Effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities;

9. Model and promote constructivist practices;

10. Implement basic health, nutrition, and safety management practices for children;

11. Demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments;

12. cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability;

13. Demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, teacher candidates should not take on coaching duties during their internship as these positions are generally time consuming and often require missing classroom experiences in order to travel;

14. Positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team; and

15. Demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

EDSE 7744 - Advanced Internship I (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.

Corequisite: EDUC 6151

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)
COURSE OUTCOMES (CO):
During Advanced Internship the Advanced Intern will:

1. Set and evaluate goals during each semester of the Advanced Internship. These goals should be based on the Teacher Keys Effectiveness System (TKES)-Teacher Assessment on Performance Standards (TAPS). At the beginning of the first semester, the Advanced Intern will submit to the college supervisor, for review, goals enhancing his or her professional development. The Advanced Intern will monitor his or her progress toward reaching the goals throughout the semester as needed. The Advanced Intern will create and submit a plan of improvement for goals not met and/or develop new goals for the next semester.

2. Periodically meet with his or her college supervisor to discuss progress towards the completion of the goals.

3. Be encouraged to engage in reflection through weekly journals. Reflection will occur weekly via an e-mail journal entry to the college supervisor. This entry should include reflections concerning successes, problems, classroom management issues, teaching strategies, and activities in which the Advanced Intern participated. The depth of the reflections should move beyond "describing", and include a discussion of insights, action(s) taken, and connection with research on best practices. The Advanced Intern is encouraged to reflect upon his or her progress toward achieving the core candidate learning outcomes.During the Advanced Internship the college supervisor will:

1. Make formal visits to the Advanced Intern's classroom to observe him/her teaching, and provide constructive feedback on the progress toward meeting the goals of the program, as well those developed by the Advanced Intern. College supervisors are expected to give constructive feedback after observing the Advanced Intern. Observation tools, assessment forms, and communication strategies built into the program are used to foster dialogue and subsequent understanding. College supervisors will work with Advanced Interns to develop areas in need of improvement, and to hone the teaching skills of the Advanced Interns.

2. Be expected to make 3 school visits per semester to observe the Advanced Intern. More visits may be necessary if the Advanced Intern is not making satisfactory progress.

3. Evaluate the Advanced Intern by conferring with the host teacher and completing the Intern Keys rubrics (Same as TAPS rubrics). Please visit the Piedmont College School of Education website at http://edu.piedmont.edu/ to access these forms by using your username and password provided to you by the college. Please complete the assessment electronically and submit to Piedmont College according to guidelines provided at that time. You may find it helpful to print out a copy of the electronic assessment before you submit the form, as it will not be available to you after that time.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)
COURSE OUTCOMES (CO):
During Advanced Internship the Advanced Intern will:

1. Set and evaluate goals during each semester of the Advanced Internship. These goals should be based on the Teacher Keys Effectiveness System (TKES)-Teacher Assessment on Performance Standards (TAPS). At the beginning of the first semester, the Advanced Intern will submit to the college supervisor, for review, goals enhancing his or her professional development. The Advanced Intern will monitor his or her progress toward reaching the goals throughout the semester as needed. The Advanced Intern will create and submit a plan of improvement for goals not met and/or develop new goals for the next semester.

2. Periodically meet with his or her college supervisor to discuss progress towards the completion of the goals.

3. Be encouraged to engage in reflection through weekly journals. Reflection will occur weekly via an e-mail journal entry to the college supervisor. This entry should include reflections concerning successes, problems, classroom management issues, teaching strategies, and activities in which the Advanced Intern participated. The depth of the reflections should move beyond "describing", and include a discussion of insights, action(s) taken, and connection with research on best practices. The Advanced Intern is encouraged to reflect upon his or her progress toward achieving the core candidate learning outcomes.During the Advanced Internship the college supervisor will:

1. Make formal visits to the Advanced Intern's classroom to observe him/her teaching, and provide constructive feedback on the progress toward meeting the goals of the program, as well those developed by the Advanced Intern. College supervisors are expected to give constructive feedback after observing the Advanced Intern. Observation tools, assessment forms, and communication strategies built into the program are used to foster dialogue and subsequent understanding. College supervisors will work with Advanced Interns to develop areas in need of improvement, and to hone the teaching skills of the Advanced Interns.

2. Be expected to make 3 school visits per semester to observe the Advanced Intern. More visits may be necessary if the Advanced Intern is not making satisfactory progress.

3. Evaluate the Advanced Intern by conferring with the host teacher and completing the Intern Keys rubrics (Same as TAPS rubrics). Please visit the Piedmont College School of Education website at http://edu.piedmont.edu/ to access these forms by using your username and password provided to you by the college. Please complete the assessment electronically and submit to Piedmont College according to guidelines provided at that time. You may find it helpful to print out a copy of the electronic assessment before you submit the form, as it will not be available to you after that time.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. A fully developed personal pedagogy. Evidenced by…The personal pedagogy paper meets CCLOs 1, 2, 8, 9, SECMLOs 1, 2, 3, 4, 5, 7, and INTASC standards 1, 2, 3, 4, 9, 10.

2. A demonstration of knowledge of theories and issues related to pedagogy. Evidenced by…relevant citations in the annotated bibliography, paper and/or presentation. The demonstration meets CCLOs 1, 4, 5, 6, 8, SECMLOs 1, 2, 3, 5, 7, and INTASC standards 1, 2, 3, 6.

3. Evidence of knowledge of the individual's subject matter field. Evidenced by…Teaching demonstration of content during presentation. Evidence of subject matter knowledge meets CCLOs 2, and INTASC standards, 4, 5.

4. Evidence of applications of pedagogy and subject matter knowledge to classroom instruction. Evidenced by…Presentation reflections on the above. Evidence of applications meets CCLOs 1, 2, 3, 4, 5, 6, 7, 8, SECMLOs 1, 2, 5, and INTASC standards 1, 2, 3, 4, 5, 6, 7, 8.

5. (Perhaps most importantly, we hope to see manifestations of the) habits of mind that characterize a continuously developing professional educator. Evidenced by…The willingness to edit, re- invent or work through the complex task of writing and presenting at capstone. "The first write/solution is not always the best paper/solution" Manifestation of habits of mind meets CCLOs 1, 8, 9, SECMLOs 1, 3, 5, 7, and INTASC standard 9.

EDSL - EDUCATION: EDUCATIONAL LEADERSHIP

EDSL 8810 - Introduction to Educational 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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Understand and apply responsibilities of school leaders that enhance student achievement.

2. Understand and apply leadership in a manner consistent with research concerning change dynamics.

3. Demonstrate an ability to utilize building-level data for instructional improvement.

4. Develop strategies for remaining familiar with best practices in curriculum, instruction, and assessment and developing instructional leadership capacity.

5. Understand and develop a plan for utilizing classroom walk-throughs

6. Identify and analyze the major sources of school fiscal and non-fiscal resources. SPCLO 13, 15, 19

7. Acquire and manage material and financial assets for school programs, allocating resources according to district or school priorities. SPCLO 11, 13, 18

8. Develop understanding of minimum resources needed for school success SPCLO 11, 13, 14, 15

9. Understand the relationship between resources allocated for educator professional development and improved student achievement SPCLO 11, 13, 14, 15

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Work with the community to ensure that schools reflect community needs.

2. Understand the connection between budget and resources

3. Acquire and manage material and financial assets for school programs, allocating resources according to district or school priorities

4. Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community

5. Implement strategic human resources, finance, and facility planning at the local school level within the context of system-wide planning.

6. Utilize appropriate models for long-range and short-range planning for finance, facility and personnel needs.

7. Develop and implement fair and defensible processes for job application, screening of applicants, interviewing selected candidates, conducting reference checks, and employment of qualified applicants.

8. Describe and plan an effective induction program for new employees.

9. Demonstrate the ability to design plans for assisting marginal employees and maintaining proper documentation of remediation efforts.

10. Demonstrate an understanding of legal and ethical requirements related to human resource and facility management functions.

11. Demonstrate understanding of the role of diversity in planning, implementing, and evaluating school-level human resource functions.

12. Identify and analyze the major sources of school fiscal and non-fiscal resources.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Analyze multiple sources of data for individual students

2. Analyze multiple sources of data for disaggregated sub-groups to identify improvement needs and "symptoms"

3. Analyze root causes of deficiencies and spikes in improvement

4. Develop and use tools to collect additional data to validate assumptions about data

5. Analyze systems and processes that impact student success to find needs for improvement in processes and practices.

6. Develop personal student achievement goals based on analyzed student data.

7. Lead individuals and/or team(s) in the analysis of student data

8. Learn to use the Plan-Do-Check-Act Cycle

9. Complete a project that includes developing and presenting a School Data Profile 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 asses outcomes to improve the quality of education, despite the nature of our changing society.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

Upon successful completion of this course, the candidate will be able to:

1. Develop essential knowledge, skills, and abilities required to be an effective instructional and organizational leader. (DCLO 1, 2, 5, 6, 7, 8, 9; GA Ed Leadership Standards 1-10)

2. Demonstrate the understanding of ethical principles in decision-making while considering the impact of decisions on all involved parties. (DCLO 1, 5, 7, 9; GA Ed Leadership Standards 1-10)

3. Demonstrate knowledge and practice within the bounds of professional norms for practice as school leaders (DCLO 1, 2, 5, 7, 10; GA Ed Leadership Standards 1, 2, 3, 5, 7, 10)

4. Identify strategies for working with others to achieve specified educational outcomes despite dynamic changing systems, legalities, and environments. (DCLO 2, 6, 7, 8, 9, 10; GA Ed Leadership Standards 1-10)

5. Participate in simulated environments that address working with cultural diversity, organizational collaboration and communication, coaching techniques, and managing change for educational outcomes. (DCLO 1-10; GA Ed Leadership Standards 1-10)

6. Develop skills in providing guidance and practice while promoting positive change. (DCLO 1-10; GA Ed Leadership Standards 1-10)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

Upon successful completion of this course, the candidate will be able to:

1. Demonstrate the understanding of how to drive and sustain organizational improvements in a school setting.

2. Demonstrate the understanding of how to create and implement a vision in a school setting.

3. Demonstrate the understanding of how to promote a collaborative and professional environment in a school setting.

4. Demonstrate the understanding of the roles and responsibilities of school level leaders.

5. Demonstrate the understanding of the implications for effective practice in a school setting.

6. Demonstrate the understanding of developing an equitable education for all students in a school setting.

7. Demonstrate the understanding of effective leaders address issues related to a diverse population in a school setting.

8. Demonstrate knowledge and practice within the bounds of professional norms for practice as school leaders.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

Upon successful completion of this course, the candidate will be able to:

1. Demonstrate the ability to develop and communicate expectations of codes of conduct to address student behavior in a positive, fair, and unbiased manner.

2. Demonstrate the ability to analyze data to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social supports, and other resources needed for college/career readiness.

3. Demonstrate the ability to recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

4. Demonstrate the ability to utilize a variety of strategies to examine and address assumptions and beliefs that may conflict with vision and goals.

5. Demonstrate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

6. Demonstrate the ability to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

7. Demonstrate the ability to promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

8. Demonstrate the ability to cultivate and reinforce student engagement in school and positive student conduct.

9. Demonstrate the ability to create and sustain positive, collaborative, and productive relationships with families and the community.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

Upon successful completion of this course, the candidate will be able to:

1. Demonstrate an understanding of the strategies involved in recruiting, interviewing, hiring, and supporting high performing teachers.

2. Demonstrate an understanding of teacher evaluation as part of a teaching and learning system that supports continuous improvement by enhancing teacher learning and effectively supporting student achievement.

3. Demonstrate an understanding of the components and features of effective professional development.

4. Demonstrate the ability to identify, implement and monitor a well-designed professional development plan or an essential component of a comprehensive system of teaching and learning.

5. Demonstrate the ability to create a culture of collaborative, job-embedded professional development in a professional learning community.

6. Demonstrate the ability to develop, advocate and enact a shared mission, vision, values, and goals as the foundation of a working professional learning community.

7. Demonstrate the ability to use data to align teachers' individual learning needs with school priorities and goals for student learning.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

Upon successful completion of this course, the candidate will be able to:

1. Demonstrate the understanding of ethical principles in decision-making while considering the impact of decisions on all involved parties.

2. Demonstrate the ability to manage school system resources in a manner which promotes student academic success and well-being.

3. Demonstrate the ability to identify, allocate, and monitor school system resources to promote teacher roles and responsibilities in addressing student learning needs.

4. Demonstrate the ability to apply the mandates of Constitutional law, statutory law, case law, ethical practices and other requirements regarding issues of school finance.

5. Demonstrate knowledge of technology and communication systems that facilitate curriculum, instruction, assessment, student learning, teacher professional growth, and community engagement.

6. Demonstrate the ability to manage facilities and auxiliary services to promote high performance and productivity.

7. Demonstrate knowledge and practice within the bounds of professional norms for practice as school leaders.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Apply knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning.

2. Sustain a school culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students.

3. Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

4. Develop and supervise the instructional and leadership capacity of school staff.

5. Promote the most effective and appropriate technologies to support teaching and learning within a school environment.

6. Promote the success of every student by ensuring the management of the school organization, operation, and resources.

7. Monitor and evaluate school management and operational systems.

8. Use human, fiscal, and technological resources in a school environment.

9. Promote and protect the welfare and safety of school students and staff.

10. Develop school capacity for distributed leadership.

11. Ensure that teacher and organizational time is focused to support high-quality instruction and student learning.

12. Promote the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

13. Advocate for school students, families, and caregivers.

14. Act to influence local, district, state, and national decisions affecting student learning in a school environment.

15. Anticipate and assess emerging trends and initiatives in order to adapt school-level leadership strategies.

16. Promote the success of every student by acting with integrity, fairness, and in an ethical manner.

17. Promote the success of every student by collaborating with faculty and community members.

18. Respond to diverse community interests and needs.

19. Collect and analyze information pertinent to improvement of the school's educational environment using appropriate technology applications

20. Promote an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources within the school community.

21. Build and sustain positive school relationships with families and caregivers.

22. Cultivate productive school relationships with community partners.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Work with the community to ensure that schools reflect community needs.

2. Understand the connection between budget and resources

3. Acquire and manage material and financial assets for school programs, allocating resources according to district or school priorities

4. Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community

5. Implement strategic human resources, finance, and facility planning at the local school level within the context of system-wide planning.

6. Utilize appropriate models for long-range and short-range planning for finance, facility and personnel needs.

7. Develop and implement fair and defensible processes for job application, screening of applicants, interviewing selected candidates, conducting reference checks, and employment of qualified applicants.

8. Describe and plan an effective induction program for new employees.

9. Demonstrate the ability to design plans for assisting marginal employees and maintaining proper documentation of remediation efforts.

10. Demonstrate an understanding of legal and ethical requirements related to human resource and facility management functions.

11. Demonstrate understanding of the role of diversity in planning, implementing, and evaluating school-level human resource functions.

12. Identify and analyze the major sources of school fiscal and non-fiscal resources.

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SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Demonstrate the understanding of how to drive and sustain organizational improvements in a school setting.

2. Demonstrate the understanding of how to create and implement a vision in a school setting.

3. Demonstrate the ability to analyze current student learning data to identify strengths and areas for improvement.

4. Demonstrate the understanding of how to promote a collaborative and professional environment in a school setting.

5. Demonstrate the understanding of the roles and responsibilities of school level leaders.

6. Demonstrate the understanding of the implications for effective practice in a school setting.

7. Demonstrate the understanding of developing an equitable education for all students in a school setting.

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9. Demonstrate knowledge and practice within the bounds of professional norms for practice as school leaders.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

The main purpose of this course is to introduce you to reading and writing strategies that will enhance learning in middle grades content area classrooms.

Upon successful completion of this course, the candidate will be able to:

1. Connect thinking processes to strategies underlying reading, writing, and learning activities in content area teaching. CCLO 2,3,5,6,7,8,9,10

2. Provide explicit instruction for middle grades students in reading and writing strategies that will enhance their learning in content fields. CCLO 1,2,3,5

3. Plan, introduce, guide and culminate units of instruction that will meaningfully engage students with reading and writing activities to enhance understanding. CCLO 1,2,3,4,5,10

4. Provide diverse print and non-print materials for content-area reading. CCLO 2,3,4,7,8,9,10

5. Employ comprehension support in pre-reading, actual reading and post-reading content activities. CCLO 1,3,4,5,6,7

6. Provide experiences to enhance vocabulary development in content fields. CCLO 1,2,3,4,6,7

7. Utilize formal and informal writing to encourage middle grades students to connect, organize, share and apply content knowledge. CCLO 1,2,3,4,5,6,7,8,9,10

8. Train students in the selection of appropriate study techniques for specific content fields of study. CCLO 1,2,3,4,5,6,7,8,9

9. Engage middle grades students with a range of materials and methods for learning about the world and organizing content-area and interdisciplinary inquiry. CCLO 1,2,3,4,5,6,7,8,9

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 Exceptional Child Education, Elementary Education, Middle Grades Education, Secondary Education, Drama Education, Music Education, and Art Education 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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Articulate the conceptual framework of Piedmont College, the School of Education, and graduate programs.

2. Utilize the services and resources of the Piedmont College Library.

3. Identify strengths and areas for improvement, by means of self-reflection, using the School of Education Candidate Dispositions.

4. Implement APA style writing throughout his or her studies.

5. Articulate the requirements for documenting field experiences throughout the program.

6. Research information about the state and professional organization standards applicable to all programs.

7. Explore a variety of approaches to lesson planning using published lesson plan guidelines.

8. Identify and articulate program policies, procedures, and requirements for programs of study.

9. Define the Code of Ethics standards and apply them throughout the program of study.

10. Complete applications for Admission to Teacher Education (ATE) and Pre-Service Certification and review applications for Internship & Graduation

11. Access professional resources including, journals, organizations, conferences, workshops, etc.

12. Reflect on themes, trends, issues, insights, problems, etc. imbedded in coursework in order to prepare for the capstone and continued professional development.

13. Compose a Professional Development Portfolio (PDP) that will be evaluated during the capstone semester to demonstrate the knowledge, skills, and dispositions he or she has developed. ECE only

EDUC 6151 - Performance Assessment Orientation (1)

Candidates will address elements of pedagogical development including the actions and judgments of teachers. Candidates will synthesize learning theory with actual clinical experiences to build their own personal pedagogy in terms planning, instruction, and assessment. Pass/Fail.

Prerequisite: EDUC 5599.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon successful completion of this course, the candidate will be able to:

1. Apply information contained in the support materials to lessons and portfolio materials

2. Write extensively in a focused and organized manner that flows logically and specifically addresses the task

3. Write in a scholarly manner referencing knowledge of content, pedagogy, and theorists

4. Understand the progression of the rubrics and evaluate whether their work contains erroneous, superfluous, or missing information

5. Critically review the value of their work, analyze the alignment between outcomes, evidence, and standards, compare responses with written task requirements, and demonstrate synthesized learning

6. Identify areas of weakness, conflict, or confusion, and seek clarity or support

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Appropriately use the language of assessment. (CCL-2)

2. Identify several specific roles or purposes of educational assessment and the types of assessment appropriate for each. (CCL0-All)

3. Distinguish between criterion and norm referenced interpretations. (CCLO-1,2,5)

4. Properly interpret selected standardized test results.(CCLO-2,5)

5. Explain the role of measurement and assessment in the instructional process. (CCLO-1,2,7)

6. Construct valid and reliable classroom tests and assessments that measure a variety of learning outcomes, including authentic and performance-based assessments, for diverse student populations. (CCLO-All)

7. Explain the concepts of validity and reliability and their role in the construction, selection, interpretation, and use of tests and measurements. (CCLO- 2, 3, 4)

8. Develop and manage his/her own assessment systems and instruments. (CCLO-All)

9. Administer, score and interpret tests and assessments properly and use their results effectively. (CCLO-All)

10. Clearly state instructional goals and objectives (including GPS's)in ways that facilitate construction of assessments and thereby matching assessment alternatives to goals/objectives in relation to his/her philosophy of teaching and his/her instructional strategies. (CCLO-8,9,10)

11. Assess literacy growth as part of on-going instruction. (CCLO-1,2,3,4,5,6)

12. Report assessment results in a manner that provides meaningful feedback for the learner, helping the learner develop metacognitive abilities and learn to assess his/her own learning. (CCLO-7)

13. Describe his/her philosophy regarding assessment and explain the principles guiding his/her future practice. (CCLO-9)

14. Recognize both the potentialities and limitations of the various tests and assessment procedures used in schools. (CCLO-All)

15. Demonstrate knowledge of current trends and issues in assessment, including ethical considerations. (CCLO-All)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Learn to use the basic functions and features of the Microsoft Windows Operating System including startup, desktop use and management, working with a variety of storage drives, printers, and other accessories. (CCLO: 2)

2. Produce a variety of text and graphic documents that take advantage of the editing and formatting features in various software applications, such as Microsoft Word 2007. (CCLO: 2)

3. Develop presentations using available presentation software. (CCLO: 2, 7)

4. Develop spreadsheets that include formulas, graphs, alpha and numeric data, statistical analyses, data extraction, etc. (CCLO: 2)

5. Setup and use various email systems to effectively communicate with colleagues, students, and parents. (CCLO: 7, 10)

6. Plan, design, create, and publish a web site in support of specific instructional goals. (CCLO: 2, 7, 10)

7. Use browser software to locate and manipulate informational and instructional resources from the World Wide Web to engage in continuous professional development and lifelong learning. (CCLO: 2, 9)

8. Be knowledgeable of how to review, evaluate, classify, organize, purchase, and install instructional and productivity applications relevant to their instructional responsibilities. (CCLO: 2)

9. Be familiar with instructional resources available via the Internet, as well as other pertinent technologies, and plan for the incorporation of selected resources into the learning process. (CCLO: 2)

10. Review and reflect on a variety of print and electronic resources related to technology in general and instructional technology in particular as applied to student learning and empowerment. (CCLO: 1, 3, 5, 6, 8)

11. Design developmentally appropriate learning opportunities that apply technology- enhanced instructional and assessment strategies to support the diverse needs of learners and plan strategies to manage student learning in a technology-enhanced environment. (CCLO: 3, 4, 5, 6, 8)

12. Identify instructional standards (i.e. Georgia GPS and/or ISTE) and plan for the incorporation of selected technology into instruction to facilitate learning for all students including diverse students' special needs in self-esteem, attitudes, and the inclusion of the exceptional child. (CCLO: 2, 8)

13. Be familiar with instructional software and media strategies using Internet-based communication and collaboration applications such as Web logs, Google sites, and podcasts. (CCLO: 2, 7, 10)

14. Be familiar with the operation of common classroom technology including video cameras, desktop and laptop computers, SmartBoards, DVD players and VCRs, digital cameras, and other instructional support devices that may emerge as learning support tools. (CCLO: 1, 3)

15. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. (CCLO: 2, 7)

16. Use technology assisted peer-tutoring strategies to provide appropriate learning environments addressing the diverse classroom as well as special needs in self esteem, attitudes, and the exceptional child. (CCLO: 1, 4)

17. Develop strategies for the management of technology rich environments including safe and healthy use of technology and with an understanding of the ethical and legal issues. (CCLO: 1, 4)

18. Design a unit of interdisciplinary study to post to candidate's online professional portfolio. The unit will include the goals, objectives, activities, resources, technologies, and assessments that engage large and/or small groups and demonstrate the candidate's awareness of dispositions expected of professional teachers. (CCLO: 1, 3)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

1. Equip teachers and prospective teachers with an understanding of (a) how secondary schools came to be what they are, (b) what critical studies have revealed, (c) what the possibilities are for improving them, and (d) some of the issues in the surrounding political and social contexts in which high schools operate.

2. Provide for focused conversations in which participants can bring their experiences and perspectives to bear on the readings, and attend thoughtfully to the experiences and perspectives to the other members of the class.

3. Enable (and encourage) members of the class to view their own schools and classrooms with the enhanced perspectives which come from these readings and collegial discourse.

4. Discuss and be open to changes in perspective regarding the aim of the American High School, now and in the future (hopefully you will be part of change in the future!)

This course pursues the democratic classroom approach. That requires active participation in deciding how we will meet the "givens" of the course while enabling each participant to glean the most from the course. If we make this work, it will have the added benefit of providing everyone with strategies for a democratic classroom. From that, perhaps your students can acquire the knowledge and dispositions to function as citizens in a democracy, perhaps even leading us away from the kind of political mindlessness that has characterized this nation in the past several decades.

Most relevant secondary education program goals:

Goal #1: Acquire the following habits of mind:

• an understanding of the purposes of education and how our respective beliefs affect the learning possibilities of students and peers;

• a commitment to professional development exhibited by scholarly reading, collegial discourse, collaborative endeavors, personal assessment, and the relationship of educational research to your own practices

• critical awareness of and open-mindedness about thinking, processes, and activities which affect student learning and teacher effectiveness.

• finding out historical origins of American trends, policies and your personal beliefs of them, after viewing some opposing sides/facts about them.

Most relevant Core Candidate Learning Outcomes (CCLOs):

Candidates may be asked to collect artifacts for the Program portfolio. Of particular relationship to the CCLO's you would be most likely to use your course products for these outcomes:

1. Reflection and Professional Development: The teacher is a reflective, critical, open-minded practitioner who continually evaluates his/her practices, beliefs, and the effects of her/his decisions, thereby refining a personal pedagogy to guide professional practices

2. Collaboration: The teacher communicates and collaborates democratically with other teachers, families, and members of the school's communities to support student learning and well-being.For advanced certification candidates:

1. Professional discourse: The teacher participates actively in the professional discourses related to the field of certification – at the school and in regional and national venues.

INTASC Standards that will have outcomes in this course

NOTE: "The teacher" in these standards refers to the performance of candidates in the course.

- 2(n) The teacher makes learners feel valued and helps them learn to value each other.

- 3(p) The teacher is committed to supporting learners (colleagues) as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful work.

- 3(r) The teacher is a thoughtful and responsive listener and observer.

- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

- 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and approaches in order to foster innovation and problem solving in local and global contexts.

- 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

- 9(m) The teacher is committed to deepening understanding of his/her frames of reference…the potential bias in these frames, and their impact on expectations for and relationships with learners and their families.

- 10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

EDUC 6606 - Economics for Teachers: Concepts and Applications (3)

A survey of essential economics concepts contained in the Georgia Standards of Excellence. Designed for middle grades and secondary social studies educators.

Typically Offered: fall.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of this course, the candidate will be able to:

- Describe the major concepts of economics and apply them to individual and community choices. (CCLO 2; InTASC 4, 5)

- Retrieve economic lesson plans from the Internet and utilize technology in the delivery of an economics lesson. (CCLO 5, 7; InTASC 5, 7, 8, 10)

- Assess economics lesson plans for middle and secondary classrooms. (CCLO 1, 2, 3, 5; InTASC 1, 3, 4, 5, 7, 8, 10)

- Differentiate instruction by teaching the same concept addressing multiple learning styles. (CCLO 2, 4, 5; InTASC 1, 2, 4, 5, 7, 8)

- Provide instruction in each of the five areas of economics addressed by the Georgia Performance Standards (GPS) (CCLO 2, 5, 6; InTASC 4, 5, 6, 7, 8)

- Describe the roles of the Georgia (GCEE) & National Council on Economic Education (NCEE) and know how to access their services. (CCLO 9, 10; InTASC 3, 9, 10)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

What is learning? What are the underlying processes of learning? How can we improve learning and problem solving abilities? This course will discuss the theory-based research and instructional practices that provide answers to these and similar questions. The

responsibility for making this course an educational experience rests more on what you decide to do, rather than on what I decide to do. However, upon successful completion of this course, it is expected that a student will be able to:

1. Describe current learning theories (cognitive, social, human information processing, behavioral), explaining their assumptions, key principles, and the appropriateness of their application in an educational setting. Discuss related research. This will help candidates meet School of Education Core Candidate Learning Outcomes (CCLO) 1, 2, 3, 4, 5, 6, 7, 8, ECE 11, 12 & Secondary 11, 12.

2. Understand how human development affects learning. This will help candidates meet School of Education Core Candidate Learning Outcomes (CCLO) 3.

3. Apply principles of learning theories to classroom learning to facilitate learning for all students. This will help candidates meet School of Education Core Candidate Learning Outcomes (CCLO) 1, 2, 3, 4, 5, 6, 9, ECE 14, & Secondary 11, 15.

4. Discuss current research on brain-based learning and the appropriateness of its application in an educational setting. This will help candidates meet School of Education Core Candidate Learning Outcomes (CCLO) 3, ECE 12 & Secondary 11.

5. Understand the theory of constructivism and demonstrate ways to teach that are congruent with this understanding of learning. This will help candidates meet School of Education Core Candidate Learning Outcomes (CCLO) 1, 2, 3, 4, 5, 6, 7, & ECE 11.

6. Explain and demonstrate ways to facilitate transfer and problem solving, motivation, and specific metacognitive strategies for improved learning. This will help candidates meet School of Education Core Candidate Learning Outcomes (CCLO) 1, 2, 3, 5, 6 & Secondary 11, 15.

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. Pass/Fail *Students may request an In-progress grade for an additional semester.*

Prerequisite: EDUC 5599

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

- Develop an individual GACE assessment plan

- Participate in and successfully complete two test preparation sessions

- Successfully complete GACE two (2) interactive practice tests

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of the course, the student should be able to demonstrate the knowledge of:

1. concepts underlying the relationship between physical activity and the growing child. CCLO 2, 3 ECCLO 12 InTasc Standard 1

    a. State the relationship between physical education and intellectual development.

    b. Describe the guidelines for exercising children safely.

2. concepts underlying the legal liability and proper care of students. CCLO 2 ECCLO12

    a. Explain the responsibility of the teacher and the school in taking proper care of students.

b.   Identify the basic safety procedures and concern for the physical education program. GACE 22.6

3.   concepts underlying movement. CCLO 2-6 ECCLO 11, 12 InTasc Standard 5 GACE D GACE 23.2

a.   Describe the methodology used in teaching education movement themes.

b.   Define specific terminology related to educational movement such as space, body awareness, time, force, contrasting terms, flow, balance, personal space, divergent movement.

c.   Develop activities that will allow children to explore and discover different ways to move.

4.   concepts underlying motor skills. CCLO 2-6 ECCLO 12 InTasc Standard 1 GACE D, E GACE 23.1

a.   List and describe the fundamental motor skills.

b.   List and describe the locomotor skills.

c.   List and describe the manipulative skills.

5.   concepts underlying health-related fitness and skill-related fitness. CCLO 2-6 ECCLO 12 InTasc Standard 1 GACE D, E GACE 23.1

a.   List and describe the components of health-related physical fitness

b.   List and describe the components of skill-related fitness

6.   developing a developmentally appropriate physical education program accommodating a diverse group of individuals based on current research, i.e., student's with/without special needs. CCLO 4, 7, 9 ECCLO 11 - 14 InTasc Standards 1, 2, 7 GACE D, E GACE 23.3

7.   discussing multicultural education in regards to developing physical education activities designed to understand the similarities and differences between cultures. CCLO 4, 9 ECCLO 12 InTasc Standard 2

8.   developing various activities that will integrate subjects such as language arts, math, social studies with physical education using the Georgia Performance Standards and Common Core Georgia Performance Standards. CCLO 2-5, 7 ECCLO 11,13 InTasc Standards 1, 3, 7 GACE D, E

9.   identifying and creating some type of home-made equipment needed to implement a quality physical education program (suitable for use in a game, dance or activity) for inside or outside the classroom CCLO 5 ECCLO 11

10. teaching a 10 minute lesson from concepts and strategies learned in this class by using the home-made equipment. CCLO 1-7 ECCLO 9-10 InTasc Standards 4, 7 GACE D, E

11. developing and implementing health and physical education lesson plans for the field- based experience at their local elementary school. CCLO 5, 10 InTasc Standards 1, 7

12. finding and implementing information about physical education and health on the Internet. CCLO 2, 5, 7 ECCLO 12, 13 GACE 22.2

13. concepts associated with child abuse and neglect CCLO 2 ECCLO 12 InTasc Standard 4 GACE A, B, C

a.   Describe sexual, physical, and emotional abuse.

14. concepts associated with substance abuse CCLO 2 ECCLO 12 InTasc Standard 4 GACE A, B, C GACE 22.5

a.   Describe the effects of drugs on the body

15. describe the value of proper nutrition, personal health, and safety. CCLO 1, 2, 7 ECCLO 11 InTasc Standard 4 GACE A, B, C GACE 22.4 GACE 22.6

16. explore, analyze, and implement in the lessons the Georgia Performance Standards. CCLO 1, 2, 5, 7 ECCLO 13, 14 InTasc Standards 1, 7

17. analyze and implement guidelines from the national content standards for physical education from the National Association for Sport and Physical Education. CCLO 2-7, 9 ECCLO 12, 13 InTasc Standards 1, 7 GACE D, E GACE 23.1-23.4

18. explore and analyze the National Health Education Standards. CCLO 2-9 ECCLO 13 InTasc Standard 7 GACE A, B, C

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Design and implement lessons using the arts to motivate and inspire learners of all ability levels. CCLO: 1,7,8,10

2. Utilize the Georgia Standards for Arts Education and the Georgia Performance Standards in designing lessons that emphasize process over product, the elements of the arts and developmentally appropriate practice for the chosen grade level. CCLO: 2,7,8,9,10

3. Design assessment strategies that foster teamwork, constructive criticism, higher order and critical thinking skills to develop the student's sense of creativity and pride in their original work. CCLO 3,6,8,10

4. Assess and plan instruction for students of all ability levels and cultural backgrounds and with varied intelligences and learning styles. CCLO 4,6,7,8

5. Understand and use a variety of instructional strategies to encourage the development of all students' creative talents, critical thinking, problem solving, and performance skills. CCLO 5,8

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Find pleasure and enjoyment in children's literature through reading many children's books. CCLO: 12

2. Show familiarity with the various genres of children's literature and how each might be integrated into the K-8 school curriculum. CCLO: 4, 12

3. Know evaluation criteria for children's picture books, fiction, and nonfiction. CCLO: 6, 12

4. Understand developmental stages and types of books appropriate to use with each stage. CCLO: 3, 4, 12

5. Be aware of censorship of children's books and ways to deal with would be censors. CCLO: 4, 8, 9, 10, 12, 14

6. Be familiar with the historical development of the various genres of children's literature. CCLO: 12

7. Be able to design, role play, and teach literature lessons which encompass a variety of literature-related activities and purposes. CCLO: 2, 3, 4, 5, 7, 11

8. Demonstrate an ability to read orally both prose and poetry in an entertaining fashion and to develop storytelling techniques. CCLO: 1, 2, 5, 7, 12

9. Be able to appreciate the aesthetic quality of illustrations in children's picture books, as well as to perceive the illustrations' contributions to the story. CCLO: 5, 9, 12

10. Show familiarity with noted authors and illustrators of children's literature. CCLO: 12

11. Show awareness of the way diverse cultures (past and present) are portrayed in children's literature. CCLO: 12

12. Have begun building a personal knowledge of children's books and professional books in this field, many of which may be used with children in the classroom. CCLO: 5, 9, 12

13. Know the conditions that are most conducive to the development of competent readers. CCLO: 1, 2, 4, 12

14. Be familiar with the Reader-response Transactional model. CCLO: 8, 11, 12

15. Be familiar with books appropriate for emergent readers and research based strategies to enhance their reading abilities and interests. CCLO: 3, 8, 12

16. Know, implement, and assess characteristics of effective teaching utilizing children's literature. CCLO: 1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 13

17. Be able to help children become more proficient at efferent and aesthetic reading. CCLO: 1, 2, 3, 4, 5, 6

18. Know how to use literature to enhance English as a second language for language minority children. CCLO: 1, 3, 4, 5, 7, 10, 11, 12

19. Be familiar with formative and summative literacy assessments, and use them to inform instruction. CCLO: 6

20. Be able to critique audiovisual materials, games, simulations, and computer software programs related to children's literature. CCLO: 4, 12, 13

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: spring, summer.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

The Georgia Department of Education has adopted the Common Core Standards for Mathematics which has as its base processes and proficiencies provided by the National Council of Teachers of Mathematics and the National Research Council's report *Adding It Up.''* The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.'' (CCSS, 2011) The outcomes for this course are adapted from these sources with a particular focus on the broader scope of the NCTM processes. Within the contexts of learning and teaching, these outcomes address CCLOs 1- 10.

While teaching mathematics content standards and in other classroom contexts candidates will:

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

Upon completion of the course, students should be able to:

1. Demonstrate an understanding of students' development of mathematical concepts and computation. CCLO: 1,3,4,5,8

2. Analyze and synthesize the basic principles of: whole numbers, fractions, decimals, percents, ratio and proportion, geometry, measurement, statistics and probability, integers, pre-algebra, problem solving. CCLO 2,3,5,6

3. Identify purposes for studying and learning various mathematical computations, concepts, skills, and translate these into real life activities. CCLO 1-8

4. Identify and model a variety of commercial and teacher made math manipulatives such as Cuisenaire Rods, Base 10 Blocks, attribute blocks, fraction circles and squares, Unifix cubes, tangrams, Pentominoes, geoboards, Algeblocks and others as required. CCLO: 2-8

5. Explore and evaluate various methodologies to teach mathematical concepts and skills. CCLO: 2-8

6. Develop and use knowledge of current philosophies and trends as they relate to the teaching of math. CCLO: 1-6

7. Explore a variety of problem solving skills and use them in teaching. CCLO: 1-7

8. Explore and model mathematical concepts, skills, and estimation as they relate to everyday life. CCLO 2-5

9. Develop knowledge in, use, and integrate technology in the classroom for mathematics. CCLO: 1-8

10. Explore and integrate the State of Georgia Standards and the NCTM Standards for diverse populations in pre-K-5 or 6-8 classrooms. CCLO: 1-8

11. Observe, record and assess students' behavior and mathematical abilities. Based on the previous, develop, implement and evaluate an instructional plan. CCLO: 1-10

12. Reflect on her/his own teaching and makes suggestions for improvement. CCLO: 1-10

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of this course, the candidate will be able to

1. Explore, compare, and contrast the major approaches to reading instruction, incorporating current theories and research practices

2. Establish an understanding of what occurs during reading by observing and collecting relevant instructional data on student performance during reading lessons.

3. Describe, discuss, and synthesize the elements that are involved in a total reading program.

4. State the conditions that are most conducive to the development of competent readers.

5. Define phonemic awareness and provide examples.

6. Understand the concept of phonics and how phonics instruction can contribute to reading ability.

7. Understand theory and research on emergent literacy.

8. Describe techniques for working with children who are learning a second language.

9. Demonstrate knowledge and skills for effective ways to organize and manage reading instruction in the classroom environment for all students, including diverse learners and children from different cultural backgrounds.

10. Demonstrate understanding of methods for teaching narrative and expository texts.

11. Understand and implement several strategies for teaching vocabulary, word identification and comprehension.

12. Understand various grouping strategies for reading and their particular usefulness.

13. Apply research-based strategies for teaching reading comprehension.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

Upon successful completion of this course, the candidate will be able to:

1. Define the language arts. CCLO:2; InTasc Standard 2

2. Define characteristics of an effective language arts program and explain the learning theories that support the program. CCLO: 1, 2, 4, 8; InTasc Standard 1, 2, 3

3. Analyze and develop measures and methods for engaging diverse students and students with special needs in the language arts as a mean to differentiate instruction. CCLO: 1, 3, 4, 5, 8, GACE 8.5; InTasc Standard 1, 2, 3, 6, 7, 8

4. Describe and select developmentally appropriate reading, writing, speaking, listening, viewing, and visually representing activities. CCLO: 2, 3, 5, 8; GACE 1.1, 1.2, 1.6, 2.1, 2.4, 3.1, 3.2, 3.4, 5.1, 5.4, 5.6, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 8.0, 8.3, and 8.4; InTasc Standard 1, 2, 3, 4, 5, 6, 7, 8

5. Explore and analyze the Common Core State Standards (CCSS) for language arts in grades P-5 and 6-8, and use these standards to plan for instruction. CCLO: 2, 5, 8; InTasc Standard 6, 7, 8

6. Describe the writing process and explain how to teach and assess the process. CCLO:1,2,5,6,7,8; GACE 1.1, 1.2, 1.6, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, and 6.6; InTasc Standard 4, 5, 6, 7, 8

7. Describe and effectively use the language conventions (spelling, punctuation, grammar usage, and handwriting) to enhance literacy for all children. CCLO: 2, 3, 4, 5, 8; GACE 7.0, 7.1, 7.2, 7.3, 7.4; InTasc Standard 4, 5, 6, 7, 8

8. Describe and evaluate a variety of methods for teaching all aspects of the language arts. CCLO: 2, 3, 5, 6, 8, 9; InTasc Standard 4, 5, 6, 7, 8

9. Demonstrate growth in the ability to effectively use developmentally appropriate children's literature to facilitate children's development of the language arts. CCLO: 1, 2, 3, 4, 5, 8, 9; GACE 5.1, 5.3, 5.4, 5.6; InTasc Standard 1, 4, 5, 7, 8

10. Demonstrate the ability to use technology to enhance instruction in the language arts. CCLO: 5, 7, 8; GACE 6.6; InTasc Standard 4, 5, 7, 8

11. Describe approaches to integrate language arts instruction in all areas of the curriculum. CCLO: 1, 3, 5, 10; InTasc Standard 4, 5, 7, 8

12. Formatively and summatively assess student learning in a variety of appropriate and authentic ways using quality assessments of the language arts. CCLO: 3, 6, 8; InTasc Standard 6

13. Prepare a theme-based unit linked to the Common Core State Standards (CCSS) that uses children's literature to enhance language arts in an interdisciplinary curriculum for grades P-5 and 6-8. CCLO: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; InTasc Standard 1, 2, 3, 4, 5, 6, 7, 8, 9

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Analyze the basic features of social studies instruction (definitions, goals and objectives, curriculum, etc.). CCLO 2 [InTASC Standard 4: Content Knowledge] Connection: Central Focus, Academic Language

2. Explore effective techniques for planning, guiding, and managing small- and large-work, meeting individual needs and differences (including special needs and ELL students), and assessing learning, incorporating both CCGSE (K-5) (6-8) and the National Curriculum Standards for Social Studies (NCSS). CCLOs 1, 2, 3, 4, 5, 6, 7, & 8 [InTASC Standards 1: Learner Development, 2: Learning Differences, 3: Learning Environments, 4: Content Knowledge, 5: Application of Content, 6: Assessment, 7: Planning for Instruction, and 8: Instructional Strategies] Connection: Planning for Instruction (Task 1)

3. Analyze social studies teaching models, strategies and techniques for developing concepts and generalizations; (b) developing student's thinking processes and creative abilities; and (c) developing attitudes and values. CCLOs 1, 3, 4, 5, 7, 8 & 10 [InTASC Standards 1: Learner Development, 3: Learning Environments, 4: Content Knowledge, 5: Application of Content, 7: Planning for Instruction, and 8: Instructional Strategies] Connection: Instructing and Engaging Students in Learning (Task 2)

4. Reconsider and make changes in the instructional environment so that activities, student movement, and materials distribution are effective and efficient. CCLOs 1 [InTASC Standard 3: Learning Environments] Connection: Instructing and Engaging Students in Learning (Task 2)

5. Use questioning techniques as an effective classroom strategy, especially with the inquiry model. CCLO 5 [InTASC Standard 5: Application of Content and 8: Instructional Strategies] Connection: Instructing and Engaging Students in Learning (Task 2)

6. Explore strategies for effective use of current events and instructional technology in early childhood, middle grades, and/or secondary education. CCLOs 2, 5, & 8 [InTASC Standards 4: Content Knowledge, 5: Application of Content, 7: Planning for Instruction, and 9: Professional Learning and Ethical Practice] Connection: Instructing and Engaging Students in Learning (Task 2)

7. Analyze the conceptions of multicultural education and develop a practical approach to teaching with a multicultural perspective. CCLOs 1, 4, & 8 [InTASC Standards 3: Learning Environment, 2: Learner Differences, 8: Instructional Strategies, 9: Professional Learning and Ethical Practice, and 10: Leadership and Collaboration] Connection: Context for Learning, Planning for Instruction (Task 1)

8. Incorporate current theory and research to practice. CCLOs 1, 2, 3, 4, 5, 7, 8, & 9 [InTASC Standards 1: Learner Development, 2: Learner Differences, 3: Learning Environment, 4: Content Knowledge, 5: Application of Content, 6: Assessment, 7: Planning for Instruction, 8: Instructional Strategies, and 9: Professional Learning and Ethical Practice] Connection: Commentary that includes theoretical reference

9. Explore the National Curriculum Standards and the C3 Framework for Social Studies as well as recommendations of the National Council for the Social Studies. CCLOs 5 & 9 [InTASC Standards 5: Application of Content, 8: Instructional Strategies, and 9: Professional Learning and Ethical Practice] Connection: Planning for Instruction (Task 1), Instructing and Engaging Students in Learning (Task 2), Assessing Student Learning (Task 3)

10. Develop competence in selected knowledge components of the K-5/6-8/9-12 social studies curriculum. CCLO 2 [InTASC Standard 4: Content Knowledge]

11. Explain your personal set of beliefs regarding K-5, 6-8, and/or 9-12 social studies curriculum. CCLO 10 [InTASC Standards 9: Professional Learning and Ethical Practice and 10: Leadership and Collaboration]

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Aligned with the National Standards for Science Education, upon successful completion of this course, it is expected that a student will be able to:

1. Analyze and select specific science concepts, processes, printed materials and activities to assemble and synthesize for science lessons; use diverse and effective actions, strategies and methodologies to teach science. CCLO 2

2. Develop a more effective capacity to use the Internet for teaching science. CCLO 7

3. Analyze and evaluate the major concepts and principles of science as defined by the State of Georgia Quality Core Curriculum, the National Science Standards of the National Research Council, and the American Association for the Advancement of Science (AAAS). CCLO 2

4. Develop a more effective capacity in the preparation of inductive and deductive teaching and lessons. CCLO 5, 11

5. Develop the ability to apply science concepts and theory to real world experiences; relate science to the personal lives, needs and interests of students. CCLO 8

6. Learn how to involve children of varying abilities and backgrounds with concepts and processes in science; interact effectively with students to promote learning and demonstrate student achievement. CCLO 4, 14

7. Develop a knowledge relating stages of development to the teaching of science; engaging students effectively in scientific inquiry appropriate for their grade level and abilities. CCLO 3, 11

8. Develop knowledge of group responsibilities and relationships through science classroom laboratory and learning centers. CCLO 1

9. Develop skills in observing and assessing science processes used by children participating in science activities. CCLO 6

10. Understand major concepts in the physical, life, earth and space, and the science & technology sciences. CCLO 2

11. Know and use a variety of contemporary science assessment strategies to determine 4-8 student needs and levels of learning and development. CCLO 6

12. Know and understand major concepts and principles unifying science disciplines (systems, order, and organization; evidence, models, and explanation; Constancy, change, and measurement; evolution and equilibrium; form and function) CCLO 2

13. Know how to keep and use living organisms in the classroom in a safe, ethical and appropriate manner. CCLO 2

14. Understand how to work willingly with peers, supervisors and others in a professional manner. CCLO 10

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

Upon successful completion of this course, the candidate will be able to:

1. Recognize widely-accepted reasons for reading difficulties. CCLO: 4, 5, 6, 8, 10

2. Administer an informal reading inventory. CCLO: 6, 9

3. Refer to the IRA/NCTE standards for assistance in assessing reading and writing. CCLO: 6, 8, 9

4. Interpret findings from an informal reading inventory to discover reader's strengths and weakness for planning appropriate lessons for students. CCLO: 2, 3, 4, 5, 6, 7, 9

5. Relate a child's success or lack of success in learning to read to environmental, health influences, and/or lack of parental support. CCLO: 1, 3, 4, 7, 9, 10

6. Use established quantitative and qualitative testing procedures to measure reading performance and ability. CCLO: 5, 6

7. Establish an understanding of what occurs during reading by observing and collecting relevant instructional data on student performance during reading lessons. CCLO: 1, 2, 3, 4, 5, 9

8. Demonstrate knowledge and skills of effective ways to organize and manage reading instruction in the classroom environment for all students including diverse learners and children from different cultural and linguistic backgrounds. CCLO: 1, 2, 3, 4, 5, 7

9. Demonstrate knowledge of various remediation strategies which would facilitate reading development. CCLO: 3, 4, 5, 8

10. Examine and evaluate reading technology as a differentiated approach to reading instruction. CCLO: 5

11. Produce structured components of a professional case study with appropriate scaffolding. CCLO: 3, 4, 6

12. Survey and evaluate instructional materials for reading using readability formulas. CCLO: 8

13. Explore and analyze the state standards to produce appropriate instruction for children. CCLO: 1-10

14. Utilize formative and summative literacy assessments. CCLO: 5, 6

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

Upon successful completion of this course, the candidate will be able to:

1. apply action research skills CCLO: 1,8,9,10, 11, 12, 13, 14

2. conduct research regarding foundations, instruction, and assessment of reading CCLO: 1,8,9, 10, 11, 12, 13, 14

3. conduct research regarding foundations, instruction, and assessment of writing CCLO: 1, 8, 9, 10, 11, 12, 13, 14

4. conduct research regarding technology-based practices in reading and writing CCLO: 1, 8, 9, 10, 11, 12, 13, 14

5. apply knowledge of textbook and other instructional materials CCLO: 1, 8, 9, 10, 11, 12, 13, 14

6. apply knowledge of literate environments CCLO: 8, 9, 10, 11, 12, 13, 14

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

What are critical thinking skills and why are they necessary for effective teaching? What is creativity and how can it be nurtured in the classroom? Since the early 1980's, educators have been criticized for perpetuating a "riding tide of mediocrity" by requiring of students primarily rote memorization of disassociated facts and details. Today, most educators agree that the focus of learning should be on how to use information for creative problem solving, analysis, evaluation, and other higher order tasks. At the conclusion of the course, students should be able to:

1. Describe a theory of knowledge. What is knowledge and how do we acquire it? (To be reflected upon and revised throughout the course.) (CCLO 2) [INTASC Standard 4]

2. Generate a definition of critical thinking drawn from critical examination of others' views and of one's own life experiences. (To be reflected upon and revised throughout the course.) (CCLO 2) [INTASC Standard 5]

3. Generate a definition of creativity drawn from others' views and from one's own experiences. (To be reflected upon and revised throughout the course.) (CCLO 2) [INTASC Standard 5]

4. Describe/interpret the theoretical bases of the thinking skills movement, including characteristics of the learner that very much affect critical thinking—e.g., attitudes/beliefs, learning style, motivation, metacognitive knowledge, etc. (CCLO 1, 2, 4, 9) [INTASC Standard 1]

5. Describe/apply the research – based evidence on factors that stimulate creative problem solving in the classroom and describe how to use those factors at the P-12 level. (CCLO 2, 3, 5) [INTASC Standard 5]

6. Exhibit improved critical/creative thinking skills in the areas of application, analysis, synthesis, evaluation, and problem solving/decision making. (CCLO 2) [INTASC Standard 5]

7. Exhibit knowledge of models for teaching higher order thinking skills, including teaching metacognitive strategies. (CCLO 1, 2, 3, 9) [INTASC Standard 1]

8. Evaluate higher order thinking skills of students. (CCLO 2, 3, 6) [INTASC Standard 6]

9. Teach the class about one critical or creative thinking program or strategy that is designed to accomplish its goals effectively. (CCLO 2, 4, 7, 10) [INTASC Standard 9]

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

What happens when students with diverse abilities cannot adapt to the standard education program? The consequences are serious and have lifelong implications. What is the role of a proactive educator in meeting the needs of these students? In this course we will focus on the specific educational needs resulting from exceptionalities among different groups of children and the range of educational prorams designed to meet their needs. By the end of the course, the student should be able to:

1. Define who exceptional children are and recent trends in prevalence for exceptionalities in the school-age population. (CCLO 3,4)

2. Know the requirements of I.D.E.A. and the historical events that led to its passage. (CCLO 1).

3. Explain how technology is being used to meet the needs of students with exceptionalities. (CCLO 7)

4. Discuss major issues concerning the education of exceptional children, including the regular education initiative, inclusion, community-based instruction, mainstreaming, early intervention, assessment. (CCLO 1,2,8)

5. Discuss issues related to culture and diversity and their implications for the identification, placement, assessment, and social acceptance of exceptional children. (CCLO 4)

6. Describe the definitions of physical, emotional and sexual child abuse, indicators, and the responsibilities of the classroom teacher. (CCLO 1,10)

7. Describe the definitions, characteristics, etiology, and educational needs of students with Intellectual disabilities, learning disabilities, communication disorders, hearing impairments, vision impairments, emotional/behavior disorders, attention deficit hyperactivity disorders, severe and multiple disabilities, and those identified as gifted. (CCLO 1-10)

8. Discuss transition and lifespan issues for all areas of exceptionalities. (CCLO 1, 10)

9. Understand issues of advocacy for students with exceptionalities and their families, know the role of the Student Support Team (SST) and how to make an appropriate student referral, know the role of participants in an IEP meeting, describe appropriate modifications for students with exceptionalities, and provide appropriate information to families. (CCLO 1-10)

10. Describe the mission and standards of the Council for Exceptional Children (CEC) and understand its national role in professional development. (CCLO 9)

11. Understand the Information Processing Model (IPM) as it relates to the education of exceptional children. (CCLO 1,2,3,5,6).

12. Understand the Response to Intervention Model (RTI) that provides a framework for integrating both general and special education into an inclusive environment. (CCLO 1, 5, 8,9,10)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

Upon successful completion of this course, the candidate will:

1. Understand and use a wide range of tools, instructional strategies, and social supports that enhance collaboration with teachers, paraprofessionals, related service providers, administrators, students, parents and families to ensure students with disabilities are successful in inclusive school environments, extra-curricular activities, and community domains.

2. Identify both barriers to and benefits of collaboration in inclusive education, and strategies to mediate barriers.

3. Articulate the idiosyncratic decision making process behind inclusive education, and the necessity of evaluating specific instructional and social needs of individual students when making placement decisions.

4. Explain, evaluate and refine your philosophy of education, and your position on collaborating with various stakeholders regarding inclusive services for students with disabilities.

5. Plan, develop, and implement a collaborative, co-teaching unit lesson plan with a target group of learners in an authentic classroom setting.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

Outcome	CECStandards	InTASCStandards	Evaluation
1. Identify the social/communication, and behavioral characteristics associated with students ASD.	1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h	1, 7, 9	Lessons and Quizzes and Movie Review
2. Identify and discuss the history of ASD diagnosis.	5c		Lessons and Quizzes
3. Identify and discuss the theories of etiology of ASD.	5f	1, 7, 9	Lessons and Quizzes and Reflection
4. Identify and discuss the eligibility requirements for ASD.	4c, 5a, 5d, 5e	2	Lessons and Quizzes and Reflection
5. Identify and discuss special education services and placement options for individuals with ASD.	2a, 2b, 2c, 5b	1, 3, 6	Lessons and Quizzes and Field Experience
6. Identify and discuss the inter-relatedness of social skills, communication, self-regulation, and behavior, and the impact these can have on academic performance, behavioral success, and community acceptance for individuals with ASD.	1a, 1b, 1c, 1d,1e, 1f, 1g, 1h, 2a, 2b, 2c, 4a	1, 2, 8	Lessons and Quizzes, Movie review, and Field Experience
7. Identify and discuss sensory issues and how these may interfere with academic and behavioral performance at school and in the community setting.	5e	2, 8	Lessons and Quizzes, Reflection, and Movie Review

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

Outcome	CECStandards	InTASCStandards	Evaluation
1. Identify the current laws and legislation that determine curriculum decisions for students with ASD.	5a, 5c, 5d		Exam
2. Identify and discuss evidence based instructional practices for students with ASD.	2a, 2b, 2c	7	Exam
3. Identify and demonstrate components of effective instruction for students with ASD, to include communication, socialization,	2a, 2b, 2c	1, 2, 8	Exam, Assignment, and Field Experience

and limited interests/activities.

Outcome			
4. Identify effective educational protocols for students with ASD.	2a, 2b, 2c	4	Exam and Assignment
5. Identify and demonstrate effective instruction of social skills for students with ASD.	2c	2, 3, 9	Exam and Assignment
6. Design and evaluate instructional programs based on the principles of Applied Behavior Analysis.	2a, 2b, 2c	2	Exam and Assignment
7. Perform response-prompting procedures such as CTD, PTD, SLP, MLP, and naturalistic strategies to teach CCGPS and functional skills.	2a, 2b, 2c	4, 6, 7	Field Experience
8. Understand and analyze variables that increase efficiency of instruction.	4d	2, 3, 4, 8, 9	Assignment and Field Experience
9. Collect and analyze instructional data to guide instruction.	4e	6, 7, 9	Assignment and Field Experience
10. Use appropriate adaptations and technology for all individuals with exceptionalities.	3e	1, 2, 6, 7, 8, 9	Exam and Assignment

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

Outcome	CEC Standards	InTASC Standards	Evaluation
Explain and implement evidence-based programming for self-advocacy for individuals with ASD.	3a, 5a, 5c, 5d	1, 2, 5, 8	Portfolio
Identify systematic evidence-based recommendations for positive behavior support for individuals with ASD.	4f, 5a, 5c, 5e	3	Workshop and Portfolio
Effectively facilitate the "Teachers Helping Teachers" model with a variety of participants.	6a, 6b	2, 8, 9, 10	Video
Demonstrate effective collaboration across all stake-holders for identifying individual strengths, skills and learning preferences for transition planning for individuals with ASD going to other schools and post-school environments.	4a, 4b, 4d, 5a, 5b, 5c	1, 2, 3, 7, 8, 9, 10	Workshop, Portfolio, and Video
Demonstrate effective academic and behavioral collaboration for teachers and ancillary staff educating students with ASD.	5a, 5c, 6a, 6b	1, 3, 4, 5, 6, 9, 10	Workshop, Portfolio, and Video

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

Upon successful completion of this course, the candidate will:

1. Identify ways in which to organize a classroom;

2. Identify ways in which to organize supplies required for learning activities;

3. Develop appropriate classroom rules and procedures for meeting the diverse needs of students;

4. Recognize and implement methods for managing student work;

5. Create an appropriate plan for the first day of school;

6. Use effective communication techniques to manage the classroom;

7. Identify effective strategies for maintaining appropriate behavior;

8. Develop methods for managing problem behaviors; and

9. Develop strategies for managing the classroom when utilizing different instructional methods.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

Upon successful completion of this course, the candidate will:

1. Demonstrate the knowledge and skills to conduct educational research by (CLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 19, 21, 22)

   a. Identifying research problems from current school settings

   b. Identifying and evaluating current research literature related to a research problem

   c. Formulating research questions

   d. Developing a research design

   e. Collecting and analyzing data

   f. Defining basic research terminology

   g. Interpreting results of educational research

   h. Identifying research variables

   i. Demonstrating a working knowledge of the research concepts of validity and reliability

2. Demonstrate the knowledge and skills needed to read educational research by (CLO 2, 4, 5, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22)

    a.   Evaluating current educational research and determining the quality of research methodology and results

    b.   Considering the results to current school settings

3.   Demonstrate the knowledge and skills to use educational research by (CLO 2, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 17, 22)

    a.   Applying appropriate research in order to improve educational practice

    b.   Exhibiting an awareness of current educational trends

4.   Demonstrate the knowledge and skills to report educational research by (CLO 2, 4, 5, 6, 9, 10, 11, 13, 14, 15, 17, 22)

    a.   Utilizing the basic components of a research proposal

    b.   Applying the APA style to writing a research proposal

    c.   Defining appropriate audiences for research findings

    d.   Selecting effective means to present findings to an audience defining effective ways to distribute findings to the educational community

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

What is the impact of the major trends and critical issues of the educational profession on teaching and learning in the classroom? Upon successful completion of this course, students should be able to:

1. Identify and analyze major issues and trends related to schools and the education process, including those related to the candidates in this class; CCLO 4, 12, 13, 17

2. Identify knowledgeable professionals in the field and explore, question, and synthesize old and new knowledge of current educational trends and issues; CCLO 9, 10, 12, 13

3. State a position on an educational issue or trend in writing and / orally and defend that position in a factual and logical manner, using current research; CCLO 12, 13

4. Critically analyze the reports of the media and professional journals, including the policies and actions from the local, state and federal levels; CCLO 12, 13, 19

5. Make valid conclusions relative to the future of the schools; CCLO 12, 13, 19

6. Analyze the issues and trends related to the A+ Education Reform Act of 2000. CCLO 12, 13

7. Provide scholarly information to inform others of current trends and issues. CCLO 9, 10, 12, 13

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

Upon successful completion of this course, the candidate will:

1. Use a problem-solving approach to investigate technology content in the learning environment [CCLO: 1, 5, 9 - SPCLO: 1, 4, 5, 10]

2. Communicate technology concepts and terminology clearly, including written, verbal, and visual forms [CCLO: 2, 7, 9, 10 - SPCLO: 2, 4, 8, 10]

3. Distinguish different levels of technological reasoning and use conjectures and arguments to validate technological thinking [CCLO: 1, 3, 5, 8 - SPCLO: 3, 5, 6, 7, 9]

4. Illustrate technology connections between conceptual and procedural knowledge, between different technology topics, and between technology and other curriculum areas [CCLO: 1, 5, 8 - SPCLO: 2, 4, 5, 8]

5. Demonstrate a knowledge of the physical mediums, topologies, attendant equipment, and logistics of networking [CCLO: 1, 5, 9 - SPCLO: 1, 4, 5, 10]

6. Use the World Wide Web as a learning, teaching, and research tool [CCLO: 1, 5, 7, 10 - SPCLO: 4, 5, 8, 11]

7. Create a personal and professional web site with pages, links, and instructional aids [CCLO: 1, 5, 9 - SPCLO: 1, 4, 5, 10]

8. Show an advanced level of educational uses for commercial applications such as word processing, electronic spreadsheets, presentation packages, and open source tools [CCLO: 1, 2, 3, 5, 10 - SPCLO: 4, 5]

9. Use advanced technology for the production of multimedia projects [CCLO: 1, 2, 3, 5, 7, 9, 10 - SPCLO: 2, 3, 5, 6, 8]

10. Analyze data including by technology-supported means [CCLO: 6, 9, 10 - SPCLO: 2, 4, 7, 9]

11. Demonstrate knowledge and skill in the use of various technologies for instructional purposes.[CCLO: 2, 3, 5, 10 - SPCLO: 1, 2, 4, 5, 10]

12. Locate, read, and comprehend instructional technology professional journals, periodicals, articles, and manuals [CCLO: 7, 8 - SPCLO: 5, 10, 7]

13. Develop an instructional plan for infusion of technology across the k-12 curriculum and model appropriate electronic instructional support [CCLO: 1, 2, 5, 6, 10 - SPCLO: 2, 5, 6, 8, 9]

14. Produce a professional "Portfolio" including exemplary personal productivity in the applications including word processing, electronic spreadsheet, data base management, presentation package, web page creation, and electronic communications [CCLO: All - SPCLO: All]

15. Produce an instructional web page related to individual level and content area [CCLO: 1, 4, 5, 7, 8, 10 - SPCLO: 2, 5, 7, 8, 10, 11]

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES

Upon successful completion of this course, the candidate will:

1. Various social perspectives of education and how they contribute to an understanding of educational practice. Included will be the structural relationships between race, class and gender inequalities and education. CCLO 1, 9, ECMMCLO 14, SECMCLO 15, MMCLO 14, SPEDMCLO 20

2. Various cultural perspectives of education and how they contribute to an understanding of educational practice. Included will be a discussion of educational practices as cultural texts, the ideological nature of educational theory and practice, as well as the perspectives of multiculturalism. CCLO 4, 10 ECMMCLO 15

3. Ethical practices of education and how they contribute to an understanding of educational practice. Included will be an understanding of the political and philosophical nature of educational practices. CCLO 4, SPEDMCLO 20

4. The relationship between educational theory and practice, including an understanding that educational practices are embedded with theory. CCLO 4, 7, 8 SECMCLO 13, 15 MMCLO 14The students will demonstrate mastery of these outcomes through their reflective writing and their contributions to class discussion.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Possess an enriched repertoire of concepts about group processes and interpersonal skills. (CCLO 1-10)

2. Be able to diagnose group processes and personal interactions in the classroom and other school settings. (CCLO 1, 3, 6, 8, 9, and 10)

3. Be able to articulate alterations in personal perspectives on group processes and interpersonal interactions. (CCLO 7, 9, and 10)

4. Be able to describe how she/he will implement knowledge gained from this course in order to plan instruction and assessment in their area(s) of concentration as well as how to foster positive relations and appropriate communications with students, colleagues, and parents (CCLO 10).

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (COs):

Both written products and discussion are central to the intended outcomes for the course.

Course outcomes are aligned with Piedmont College's CCLOs, the National Association for Gifted Children - Council for Exceptional Children standards for Teachers of the Gifted, and the National InTASC standards for teacher candidates. Upon successful completion of the course, students will be able to:

1. Provide definitions of the term "gifted and talented" based on theory and practice. (CCLO 3 & 8; InTASC Standard 1& 9; NAGC - CEC Standard 1, 2)

2. Identify historical events, trends in education, and definitive research studies that have shaped the field of gifted education. (CCLO 1, 3, 5, 8; InTASC Standard 1, 3, 5, 7, 8, 9; NAGC - CEC Standard 1)

3. Identify the major characteristics (behavioral and developmental) of gifted students in preschool through secondary education, and how giftedness may manifest differently across this population of students. (CCLO 3 & 4; InTASC Standard 1, 2, 7; NAGC - CEC Standard 2, 3)

4. Identify the characteristics and unique needs of special populations of gifted students (i.e., culturally diverse, underachieving, highly gifted, etc.). (CCLO 3 & 4; InTASC Standard 1, 2, 7; NAGC - CEC Standard 2, 3, 6)

5. Identify issues and/or concerns related to screening and identification of gifted students, including those from linguistically and culturally diverse backgrounds. (CCLO 4 & 6; InTASC Standard 1, 2, 6, 7; NAGC - CEC Standard 1, 6, 8)

6. Relate characteristics of gifted students to respective cognitive, academic, social, and emotional needs and make educational recommendations in response to those needs. (CCLO 1, 2, 3, 4, 5, 6, 7; InTASC Standard 1, 3, 4, 5, 7, 8, 10; NAGC - CEC Standard 2, 3, 4, 5, 6, 7)

7. Relate the concept of creativity to gifted education. (CCLO 2 & 8; InTASC Standard 4, 5, 9; NAGC - CEC Standard 2,7)

8. Provide a rationale for gifted programming. (CCLO 8 & 9; InTASC Standard 9; NAGC - CEC Standard 1, 2, 7, 9)

9. Explain existing national and Georgia state policies/laws pertaining to gifted education, and identify existing school programming options for gifted students. (CCLO 8 & 10; InTASC Standard 3, 9, 10; NAGC - CEC Standard 1, 5, 7)

10. Explain what a differentiated curriculum is and how it relates to gifted students. (CCLO 1, 2, 3, 4, 5, 8, 10; InTASC Standard 1, 2, 3, 4, 5, 7, 8, 9, 10; NAGC - CEC Standard 2, 3, 4, 5, 6, 7)

11. Identify current trends and issues in education (including high-stakes assessment, push for inclusion, acceleration versus enrichment) at the local, state, national, and international level, and describe how they affect the education of gifted students. (CCLO 8 & 9; InTASC Standard 8 & 9; NAGC - CEC Standard 1, 4, 7, 9)

12. Describe the desired characteristics of school personnel who work with gifted students. (CCLO 8 & 9; InTASC Standard 8 & 9; NAGC - CEC Standards 1-10)

13. Provide advice related to home and school concerns for parents of gifted children. (CCLO 3, 4, 5, 10; InTASC Standard 1, 2, 3, 5, 7, 8, 10; NAGC - CEC Standard 2, 10)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (COs):

Both written products and discussion are central to the intended outcomes for the course.

Course outcomes are aligned with Piedmont College's CCLOs, the National Association for Gifted Children - Council for Exceptional Children standards for Teachers of the Gifted, and the national InTASC standards for teacher candidates. Upon successful completion of the course, students will be able to:

1. Comprehend basic terminology used in assessment of gifted students. (CCLO 6; InTASC Standard 6 & 7; NAGC - CEC Standard 4)

2. Identify ethical and legal issues related to gifted program assessment policies and practices. (CCLO 6 & 8; InTASC Standard 6, 7, 9; NAGC - CEC Standard 1, 4, 6)

3. Analyze the uses and limitations of assessment instruments for gifted students. (CCLO 6, 8, 9; InTASC Standard 6, 7, 9; NAGC - CEC Standard 1, 4, 6)

4. Demonstrate knowledge of various identification criteria used within gifted education. (CCLO 6 & 8; InTASC Standard 6, 7, 9; NAGC - CEC Standard 4)

5. Understand processes and procedures for assessing students using Georgia Criteria in the areas of mental ability, achievement, motivation, and creativity. (CCLO 6 & 8; InTASC Standard 6, 7, 9; NAGC - CEC Standard 4)

6. Analyze assessment policies and procedures of local school districts relative to the Georgia Identification Criteria. (CCLO 8 & 9; InTASC Standard 9; NAGC - CEC Standard 1, 4, 6)

7. Identify appropriate sources of data to assess the abilities of students from diverse backgrounds. (CCLO 4, 6, 8, 9; InTASC Standard 1, 2, 6, 7, 9; NAGC - CEC Standard 1, 4, 6)

8. Interpret standardized test properties and scores for the purposes of identification of and program placement/development for gifted students, including those from diverse backgrounds. (CCLO 4 & 6; InTASC Standard 1, 2, 6, 7; NAGC - CEC Standard 4)

9. Design classroom tests and performance tasks within a specific content area or grade level to evaluate instruction and monitor progress of gifted students. (CCLO 2 & 6; InTASC Standard 4, 5, 6, 7; NAGC - CEC Standard 1, 3, 4, 5)

10. Use formal and informal assessment data and information from various stakeholders to make or suggest modifications to the learning environment to support gifted students' needs. (CCLO 6; InTASC Standard 6 & 7; NAGC - CEC Standard 3 & 4)

11. Communicate with students and parents about participation in gifted program assessment and effectively interpret assessment results to all stakeholders. (CCLO 7 & 10; InTASC Standard 3 & 10; NAGC - CEC Standard 2, 4, 7)

12. Identify and solicit the involvement of relevant stakeholders in gifted program assessment. (CCLO 10; InTASC Standard 3 & 10; NAGC - CEC Standard 4 & 7)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (COs)

Both written products and discussion are central to the intended outcomes for the course. Course outcomes are aligned with Piedmont College's CCLOs, the National Association for Gifted Children - Council for Exceptional Children standards for Teachers of the Gifted, and the national InTASC standards for teacher candidates. Upon successful completion of the course, students will be able to:

1. Identify and explain the underlying principles related to curriculum modification for gifted students. (CCLO 1 & 3; InTASC Standard 1 & 3; NAGC - CEC Standard 1 & 3)

2. Identify and explain the underlying principles related to differentiated instruction for gifted students. (CCLO 2, 3, 4; InTASC Standard 1, 2, 4, 5, 7; NAGC - CEC Standard 1, 3, 4)

3. Understand and evaluate appropriate resources, materials, learning activities, teaching strategies, and assessments that meet the needs of gifted learners from diverse backgrounds. (CCLO 3, 4, 5, 6; InTASC Standard 1, 2, 5, 6, 7, 8; NAGC - CEC Standard 1, 2, 3, 4)

4. Design instructional plans for facilitating qualitatively differentiated curriculum for gifted learners. (CCLO 1, 4, 5; InTASC Standard 1, 2, 3, 5, 7, 8; NAGC - CEC Standard 1, 3, 4)

5. Differentiate existing instructional materials with respect to content, process, products, and learning environment (CCLO 3, 4, 5; InTASC Standard 1, 2, 5, 7, 8; NAGC - CEC Standard 1, 3, 4)

6. Discuss current social, cultural, political, and economic issues, policies, and practices and their relationship to program planning and instruction of gifted students. (CCLO 8; InTASC Standard 9; NAGC - CEC Standard 6)

7. Understand current trends related to gifted program design, implementation, and evaluation. (CCLO 8; InTASC Standard 9; NAGC - CEC Standard 2, 3, 5, 6)

8. Demonstrate knowledge of state policies and delivery models for gifted education as defined in the state of Georgia's rules and regulations. (CCLO 8; InTASC Standard 9; NAGC - CEC Standard 3)

9. Identify and describe theoretical models, programs, prototypes and educational principles that offer appropriate foundations for the development of differentiated programming and curriculum for gifted students. (CCLO 8; InTASC Standard 9; NAGC - CEC Standard 3 & 5)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Identify and explain the social and emotional characteristics of gifted students, including those with varied abilities, cultural or socioeconomic backgrounds. (CCLO 4; lnTASC Standard 1, 2; NAGC - CEC Standard 1}

2. Identify and explain how contextual factors influence gifted students' social and emotional development. (CCLO 3, 4; lnTASC Standard 1, 2; NAGC-CEC Standard 1, 2}

3. Explain existing research and theory that assist educators in understanding the unique affective needs of gifted individuals through adolescence. (CCLO 3, 4, 8; lnTASC 1, 2; NAGC - CEC Standard 1, 6)

4. Discuss characteristics of learning environments that develop the social and emotional well-being of gifted students (CCLO 1, 3, 4, 5, 7; lnTASC 1, 2, 3; NAGC-CEC Standard 6);

5. Design instructional plans with appropriate strategies to address identified social and emotional needs or issues experienced by gifted students. (CCLO 1, 4, 5; lnTASC 1, 2, 3, 7, 8; NAGC - CEC Standard 1, 5, 6)

6. Design guidance and/or counseling activities to support gifted students' social and emotional development (CCLO 3, 4, 5, 7, 10; lnTASC 1, 2, 3, 7, 8, 10; NAGC-CEC Standard 1, 2, 5, 6)

7. Use collaboration with parents, teachers, and students to promote the social and emotional well-being of gifted students (CCLO 10; lnTASC Standard 10; NAGC -CEC Standard 7)

8. Identify and use existing educational resources and agencies, including those within a community, to support gifted students' social and emotional development (CCLO 7, 8, 10; lnTASC Standard 1, 2, 10; NAGC- CEC Standard 6, 7}

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Apply the underlying principles related to curriculum modification for gifted students. (CCLO 1 & 3; lnTASC Standard 1 & 3; NAGC- CEC Standard 1 &3)

2. Apply the underlying principles related to differentiated instruction for gifted students. (CCLO 2, 3, 4; lnTASC Standard 1, 2, 4, 5, 7; NAGC- CEC Standard 1, 3, 4)

3. Understand and evaluate appropriate resources, materials, learning activities, teaching strategies, and assessments that meet the needs of gifted learners from diverse backgrounds. (CCLO 3, 4, 5, 6; lnTASC 1, 2, 5, 6, 7, 8; NAGC- CEC Standard 1, 2, 3, 4)

4. Design instructional programs for facilitating qualitatively differentiated curriculum for gifted learners. (CCLO 1, 4, 5; lnTASC 1, 2, 3, 5, 7, 8; NAGC- CEC Standard 1, 3, 4)

5. Identify current social, cultural, political, and economic issues, policies, and practices and their relationship to program planning and instruction of gifted students. (CCLO 8; lnTASC Standard 9; NAGC - CEC Standard 6)

6. Apply best-practices related to gifted program design, implementation, and evaluation. (CCLO 8, lnTASC 9; NAGC - CEC Standard 2, 3, 5, 6)

7. Collaborate with stakeholders from Piedmont College and local communities on the development and promotion of enrichment programs for gifted learners (CCLO 8; lnTASC Standard 9; NAGC - CEC Standard 3 & S)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Understand the statutory and case law affecting the areas identified in the course summary. (Core CLO 1, 2, 4, 7, 8, 9, 10, 12, 15, 18, 21, 22)

2. Identify correctly the significant legal issues involved in a variety of educational situations. (Core CLO 1, 2, 4, 8, 9, 12, 17, 18, 20, 21, 22)

3. Anticipate the likely judicial ruling on the issues identified; (Core CLO 1, 4, 5, 8, 9, 12, 18, 21, 22)

4. Express the above capabilities clearly and persuasively both verbally and in writing. (Core CLO 1, 4, 8, 9, 12, 13, 18, 21, 22)

5. Become familiar with legal resources for the educator via the Internet and plan for the incorporation of selected resources into class activities. (Core CLO 1, 4, 5, 8, 9, 11, 12, 14, 15, 17, 18, 19, 21, 22)

6. Use email to communicate with colleagues and the course instructor. (Core CLO 7)

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

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Support and promote an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom;

2. Use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence;

3. Demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways;

4. Prepare and use Piedmont lesson plans to on design learning segments that incorporate developmentally appropriately curriculum and instructional practices;

5. Explore a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences;

6. Observe and explore how experienced teachers create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities;

7. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds;

8. Effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities;

9. Model and promote constructivist practices;

10. Implement basic health, nutrition, and safety management practices for children;

11. Demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments;

12. cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability;

13. Demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, teacher candidates should not take on coaching duties during their internship as these positions are generally time consuming and often require missing classroom experiences in order to travel;

14. Positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team; and

15. Demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

EDUC 7761 - Coaching Endorsement-Adult Learning & Supervision (3)

During this course candidates will explore the adult brain verses 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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Provide a dynamic paradigm of experiential learning responsive to the professional needs of the Woodrow Wilson Fellows' experiences as adult learners, as well as collaborative partners based on academically and developmentally appropriate assessment procedures (Coaching Standard 1, 2, 3) (CCLO 1, 2, 3, 4, 5, 8)

2. Use knowledge of adult learning, brain development, and supervision strategies to support teaching candidates' transformation into STEM leaders who pursue global/systemic excellence in student and teacher achievement. (Coaching Standard 4)(CCLO 3, 4, 5, 6, 9)

3. Ignite and explore systematic processes and protocols to develop and empower interprofessional teams and teachers to drive student achievement. (MSOE, MBA) (Coaching Standard 4 & 5)(CCLO 4, 7, 9, 10)

4. Influence and interact with Piedmont College, State Education Policy, and local school districts. (Coaching Standard 4, 5, 6) (CCLO 7, 9, 10)

5. Direct innovative educational initiatives, demonstrate the on-going development and integration of leadership traits, foster staff development and nurture public trust (MSOE, MBA) (Coaching Standard 4,6) (CCLO 7, 9, 10)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Provide a dynamic paradigm of experiential learning that is responsive to the Woodrow Wilson Fellows' experiences through reciprocal learning experiences and mutual integration of content, pedagogy, and technology guided by a comprehensive coaching plan. (Coaching Standard 1, 2, 3) (CCLO 1, 2, 5, 6)

2. Transform professional STEM educators into STEM leaders who pursue global/systemic excellence in student and teacher achievement. (Coaching Standard 4)(CCLO- 2, 3, 4, 6, 8)

3. Ignite and explore systematic processes and protocols to develop and empower interprofessional teams and teachers to drive student achievement. (MSOE, MBA) (Coaching Standard 4 & 5)(CCLO 4, 7, 9, 10)

4. Influence and interact with Piedmont College, State Education Policy, and local school districts. (Coaching Standard 4, 5, 6) (CCLO 7, 9, 10)

5. Direct innovative educational initiatives, demonstrate the on-going development and integration of leadership traits, foster staff development and nurture public trust (MSOE, MBA) (Coaching Standard 4, 6) (CCLO 7, 9, 10)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Provide a dynamic paradigm of experiential learning that is responsive to current trends in STEM fields/education that addresses diversity, reciprocal learning, and mutual integration of content, pedagogy, and technology. (Coaching Standard 4,5,6) (CCLO 1,2,5,6)

2. Transform professional STEM educators into STEM leaders who pursue global/systemic excellence in student and teacher achievement. (Coaching Standard 4)(CCLO- 2,3,4,6,8)

3. Ignite and explore systematic processes and protocols to develop and empower interprofessional STEM initiatives and drive student achievement. (MSOE, MBA) (Coaching Standard 4 & 5)(CCLO 4,7,9,10)

4. Influence and interact with Piedmont College, State Education Policy, and local school districts requiring current trends in STEM education. (Coaching Standard 4, 5, 6) (CCLO 7,9, 10)

5. Direct innovative educational STEM initiatives, demonstrate the on-going development and integration of leadership traits, foster staff development and nurture public/cooperate support of STEM education (MSOE, MBA) (Coaching Standard 4,6) (CCLO 7,9,10)

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Relevant INTASC standards:

   1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate her/his learning.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations and recognizes how they may bias behaviors and interactions with others.

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 findings toward development of a STEM mindset. Candidates will understand and describe STEM education as interdisciplinary, collaborative, and a process-driven endeavor exploring the literature of STEM including economics and careers in STEM, community and global perspectives, and technology applications. Field-based experiences will include job shadowing STEM businesses or scientists. Each candidate will also complete a personal STEM dispositional and content knowledge assessment and development plan..

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Candidates will be able to articulate a clear definition and understanding of what STEM education is and what it looks like in practice as both interdisciplinary and process driven.

2. Candidates will demonstrate knowledge of the benefits of STEM education for all citizens enabling them to make informed decisions about challenges facing the next generation, for future STEM workforce development and related career opportunities and the skills necessary to be successful in them.

3. Candidates will demonstrate the ability to think critically, evaluate complex data, draw evidence-based conclusions, engage in effective argumentation and communicate effectively in written format (formative).

4. Candidates will demonstrate the dispositions necessary to be effective interdisciplinary STEM educators (i.e., life-long learning, value collaborations, flexible, high tolerance for ambiguity, risk taker, innovative, committed to the profession, self-reflective perseverance) (formative).

5. Candidates will show evidence of an interaction with a STEM related business or externships with STEM professionals to gain perspective of what it is to work in a STEM or STEM related field.

6. Candidates will show evidence of field-based experiences that include observation of classrooms, collaborative planning and interview of teachers in an integrated STEM education environment that is evidenced by reflective documentation (continues in Course II).

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. 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 learning experiences), implementation and appropriate use of technology, co-planning and co-facilitating experiences, as well as managing and differentiating active learning in the classroom to support overall student development in STEM etiquette, practices, and application.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Candidates will demonstrate a comprehensive understanding of and the ability to integrate STEM content standards. (formative)

2. Candidates will demonstrate the ability to apply integrated STEM and STEM related content to answer complex questions, to investigate local, regional and global issues to make connections and to develop solutions for challenges and real-world problems.

3. Candidates will demonstrate the ability to work effectively within a STEM focused multidisciplinary professional learning community to achieve a common goal and to co-plan authentic STEM based experiences and interdisciplinary lessons.

4. Candidates will demonstrate the ability to involve business partners in identifying and solving relevant problems.

5. Candidates will demonstrate the ability to engage local STEM experts in their programs.

6. Candidates will show evidence of field-based experiences that include observation or classrooms, collaborative planning and interview of teachers in an integrated STEM education environment that is evidenced by reflective documentation (continued from Course I).

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 build on their understanding of Course II and apply practice to the engineering design model, PBL, PBE, 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/industry, 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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Candidates will demonstrate the ability to think critically, evaluate complex data, draw evidence-based conclusions, engage in effective argumentation and communicate effectively in written format. (summative)

2. Candidates will demonstrate the ability to engage students in STEM reasoning that reveals how STEM professionals think and solve problems. (formative)

3. Candidates will demonstrate the dispositions necessary to be effective interdisciplinary STEM educators (i.e., life-long learning, value collaborations, flexible, high tolerance for ambiguity, risk taker, innovative, committed to the profession, self-reflective, perseverance). (summative)

4. Candidates will demonstrate the ability to effectively engage students in:

    a. engineering design processes to solve open-ended problems or complete design challenges.

    b.   authentic or investigative research to answer relevant questions

    c.   using STEM reasoning abilities (i.e., computational reasoning, model-based reasoning, quantitative reasoning, engineering design-based reasoning, and complex systems thinking)

    d.   experiential learning

    e.   project management techniques

5. Candidates will demonstrate proficiency in differentiating instruction related to integrated STEM concepts.

6. Candidates will demonstrate the ability to effectively assess students using interdisciplinary STEM performance tasks and portfolio assessments and create rubrics for these assessments.

7. Candidates will demonstrate the ability to facilitate student-led learning and to apply knowledge and skills to novel, relevant and authentic situations.

8. Candidates will demonstrate the implementation of authentic teaching and learning strategies, including project-based learning, problem-based learning, and place-based education.

9. Candidates will foster a learning environment which encourages risk taking, innovation and creativity.

10. Candidates will demonstrate the ability to facilitate student-led team-based learning with appropriate etiquette.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

Candidates will complete an interdisciplinary STEM culminating project through which they will:

1. Demonstrate a comprehensive understanding of and the ability to integrate STEM content standards.

2. Demonstrate the ability to engage students in STEM reasoning that reveals how STEM professionals think and solve problems. (summative)

3. Demonstrate the dispositions necessary to be effective interdisciplinary STEM educators (i.e., life-long learning, value collaborations, flexible, high tolerance for ambiguity, risk taker, innovative, committed to the profession, self-reflective, perseverance).

4. Demonstrate the ability to work effectively within a STEM focused multidisciplinary professional learning community to achieve a common goal and to co-plan authentic STEM based experiences and interdisciplinary lessons.

5. Demonstrate the ability to engage students using STEM and STEM related discipline pedagogical practices.

6. Show evidence of an interaction with a STEM related business or externship with STEM professionals to gain perspective of what it is to work in a STEM or STEM related field.

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, and summer.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. A fully developed personal pedagogy. Evidenced by…The personal pedagogy paper meets CCLOs 1, 2, 8, 9, SECMLOs 1, 2, 3, 4, 5, 7, and INTASC standards 1, 2, 3, 4, 9, 10.

2. A demonstration of knowledge of theories and issues related to pedagogy. Evidenced by…relevant citations in the annotated bibliography, paper and/or presentation. The demonstration meets CCLOs 1, 4, 5, 6, 8, SECMLOs 1, 2, 3, 5, 7, and INTASC standards 1, 2, 3, 6.

3. Evidence of knowledge of the individual's subject matter field. Evidenced by…Teaching demonstration of content during presentation. Evidence of subject matter knowledge meets CCLOs 2, and INTASC standards, 4, 5.

4. Evidence of applications of pedagogy and subject matter knowledge to classroom instruction. Evidenced by…Presentation reflections on the above. Evidence of applications meets CCLOs 1, 2, 3, 4, 5, 6, 7, 8, SECMLOs 1, 2, 5, and INTASC standards 1, 2, 3, 4, 5, 6, 7, 8.

5. (Perhaps most importantly, we hope to see manifestations of the) habits of mind that characterize a continuously developing professional educator. Evidenced by…The willingness to edit, re- invent or work through the complex task of writing and presenting at capstone. "The first write/solution is not always the best paper/solution" Manifestation of habits of mind meets CCLOs 1, 8, 9, SECMLOs 1, 3, 5, 7, and INTASC standard 9.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

1. Design a project that examines the learning and/or social-emotional needs of K-12 students.

2. Present the project using effective communication devices using more than one medium.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon the completion of this course, students will be able to demonstrate they can:

1. Analyze scholarly publications related to their particular field of study.

2. Construct a project that accurately reflects the knowledge and skills gained while in this course.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Use standard critical methods for studying canonical works.

2. Integrate textual evidence into written and oral expression and examine divergent perspectives and approaches to literary interpretation.

3. Investigate the historical scholarship, rhetorical elements of literary production, and the range of literary forms relevant to ancient texts.

4. And analyze the social, political, and cultural factors that influenced the formation of these texts.

ENGL 6602 - Medieval Literature (3)

Selected British prose, poetry, and drama from the eighth to the fourteenth century.

Typically Offered: As needed online.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. To read and interpret medieval English Literature through various critical lenses, especially through the lens of the "other."

2. To question the role of women in medieval society and literature.

3. To construct an original 15 source annotated bibliography on some aspect of medieval English literature.

4. To analyze medieval literature through the development of critical essays.

5. To gain a clearer sense of medieval English culture and society through a careful study of the literature.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Read a selection of major English texts composed in the late 16th and 17th centuries.

2. Discuss textual criticism, close readings techniques, philology, the literary texts themselves, and critical approaches to epics.

3. Discuss thoughtfully and critically the place such material should take in your education.

ENGL 6605 - Shakespeare (3)

Shakespeare's major works.

Typically Offered: Summer online.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Use standard critical methods for studying various works by Shakespeare.

2. Integrate textual evidence into written and oral expression and examine divergent perspectives and approaches to literary interpretation.

3. Investigate the historical scholarship, rhetorical elements of literary production, and the range of literary forms used by Shakespeare.

4. Analyze the social, political, and cultural factors that influenced the formation of these texts.

5. Consider oral presentation of verse drama, performance and stagecraft, rhetoric and poetics, and analysis of character, theme, and POV, as well as production issues and textual problems raised by plays that were meant for the stage rather than for the reader.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Synthesize your understanding and appreciation of texts to recognize historical, critical, and literary significance.

2. Recognize the source of much contemporary thinking about life, religion, and education.

3. Place the "age of enlightenment" in the History of Ideas.

4. Learn to read eighteenth-century essays, novels, plays, and poetry with a fresh, appreciative eye; with perceptive and imaginative responses; and with attention to detail.

5. Review the vocabulary of poetic and rhetorical terms.

6. Speak and write about literature in an insightful, sophisticated, and critical manner.

7. Discuss literature as both literary art and performance text, as both instructive and enjoyable.

ENGL 6615 - British Romanticism (3)

Representative works of English Romantic literature.

Typically Offered: As needed online.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Use standard critical methods for studying various works by British Romantic authors.

2. Integrate textual evidence into written and oral expression and examine divergent perspectives and approaches to literary interpretation.

3. Investigate the historical scholarship, rhetorical elements of literary production, and the range of literary forms used by Romantic poets.

4. And analyze the social, political, and cultural factors that influenced the formation of these texts.

ENGL 6621 - Victorian Literature (3)

Representative works of English Victorian literature.

Typically Offered: As needed online.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.

2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.

3. Awareness of the historical development of literary forms.

4. Appreciation of issues concerning translation and paraphrase.

5. Confidence in producing original criticism based on close reading of a text.

6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.

7. Increased self-awareness through informed, imaginative engagement with other selves.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Analyzing literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.

2. Writing well-structured essays and Canvas responses that persuasively pursue a given trope or motif in the literary text(s) under investigation.

3. Demonstrating a working knowledge of genre conventions, terminology, and literary history.

4. "Discussing" literary texts in a clear, collaborative, and open-minded manner.

5. Incorporating real-world questions of identity, nationality, race, and class into English.

ENGL 6627 - American Romanticism (3)

Survey of the major nineteenth-century American romantic literature.

Typically Offered: As needed online.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Use standard critical methods for the study of the prose and poetry of major nineteenth-century American authors, 1830-1865.

2. Integrate textual evidence into written and oral expression and examine divergent perspectives and approaches to literary interpretation; investigate the historical scholarship, literary scholarship, rhetorical elements of literary production, and the great range of literary forms of this literary "American Renaissance."

3. Synthesize contemporary experiences of other important contemporary writers, including Fuller, Douglass, Chopin, Alcott, Cooper, and Stowe.

4. Analyze social, political, and theological factors that have influenced the formation of these texts.

5. Develop your historical imagination; recognize our common humanity expressed in literature; find and puzzle over the authors' teachings; and intensify your empathic reactions to perceptions of life expressed by literary art.

ENGL 6628 - Twentieth-Century American Literature (3)

Survey of twentieth-century authors of the United States.

Typically Offered: As needed online.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Analyzing literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.

2. Writing well-structured essays and Moodle responses that persuasively pursue a given trope or motif in the literary text(s) under investigation.

3. Demonstrating a working knowledge of genre (short fiction) conventions, terminology, and literary history.

4. "Discussing" literary texts in a clear, collaborative, and open-minded manner.

5. Incorporating real-world questions of identity, nationality, race, and class into English curricula.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop a better understanding of the US identity.

2. Enhance your awareness of the literary canon and the debates concerning it.

3. Develop your own understanding of multicultural US literature from 1865 forward.

4. Develop a deeper understanding of the ways social movements overlap & draw upon one other.

5. Develop your high order thinking skills (analysis, synthesis, and evaluation).

6. Develop your academic writing & MLA documentation skills.

ENGL 6630 - Literature of the American South (3)

Southern American literature from the Colonial period to the present.

Typically Offered: As needed online.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Engage in reading critically the literature of the American South.

2. Develop critical and creative thinking skills through class discussion and writing.

3. Understand the historical conditions under which writers and literary and cultural critics have invented "the South" and how they have chosen its representations.

4. Explore the meanings of the terms, "South," "Southern," "Southern Literature," and "Southern writer."

5. Trace major nineteenth, twentieth, and twenty-first century's cultural and literary.

6. Issues that have affected the development of fiction in the American South, from its beginnings in the 19th C. to the Modernists through postmodern and contemporary writers.

7. Explore the effects of "place" on fictional settings (and writers).

8. Respond more fully to serious literature by understanding various literary critical approaches, from "New Criticism" through Deconstruction and other postmodern methods.

9. Become more aware of the personal, social, and communicative purposes of language, including language for the management of others.

10. Recognize the knowledge, skills, and attitudes that promote constructive interaction between people of differing economic, social, racial, ethnic, and religious backgrounds.

11. Write more effectively through increasing knowledge of the composition process.

ENGL 6631 - History of the English Language (3)

Survey of the historical development of the English language.

Typically Offered: As needed online.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Explore the history and development of the English language and American English.

2. Examine linguistic change, etymology, and the process of word formation.

3. Inquire into the nature of dialects and their impact on discourse communities.

4. Develop an understanding of the interrelated systems of language.

Education Majors, see School of Education Syllabus A – IV

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop an understanding of how creative writing helps teachers and students.

2. Develop an understanding of how creative writing fits into contemporary discussions about curriculum.

3. Learn how to augment lesson plans with creative writing assignments.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Integrate strategies that foster reading and writing for learning.

2. Design effective quick and deep writing prompts.

3. Utilize state and national standards in developing reading and writing assignments.

4. Reflect on our own notions of the purposes of reading and writing in the secondary classroom.

5. Develop strategies for scaffolding students' reading and writing skills.

6. Investigate methods of assessing students' reading and writing.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Candidates will examine methods of teaching composition.

2. Candidates will develop and evaluate writing prompts in their content areas.

3. Candidates will examine ways of evaluating student writing.

4. Candidates will participate in critical "conversations" three times a week to exchange ideas with their peers and to refine their own ideas.

5. Candidates will examine their personal views on the purposes of writing and writing pedagogy.

6. Candidates will develop an independent research project in the field of composition studies.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Through practice in writing, editing, and style analysis, students will become more confident in their knowledge of grammatical forms and functions and Standard English usage.

2. Students will be able to take an informed approach to devising grammar, reading, and writing lessons for their own future classrooms.

3. Students will improve their prose styles through practice with incorporating different grammatical structures into their writing and will become more sophisticated readers through analyzing the style of other writers.

4. Students will develop increased knowledge of the cultural history of the English language and increased awareness of the ethical issues surrounding language instruction.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. We will become familiar with reader response criticism as it applies to high school and middle school readers so that you can guide your students to engage critically with texts.

2. We will explore models of young adult reading so that you will be able to facilitate the process of reading and criticism with your students.

3. We will discuss ways of helping students engage in reading across their middle and high school curriculum.

4. We will read, review, and plan lessons around two young adult novels so that we have a rudimentary understanding of what our students are reading and what they like, and how we might use YA literature to hook life-long readers.

5. We will develop ways of evaluating students' reading and critical skills and balancing non-pejorative evaluation with grading.

6. We will discuss the importance of introducing multicultural readings to middle grade and high school readers.

ENGL 6660 - Literary Criticism (3)

A seminar on the ideas, methods, and history of literary criticism.

Typically Offered: As needed online.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.

2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.

3. Awareness of the cultural contexts and historical development of critical perspectives.

4. Appreciation of issues concerning translation and paraphrase.

5. Confidence in producing original criticism based on close reading of a text.

6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.

7. Increased self-awareness through informed, imaginative engagement with other selves.

ENGL 6680 - Major Authors (3)

An in depth seminar study of one or more selected authors.

Typically Offered: As needed online.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.

2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.

3. Awareness of the cultural contexts and historical development of literary forms.

4. Appreciation of issues concerning translation and paraphrase.

5. Confidence in producing original criticism based on close reading of a text.

6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.

7. Increased self-awareness through informed, imaginative engagement with other selves.

ENGL 6690 - Special Topics (3)

Topics may vary. Check the schedule for the current offering.

Typically Offered: As needed online.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.

2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.

3. Awareness of the cultural contexts and historical development of literary forms.

4. Appreciation of issues concerning translation and paraphrase.

5. Confidence in producing original criticism based on close reading of a text.

6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.

7. Increased self-awareness through informed, imaginative engagement with other selves.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

- Knowledge of current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

The purpose of this course is for students to become aware of current research and breakthroughs in the areas of science, particularly those related to the earth sciences. Requirements keyed to outcomes (CCLOs):

1. Class participation. (1-10)

2. Worksheets and Quizzes over scientific principles upon which current research is based.(1), (2), (7)

3. Critic or exam questions pertaining to articles related to each topic discussed. Including with review is an overview of the scientific principles upon which research is based and how these concepts are keyed to the Appropriate Standards. (I), (2), (7), (9)

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

- Knowledge of current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:

Upon successful completion of this course, the candidate will be able to:

The purpose of this course is for students to become aware of current research and breakthroughs in the areas of science, particularly those related to the earth sciences. Requirements keyed to outcomes (CCLOs):

1. Class participation. (1-10)

2. Worksheets and Quizzes over scientific principles upon which current research is based.(1), (2), (7)

3. Critic or exam questions pertaining to articles related to each topic discussed. Including with review is an overview of the scientific principles upon which research is based and how these concepts are keyed to the Appropriate Standards. (I), (2), (7), (9)

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

- Investigate current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A - IV) (Core Candidate Learning Outcomes by Program and Dispositions for All Candidates)

COURSE OUTCOMES

The purpose of this course is for students to become aware of current research and breakthroughs in the areas of science, particularly those related to the earth sciences.

Requirements keyed to outcomes (CCLOs):

1. Class participation. (1-10)

2. Field experiences (1-5), (9-10)

3. Activities (readings, worksheets, field guides) related to content (1-6), (8-10)

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

- Investigate current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A - IV) (Core Candidate Learning Outcomes by Program and Dispositions for All Candidates)

COURSE OUTCOMES

The purpose of this course is for students to become aware of current research and breakthroughs in the areas of science, particularly those related to the earth sciences.

Requirements keyed to outcomes (CCLOs):

1. Class participation. (1-10)

2. Field experiences (1-5), (9-10)

3. Activities (readings, worksheets, field guides) related to content (1-6), (8-10)

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Read, analyze, discuss and comment on diverse thoughts, utterances, and observations of America's early past.

2. Knowledge of various elements of internal and external historical criticism and methodology.

3. Improved communication skills in writing, reading, and historical judgment.

4. Improved ability to study a mass of information, analyze it critically, and form logical conclusions (which may, or may not, be congruent with those of the instructor).

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Read, analyze, discuss and comment on diverse thoughts, utterances, and observations of the American past in the era from Reconstruction to the Present.

2. Knowledge of various elements of internal and external historical criticism and methodology.

3. Improved communication skills in writing, reading, and historical judgment.

4. Improved ability to study a mass of information, analyze it critically, and form logical conclusions (which may, or may not, be congruent with those of the instructor).

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Increased understanding of the major events and individuals of recent American history (since 1945).

2. Ability to emphasize the relationship of the past and the present in the history and life of the United States.

3. Improved ability in written expression.

4. Improved reading skills.

5. Improved ability to consider a mass of historical information, critically analyze it, and form logical conclusions about its importance in the life of nation.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Read, analyze, discuss, and comment of diverse thoughts, utterances, and observations of the Old South from the colonial period to Secession.

2. Knowledge of various elements of internal and external historical criticism and methodology.

3. Improved communication skills in writing, reading and historical judgement.

4. Improved ability to study a mass of historical information, analyze it critically, and form logical conclusions (which may or may not be congruent with those of the instructor).

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Increased understanding of the major events and individuals of New South history from the beginning of the Era of Reconstruction to the Present and comprehend the challenges the region faces daily.

2. Understand the relationship of the past and the present in the history and life of the former Confederacy and rest of the nation.

3. Improved ability in written and oral expression.

4. Improved readings skills.

5. Improved ability to consider a mass of historical information, analyze it critically, and form logical conclusions.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Read, analyze, discuss and comment on diverse thoughts, utterances, and observations of Georgia's past.

2. Knowledge of various elements of internal and external historical criticism and methodology.

3. Improved communication skills in writing, reading, and historical judgment.

4. Improved ability to study a mass of information, analyze it critically, and form logical conclusions.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Increased understanding of the major events and individuals Recent Latin American History and comprehend the challenges the world faces daily.

2. Increased understanding of the relationship of the past and the present in the history and life of the world's societies and nation-states.

3. Improved ability in written and oral expression.

4. Improved readings skills.

5. Improved ability to consider a mass of historical information, analyze it critically, and form logical conclusions.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Increased understanding of the major events and individuals of the Ancient World to the Pre-Modern Era.

2. Knowledge of the relationship of the past and the present in the history and life of world.

3. Improved ability in written and oral expression.

4. Improved reading skills.

5. Improved ability to consider a mass of historical information, analyze it critically, and form logical conclusions.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Increased understanding of the major events and individuals of the Beginning of the Modern Era to the Present.

2. Increased understanding of the relationship of the past and the present in the history and life of world.

3. Improved ability in written and oral expression.

4. Improved reading skills.

5. Improved ability to consider a mass of historical information, analyze it critically, and form logical conclusions.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Increased understanding of the major events and individuals of history from the beginning of a given society to the present and comprehend the challenges the region/place had faced – and faces daily.

2. To emphasize the relationship of the past and the present in the history and life of a given society and contributions to the world's societies and nation-states.

3. To improve student ability in written and oral expression.

4. To improve student readings skills.

HSCS - HEALTH SCIENCE

HSCS 5100 - Epidemiology and Biostatistics (3)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will access existing information and data related to health. (1.2.0)

2. Students will establish collaborative relationships and agreements that facilitate access to data (1.2.2)

3. Students will determine the validity of existing data and identify potential gaps. (1.2.4; 1.2.6)

4. Students will identify potential data sources and instruments related to health, select appropriate qualitative and/or quantitative collection methods, and collect data for use in an assessment. (1.3.2; 1.3.1; 1.3.5; 1.3.0)

5. Students will develop data collection procedures and train personnel to assist in data collection. (1.3.3)

6. Students will identify factors that enhance or impede health education/promotion programming and interventions, including determining the extent of available resources, related policies, and existing program effectiveness. (1.6.2)

7. Students will assess social, environmental, political, and other factors that may impact health education/promotion and the known capacity for providing necessary programming/interventions. (1.6.4)

8. Students will identify current needs, available resources, and known capacity for health education programming/interventions, synthesize those assessment findings to prioritize needs, and develop and report recommendations. (1.7.1)

9. Students will develop vision, mission, and goal statements, including the specific, measurable, attainable, realistic, and time-sensitive objectives to meet them. (2.2.5)

10. Students will develop a research plan which includes creating statement of purpose, developing sampling and data collection procedures, planning for non-respondent follow-up, and assessing the overall feasibility of conducting the research. (4.2.0; 4.2.10)

11. Students will apply ethical principles to the research process, including when choosing the research design, determining instrument suitability, identifying participants, and completing data analysis. (4.2.14; 4.2.7; 4.2.9)

12. Students will conduct a search for literature related to their research topic and analyze and synthesize information found to develop research questions and/or hypotheses and assess the feasibility of conducting a study. (4.2.3; 4.2.5)

13. Students will identify, select, adapt, and/or create instruments to collect data which are fair, reduce bias, and use language appropriate to the priority population. (4.3.1; 4.3.0; 4.3.2; 4.3.3)

14. Students will use available technology to collect, monitor, and manage data based on the evaluation or research plan and in compliance with all laws and regulations protecting participants' rights. (4.4.4)

15. Students will use technology to prepare data for analysis using qualitative, descriptive, and/or inferential statistical methods. (4.5.4; 4.5.2; 4.5.0)

16. Students will synthesize analyzed data to interpret research results to explain how/if they support/refute the research question and/or hypotheses, to identify limitations, and to address any delimitations. (4.6.1; 4.6.6; 4.6.5)

17. Students will compare research data to other studies or evaluations and use the findings to draw conclusions, propose possible explanations, and develop recommendations. (4.6.7)

18. Students will evaluate and use existing and emerging technologies to support health education/promotion programming/interventions, including to collect, store, and retrieve management data in an ethical manner. (5.2.2; 5.2.3; 5.2.0; 5.2.4)

19. Students will assess target population needs for health-related information, identify valid information and evaluate it for accuracy, relevance, and timeliness, adapt the information to fit the consumer, and convey it in an appropriate way. (6.1.0; 6.1.3)

20. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making. (64e)

21. Students will use epidemiological evidence to develop and implement strategies to mitigate long-term risk for common congenital and acquired health conditions (adrenal disease, cardiovascular disease, diabetes, neurocognitive disease, obesity, and osteoarthritis) across the life span associated with physical activity participation. (79a)

22. Students will use injury surveillance, epidemiological, and other evidence provided by accepted outcome measures to develop, implement, and assess risk reduction programming effectiveness. (80)

23. Students will determine the primary duties and responsibilities of strength and conditioning staff. (Practical/applied 3.B.)

24. Students will determine the policies and procedures associated with the safe operation of the strength and conditioning facility (e.g., facility/equipment cleaning and maintenance, rules, scheduling, emergency procedures). (Practical/applied 3.C.)

25. Students will administer goal-specific test protocols and procedures to ensure reliable data collection, and interpret the results to design a training program for strength, endurance, cardiorespiratory fitness, flexibility, and/or body composition. (Practical/applied 4.C.; 4.A.)

HSCS 5301 - Implementation and Evaluation of Health Programming (3)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will plan an assessment process for health education/promotion. (1.1.0)

2. Students will use ethical principles to identify existing and necessary resources to conduct assessments, and determine the extent of available health education/promotion programming and interventions. (1.1.2; 1.1.5)

3. Students will use contemporary theories/models to plan and apply the assessment process for health education/promotion, to define the prioiry population to be assessed, and to engage those populations, partners, and stakeholders. (1.1.4; 1.1.3)

4. Students will review literature to identify primary and secondary data sources related to health and extract data from existing databases. (1.2.1; 1.2.3)

5. Students will identify potential data sources and instruments related to health, select appropriate qualitative and/or quantitative collection methods, and collect data for use in an assessment. (1.3.2)

6. Students will develop data collection procedures and train personnel to assist in data collection. (1.3.3)

7. Students will identify potential data sources and instruments related to health, select appropriate qualitative and/or quantitative collection methods, and collect data for use in an assessment. (1.3.5; 1.3.1)

8. Students will identify and analyze behavioral, environmental, and/or other factors that influence health behaviors, including those which foster or inhibit skill acquisition and impact health. (1.4.0; 1.4.2)

9. Students will identify factors that enhance or impede health education/promotion programming and interventions, including determining the extent of available resources, related policies, and existing program effectiveness. (1.6.1)

10. Students will assess social, environmental, political, and other factors that may impact health education/promotion and the known capacity for providing necessary programming/interventions. (1.6.5; 1.6.4)

11. Students will identify current needs, available resources, and known capacity for health education programming/interventions, synthesize those assessment findings to prioritize needs, and develop and report recommendations. (1.7.4; 1.7.2)

12. Students will identify priority populations, partners, and other stakeholders, and use strategies to bring them together to collaborate and obtain participation commitment as part of the planning process. (2.1.1)

13. Students will develop vision, mission, and goal statements, including the specific, measurable, attainable, realistic, and time-sensitive objectives to meet them. (2.2.0)

14. Students will use evidence-based practice when choosing desired outcomes, planning which programming/intervention models to use, assessing outcome efficacy to ensure consistency with objectives, and adapting existing strategies/interventions as needed. (2.3.1; 2.3.3)

15. Students will apply ethical principles when selecting strategies and designing interventions, including active compliance with all applicable legal standards. (2.3.11)

16. Students will organize a health education/promotion plan into a logical sequence, built upon accepted theories or models, and conduct pilot testing when feasible. (2.4.1)

17. Students will identify known and needed resources involved in health education/promotion delivery, analyze how to integrate programming/intervention strategies into other and/or existing programs, and develop a process by which shared resources/processes can be sustainable. (2.4.2)

18. Students will develop a plan to deliver health education programming/interventions which includes: a timeline, marketing plan, and methods for reaching priority populations. (2.4.4; 2.4.5)

19. Students will Identify and analyze factors that foster or hinder implementation of programming and develop plans and processes to overcome potential barriers to implementation. (2.5.2; 2.5.0)

20. Students will create an environment conducive to learning and develop/secure logistical resources to implement the planned programming/intervention, and will do so in an ethical and legal manner. (3.1.2; 3.1.0; 3.1.5)

21. Students will use contemporary theories/models to implement health education/promotion programming/interventions, assess readiness for implementation, and deliver strategies as designed. (3.3.0; 3.3.2)

22. Students will address diversity and demonstrate cultural competence within priority populations when selecting and/or designing strategies/interventions to fit their needs. (3.3.4; 2.3.5)

23. Students will implement a plan to deliver health education programming/interventions which includes: a timeline, marketing plan, and methods for reaching priority populations. (3.3.5)

24. Students will monitor implementation of a health eduction/promotion plan to ensure it is delivered consistently in accordance with the timeline, is making progress toward achieving objectives, and is compliant with all legal and ethical standards and principles. (3.4.2; 3.4.7)

25. Students will assess implementation of a health eduction/promotion plan to make modifications when needed, monitor resource use, and evaluate the plan's overall sustainability. (3.4.4; 3.4.6)

26. Students will develop an evaluation plan using ethically collectable qualitative and/or quantitative data. (4.1.0; 4.1.10)

27. Students will select an existing or create a new logic model to guide the evaluation process, adapt or modify it when necessary, and develop data collection and analysis procedures. (4.1.3; 4.1.4)

28. Students will advocate for the health needs of clients, patients, communities, and populations. (56)

29. Students will identify health care delivery strategies that account for health literacy and a variety of social determinants of health, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases, and will apply them to their daily class/clinical attendance; 2)interpersonal and cross-cultural communication, educational intervention strategies to promote positive behavior change, and impacting emotional well-being while protecting privacy; and 3) the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (57)

30. Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate incare and recovery, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases; 2)interpersonal and cross-cultural communication, intervention strategies to promote positive behavior change and impact emotional well-being; and 3) consider the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (58a)

31. Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in the care and recovery process, including: 1) assess and interpret physical examination findings (including gait, posture, and ergonomics) to identify participation restrictions (disabilities), activity limitations (functional limitations), and the overall impact of the condition on the patient's life and goals; 2) identify indications, contraindications, and precautions applicable to the intended therapeutic intervention and design and implement a treatment program to meet specific goals; and 3) the use of multimedia tools to create a professional product. (58b)

32. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including: 1) use of correct terminology and complying with legal statutes regulating privacy and medical records; 2) using a comprehensive patient file management system (including diagnostic and procedural codes) for documentation, risk management, outcome assessment, and billing purposes; and 3) use culturally-appropriate communication techniques and intervention strategies to promote positive behavior change and impact emotional well-being. (59a)

33. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making. (64e)

34. Students will develop patient-centered care plans that includecollection, analysis, and use of psychometrically sound outcome measure data to determine patient status and progress toward goals, intervention efficacy and necessary modifications, participation restrictions and functional limitations, and return to play, discharge, and/or referral criteria. (69)

35. Students will identify current and emerging issues requiring advocacy, engage stakeholders in advocacy initiatives, comply with organizational policies related to participating in advocacy, and lead initiatives when appropriate. (7.2.2; 7.2.0)

36. Students will select and incorporateefficacious treatment and rehabilitative interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73)

37. Students will select and incorporatetherapeutic and corrective exercise interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73a)

38. Students will select and incorporatetherapeutic modality interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, the patient's psychosocial response, and manufacturer, institutional, state, and/or federal standards that influence their safe operation. (73g)

39. Students will select and incorporate home care management interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73h)

40. Students will select and incorporatecardiovascular training interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, the patient's psychosocial response, and manufacturer, institutional, state, and/or federal standards that influence their safe operation. (73i)

41. Students will obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition appropriate for the patient's ability to respond. (74d)

42. Students will demonstrate effective interpersonal and cross-cultural communication and educational intervention strategies when identifying, referring, and supporting patients and others involved in their healthcare to effect positive behavioral change and monitor their treatment compliance, progress, and readiness to participate. (77a)

43. Students will describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, stress response, confidence, and patient and social environment interactions as they affect patient interactions, clinical referral decisions, and eventual return to activity/participation for injuries or forced inactivity. (77b)

44. Students will describe the psychological and sociocultural factors, signs, symptoms, and physiological and psychological responses of patients displaying disordered eating, substance misuse/abuse, suicidal ideation, depression, anxiety disorder, psychosis, mania, and attention deficit disorders, and devise appropriate management and referral strategies that are consistent with current practice guidelines. (77c)

45. Students will identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral,patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. (77d)

46. Students will select and integrate appropriate behavioral health techniques (motivation, goal setting, imagery, anxiety reduction, positive self-talk, and/or relaxation) into a patient's treatment, pain management, or rehabilitation program to enhance compliance, progress, return to play, and overall outcomes. (77e)

47. Students will use epidemiological evidence to develop and implement strategies to mitigate long-term risk for common congenital and acquired health conditions (adrenal disease, cardiovascular disease, diabetes, neurocognitive disease, obesity, and osteoarthritis) across the life span associated with physical activity participation. (79a)

48. Students will use physical fitness concepts (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition), testing procedures, and programming to mitigate long-term health risks, encourage a healthy lifestyle, and assess clients' physical status and readiness for activity across the lifespan. (79b)

49. Students will use injury surveillance, epidemiological, and other evidence provided by accepted outcome measures to develop, implement, and assess risk reduction programming effectiveness. (80)

50. Students will use osteokinematic and arthrokinematic principles to develop, implement, and supervise comprehensive programs to maximize sport performance and reduce the influence of pathomechanics that are safe and client-specific. (82a)

51. Students will use physical fitness principles and assessments (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition) to develop, implement, and supervise comprehensive programs to maximize sport performance and general wellness that are safe and client-specific. (82b)

52. Students will select and use biometric and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancements. (87)

53. Students will develop and implement specific policies and procedures to identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral,patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. (94)

HSCS 5302 - Pathology and Pharmacology (4)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will identify priority populations, partners, and other stakeholders, and use strategies to bring them together to collaborate and obtain participation commitment as part of the planning process. (2.1.2)

2. Students will create an environment conducive to learning and develop/secure logistical resources to implement the planned programming/intervention, and will do so in an ethical and legal manner. (3.1.1)

3. Students will identify health care delivery strategies that account for health literacy and a variety of social determinants of health, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases, and will apply them to their daily class/clinical attendance; 2)interpersonal and cross-cultural communication, educational intervention strategies to promote positive behavior change, and impacting emotional well-being while protecting privacy; and 3) the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (57)

4. Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate incare and recovery, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases; 2)interpersonal and cross-cultural communication, intervention strategies to promote positive behavior change and impact emotional well-being; and 3) consider the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (58a)

5. Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in the care and recovery process, including: 1) assess and interpret physical examination findings (including gait, posture, and ergonomics) to identify participation restrictions (disabilities), activity limitations (functional limitations), and the overall impact of the condition on the patient's life and goals; 2) identify indications, contraindications, and precautions applicable to the intended therapeutic intervention and design and implement a treatment program to meet specific goals; and 3) the use of multimedia tools to create a professional product. (58b)

6. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including when 1) recognizing potentially dangerous conditions related to the environment, field, or playing surface; and 2) devising strategies to rectify the situation. (59b)

7. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including when 1) describing how common pharmacological agents influence pain and healing, their therapeutic use, general categories used for treatment, desired outcomes, and the typical duration of treatment; and 2) communicating the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy. (59c)

8. Students will identify the level of literacy of the intended message audience, tailor the messaging to them, pilot test where feasible, revise messaging based on feedback, and evaluate the message impact. (7.1.3)

9. Students will identify current and emerging issues requiring advocacy, engage stakeholders in advocacy initiatives, comply with organizational policies related to participating in advocacy, and lead initiatives when appropriate. (7.2.0)

10. Students will demonstrate the ability to modify standard diagnostic examination procedures to clinically evaluate and manage patients with acute conditions according to the demands of the situation and the patient's ability to respond, and interpret those results to determine when referral is necessary. (70)

11. Students will evaluate and manage patients with acute conditions, including triagingthose that are life threatening or otherwise emergent, including: respiratory compromise (pulse oximetry, adjunct airways, suction, supplemental oxygen, spirometry, metered-dose inhalers, nebulizers, and bronchodilators) with and without suspected spine injury and/or protective equipment. (70b)

12. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cervical spine compromise (stabilization and transportation techniques, equipment removal considerations and methods). (70d)

13. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: anaphylaxis (epinephrine auto injector) with and without suspected spine injury and/or protective equipment. (70h)

14. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: exertional sickling, rhabdomyolysis, and hyponatremia with and without suspected spine injury and/or protective equipment. (70i)

15. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: diabetes (glucometer, administering glucagon, insulin) with and without suspected spine injury and/or protective equipment. (70j)

16. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: drug overdose (including administering rescue medications such as narcan) with and without suspected spine injury and/or protective equipment. (70k)

17. Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: testicular injury with and without suspected spine injury and/or protective equipment. (70m)

18. Students will perform an initial or follow-up evaluation to formulate a diagnosis and plan of care that includes a thorough medical history (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond. (71a)

19. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying comorbidities and complex medical conditions. (71b)

20. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing function, gait, and joint mechanics. (71c)

21. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing cardiovascular function (including auscultation). (71d-1)

22. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing pain level. (71d-10)

23. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the reproductive system. (71d-11)

24. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the respiratory system (including auscultation). (71d-12)

25. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the endocrine system. (71d-2)

26. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the eyes, ears, nose, throat, mouth, and teeth. (71d-3)

27. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the gastrointestinal system. (71d-4)

28. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the genitourinary system. (71d-5)

29. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the integumentary system. (71d-6)

30. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the patient's mental status. (71d-7)

31. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the neurological system. (71d-9)

32. Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying appropriate referrals. (71e)

33. Students will explain the basic principles of diagnostic accuracy concepts (reliability, sensitivity, specificity, likelihood ratios, prediction values, and probabilities) and use them to select, perform or obtain, and interpret the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions. (72b)

34. Students will select and incorporateefficacious treatment and rehabilitative interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73)

35. Students will describe how common pharmacological agents influence pain and healing, explain theirtherapeutic use, general categories used for treatment, desired treatment outcomes, and typical duration of treatment, and optimize patient outcomes by educating clients on the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy for common diseases and conditions. (74a)

36. Students will determine when a metered-dose inhaler is warranted based on a patient's condition and educate/assist a patient in its use or that of a nebulizer in the presence of asthma-related bronchospasm. (74b)

37. Students will identify and use appropriate pharmaceutical terminology to explainpharmacodynamic principles (receptor theory, dose-response relationship, placebo effect, potency, drug interactions, bioavailability, half-life, bioequivalence, generic vs brand name) as they relate to drug action, therapeutic effectiveness, patient choice, dosing schedule for management of medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility. (74c)

38. Students will obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition appropriate for the patient's ability to respond. (74d)

39. Students will use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications and describe advantages and disadvantages of their common administration routes, and use their findings to educate patients. (74e)

40. Prior to administering medications or other therapeutic agents (as legally prescribed), students will use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications and describe advantages and disadvantages of their common administration routes. (75a)

41. Students will practice assisting and/or instructing a patient in the proper use, cleaning, and storage of drugs commonly delivered by auto-injectors (epi-pen), metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician. (75b)

42. Students will use appropriate terminology and adhere to federal, state, and local laws, regulations ,and procedures for the proper storage, disposal, transportation, dispensing (administering where appropriate), and documentation associated with commonly used prescription and nonprescription medications or other therapeutic agents. (75c)

43. Students will describe how common legally prescribed pharmacological agents influence pain and healing, explain theirtherapeutic use, general categories used for treatment, desired treatment outcomes, and typical duration of treatment, and optimize patient outcomes by communicating the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy for common diseases and conditions. (75d)

44. Students will describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, stress response, confidence, and patient and social environment interactions as they affect patient interactions, clinical referral decisions, and eventual return to activity/participation for injuries or forced inactivity. (77b)

45. Students will describe the psychological and sociocultural factors, signs, symptoms, and physiological and psychological responses of patients displaying disordered eating, substance misuse/abuse, suicidal ideation, depression, anxiety disorder, psychosis, mania, and attention deficit disorders, and devise appropriate management and referral strategies that are consistent with current practice guidelines. (77c)

46. Students will identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral,patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. (77d)

47. Students will select and integrate appropriate behavioral health techniques (motivation, goal setting, imagery, anxiety reduction, positive self-talk, and/or relaxation) into a patient's treatment, pain management, or rehabilitation program to enhance compliance, progress, return to play, and overall outcomes. (77e)

48. Students will use epidemiological evidence to develop and implement strategies to mitigate long-term risk for common congenital and acquired health conditions (adrenal disease, cardiovascular disease, diabetes, neurocognitive disease, obesity, and osteoarthritis) across the life span associated with physical activity participation. (79a)

49. Students will plan and implement a comprehensive preparticipation physical examination process as recommended by contemporary guidelines for its role in identifying modifiable and non-modifiable risk factors related to injury and illness predisposition, the patient's restrictions and/or limitations, and other impacts on participation. (81)

50. Students will create educational programming for clients about the clinical signs and symptoms, effects, participation consequences (banned and TUE status), and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over the counter, prescription, and recreational drugs on health and physical performance. (84)

51. Students will use knowledge of thermoregulatory mechanisms and environmental assessment, acclimation, and conditioning principles to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury. (85)

52. Students will develop, implement, and revise policies that pertain to prevention, preparedness (venue-specific EAPs), and response to medical emergencies and other critical incidents (emergent conditions and injuries, disease control, medical authority notification, and planning to prevent epidemics)to appropriatelydocument, manage risk (security, fire, electrical and equipment safety, and hazardous chemicals), generate appropriate referrals, and improve outcomes. (92)

53. Students will develop and implement specific policies and procedures to identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral,patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. (94)

54. Students will apply basic knowledge of the effects, risks, and alternatives of common performance enhancing substances and methods. (Scientific foundations 2.D.)

HSCS 5340 - Coaching Behavior Change (3)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will plan an assessment process for health education/promotion. (1.1.0)

2. Students will use contemporary theories/models to plan and apply the assessment process for health education/promotion, to define the prioiry population to be assessed, and to engage those populations, partners, and stakeholders. (1.1.1; 1.1.3)

3. Students will use ethical principles to identify existing and necessary resources to conduct assessments, and determine the extent of available health education/promotion programming and interventions. (1.1.5)

4. Students will access existing information and data related to health. (1.2.0)

5. Students will establish collaborative relationships and agreements that facilitate access to data (1.2.2)

6. Students will develop data collection procedures and train personnel to assist in data collection. (1.3.3)

7. Students will identify potential data sources and instruments related to health, select appropriate qualitative and/or quantitative collection methods, and collect data for use in an assessment. (1.3.5; 1.3.2; 1.3.0)

8. Students will identify and analyze behavioral, environmental, and/or other factors that influence health behaviors, including those which foster or inhibit skill acquisition and impact health. (1.4.1)

9. Students will identify the impact of emerging social, economic, and other trends on health. (1.4.3)

10. Students will identify and analyze factors that influence the learning process, including those that foster, hinder, and/or influence attitudes and beliefs, knowledge acquisition, and skill acquisition. (1.5.1)

11. Students will identify current needs, available resources, and known capacity for health education programming/interventions, synthesize those assessment findings to prioritize needs, and develop and report recommendations. (1.7.4; 1.7.0; 1.7.2)

12. Students will identify priority populations, partners, and other stakeholders, and use strategies to bring them together to collaborate and obtain participation commitment as part of the planning process. (2.1.1)

13. Students will develop vision, mission, and goal statements, including the specific, measurable, attainable, realistic, and time-sensitive objectives to meet them. (2.2.1)

14. Students will use evidence-based practice when choosing desired outcomes, planning which programming/intervention models to use, assessing outcome efficacy to ensure consistency with objectives, and adapting existing strategies/interventions as needed. (2.3.1; 2.3.3)

15. Students will apply ethical principles when selecting strategies and designing interventions, including active compliance with all applicable legal standards. (2.3.11)

16. Students will develop a plan to deliver health education programming/interventions which includes: a timeline, marketing plan, and methods for reaching priority populations. (2.4.0)

17. Students will Identify and analyze factors that foster or hinder implementation of programming and develop plans and processes to overcome potential barriers to implementation. (2.5.0)

18. Students will create an environment conducive to learning, collect baseline data on their clients, and will devise strategies to demonstrate and teach proper techniques. (3.3.1)

19. Students will advocate for the health needs of clients, patients, communities, and populations. (56)

20. Students will identify health care delivery strategies that account for health literacy and a variety of social determinants of health, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases, and will apply them to their daily class/clinical attendance; 2)interpersonal and cross-cultural communication, educational intervention strategies to promote positive behavior change, and impacting emotional well-being while protecting privacy; and 3) the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (57)

21. Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate incare and recovery, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases; 2)interpersonal and cross-cultural communication, intervention strategies to promote positive behavior change and impact emotional well-being; and 3) consider the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (58a)

22. Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in the care and recovery process, including: 1) assess and interpret physical examination findings (including gait, posture, and ergonomics) to identify participation restrictions (disabilities), activity limitations (functional limitations), and the overall impact of the condition on the patient's life and goals; 2) identify indications, contraindications, and precautions applicable to the intended therapeutic intervention and design and implement a treatment program to meet specific goals; and 3) the use of multimedia tools to create a professional product. (58b)

23. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including: 1) use of correct terminology and complying with legal statutes regulating privacy and medical records; 2) using a comprehensive patient file management system (including diagnostic and procedural codes) for documentation, risk management, outcome assessment, and billing purposes; and 3) use culturally-appropriate communication techniques and intervention strategies to promote positive behavior change and impact emotional well-being. (59a)

24. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making. (64e)

25. Students will develop patient-centered care plans that includecollection, analysis, and use of psychometrically sound outcome measure data to determine patient status and progress toward goals, intervention efficacy and necessary modifications, participation restrictions and functional limitations, and return to play, discharge, and/or referral criteria. (69)

26. Students will select and incorporateefficacious treatment and rehabilitative interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73)

27. Students will select and incorporatetherapeutic and corrective exercise interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73a)

28. Students will select and incorporatetherapeutic modality interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, the patient's psychosocial response, and manufacturer, institutional, state, and/or federal standards that influence their safe operation. (73g)

29. Students will select and incorporate home care management interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73h)

30. Students will select and incorporatecardiovascular training interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, the patient's psychosocial response, and manufacturer, institutional, state, and/or federal standards that influence their safe operation. (73i)

31. Students will obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition appropriate for the patient's ability to respond. (74d)

32. Students will demonstrate effective interpersonal and cross-cultural communication and educational intervention strategies when identifying, referring, and supporting patients and others involved in their healthcare to effect positive behavioral change and monitor their treatment compliance, progress, and readiness to participate. (77a)

33. Students will describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, stress response, confidence, and patient and social environment interactions as they affect patient interactions, clinical referral decisions, and eventual return to activity/participation for injuries or forced inactivity. (77b)

34. Students will describe the psychological and sociocultural factors, signs, symptoms, and physiological and psychological responses of patients displaying disordered eating, substance misuse/abuse, suicidal ideation, depression, anxiety disorder, psychosis, mania, and attention deficit disorders, and devise appropriate management and referral strategies that are consistent with current practice guidelines. (77c)

35. Students will identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral,patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. (77d)

36. Students will select and integrate appropriate behavioral health techniques (motivation, goal setting, imagery, anxiety reduction, positive self-talk, and/or relaxation) into a patient's treatment, pain management, or rehabilitation program to enhance compliance, progress, return to play, and overall outcomes. (77e)

37. Students will use epidemiological evidence to develop and implement strategies to mitigate long-term risk for common congenital and acquired health conditions (adrenal disease, cardiovascular disease, diabetes, neurocognitive disease, obesity, and osteoarthritis) across the life span associated with physical activity participation. (79a)

38. Students will use physical fitness concepts (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition), testing procedures, and programming to mitigate long-term health risks, encourage a healthy lifestyle, and assess clients' physical status and readiness for activity across the lifespan. (79b)

39. Students will use injury surveillance, epidemiological, and other evidence provided by accepted outcome measures to develop, implement, and assess risk reduction programming effectiveness. (80)

40. Students will use osteokinematic and arthrokinematic principles to develop, implement, and supervise comprehensive programs to maximize sport performance and reduce the influence of pathomechanics that are safe and client-specific. (82a)

41. Students will use physical fitness principles and assessments (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition) to develop, implement, and supervise comprehensive programs to maximize sport performance and general wellness that are safe and client-specific. (82b)

42. Students will select and use biometric and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancements. (87)

43. Students will develop and implement specific policies and procedures to identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral,patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines. (94)

HSCS 5410 - Research Methodology in Health Sciences (3)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will use contemporary theories/models to plan and apply the assessment process for health education/promotion, to define the prioiry population to be assessed, and to engage those populations, partners, and stakeholders. (1.1.3)

2. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the ability to differentiate between narrative reviews, systematic reviews, and meta-analyses; 2) the ability to describe and differentiate types of qualitative and quantitative research, research components, and levels of research evidence; and 3) use standard criteria to critically appraise the structure, rigor, and overall quality of research studies to create and answer clinical questions. (62a)

3. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of clinical outcome assessment instruments; and 2) the development and use of clinical prediction rules to determine the effectiveness and efficacy of intervention strategies. (62b)

4. Students will use quality assurance and quality improvement strategies to enhance client/patient care, including the use of evidence to: 1) differentiate between narrative reviews, systematic reviews , and meta-analyses; 2) describe and differentiate types of qualitative and quantitative research, research components, and levels of research evidence; and 3) critically appraise the structure, rigor, and overall quality of research studies to create and answer clinical questions. (63a)

5. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 2) search, retrieve, analyze, and use information derived from databases and online critical appraisal libraries for clinical decision support. (64b)

6. Students will identify the level of literacy of the intended message audience, tailor the messaging to them, pilot test where feasible, revise messaging based on feedback, and evaluate the message impact. (7.1.3)

HSCS 5411 - Current and Emerging Issues in Health Policy, Economics, and Advocacy (3)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will identify and analyze behavioral, environmental, and/or other factors that influence health behaviors, including those which foster or inhibit skill acquisition and impact health. (1.4.2; 1.4.1; 1.4.0)

2. Students will identify factors that enhance or impede health education/promotion programming and interventions, including determining the extent of available resources, related policies, and existing program effectiveness. (1.6.2)

3. Students will assess social, environmental, political, and other factors that may impact health education/promotion and the known capacity for providing necessary programming/interventions. (1.6.5)

4. Students will apply ethical principles when selecting strategies and designing interventions, including active compliance with all applicable legal standards. (2.3.12)

5. Students will create an environment conducive to learning and develop/secure logistical resources to implement the planned programming/intervention, and will do so in an ethical and legal manner. (3.1.6; 3.1.5)

6. Students will address diversity and demonstrate cultural competence within priority populations when selecting and/or designing strategies/interventions to fit their needs. (3.3.4; 2.3.5)

7. Students will monitor implementation of a health eduction/promotion plan to ensure it is delivered consistently in accordance with the timeline, is making progress toward achieving objectives, and is compliant with all legal and ethical standards and principles. (3.4.8)

8. Students will use evidence-based findings to assess the impact of existing and proposed systems and policies on health and health education, project future impact on both, and engage in legislative and media advocacy to influence decision-makers. (7.3.1; 7.3.2; 7.3.4)

9. Students will develop policies to promote health using evidence-based findings, identify factors that influence decision-makers, and use policy advocacy to influence them. (7.3.6; 7.3.8)

10. Students will identify current and emerging issues requiring advocacy, engage stakeholders in advocacy initiatives, comply with organizational policies related to participating in advocacy, and lead initiatives when appropriate. (7.2.8; 7.2.9)

11. Students will advocate for the health needs of clients, patients, communities, and populations. (56)

12. Students will practice in a manner that is congruent with ethical standards of the profession as defined by, 1) the legal parameters that define an athletic trainer's scope of care and differentiated their role, responsibilities, preparation, and scope of practice from other providers; and 2) the essential documents of the national governing, credentialing, and regulatory bodies. (65)

13. Students will advocate for the profession by, 1) understanding the history and functions of the NATA, BOC, and CAATE; 2) identifying mechanisms by which ATs influence state and federal healthcare regulation; 3) identifying key regulatory agencies that govern healthcare facilities and service delivery; and 4) implementing strategies to educate colleagues, students, clients, the public, and other healthcare professionals about athletic training responsibilities, scope of practice, and educational preparation. (68)

14. Students will use injury surveillance, epidemiological, and other evidence provided by accepted outcome measures to develop, implement, and assess risk reduction programming effectiveness for healthy and at-risk individuals across the lifespan. (80)

HSCS 5420 - Advanced Strength and Conditioning (3)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will access existing information and data related to health. (1.2.0)

2. Students will review literature to identify primary and secondary data sources related to health and extract data from existing databases. (1.2.3)

3. Students will identify potential data sources and instruments related to health, select appropriate qualitative and/or quantitative collection methods, and collect data for use in an assessment. (1.3.1)

4. Students will identify and analyze behavioral, environmental, and/or other factors that influence health behaviors, including those which foster or inhibit skill acquisition and impact health. (1.4.2)

5. Students will identify factors that enhance or impede health education/promotion programming and interventions, including determining the extent of available resources, related policies, and existing program effectiveness. (1.6.0)

6. Students will identify current needs, available resources, and known capacity for health education programming/interventions, synthesize those assessment findings to prioritize needs, and develop and report recommendations. (1.7.4)

7. Students will identify priority populations, partners, and other stakeholders, and use strategies to bring them together to collaborate and obtain participation commitment as part of the planning process. (2.1.0)

8. Students will develop vision, mission, and goal statements, including the specific, measurable, attainable, realistic, and time-sensitive objectives to meet them. (2.2.1; 2.2.0)

9. Students will use evidence-based practice when choosing desired outcomes, planning which programming/intervention models to use, assessing outcome efficacy to ensure consistency with objectives, and adapting existing strategies/interventions as needed. (2.3.3)

10. Students will identify and analyze delivery methods and settings that influence the learning process, including those that foster, hinder, and/or influence attitudes and beliefs, knowledge acquisition, and skill acquisition. (2.3.6)

11. Students will address diversity and demonstrate cultural competence within priority populations when selecting and/or designing strategies/interventions to fit their needs. (2.3.7; 2.3.5)

12. Students will organize a health education/promotion plan into a logical sequence, built upon accepted theories or models, and conduct pilot testing when feasible. (2.4.1; 2.4.3)

13. Students will create an environment conducive to learning and develop/secure logistical resources to implement the planned programming/intervention, and will do so in an ethical and legal manner. (3.1.5)

14. Students will develop training objectives using best practices, identify, recruit, and train individuals needed for implementation, and implement the training plan. (3.2.4)

15. Students will provide support and technical assistance to individuals implementing the training plan, and evaluate the process and outcome to plan/modify future training. (3.2.8)

16. Students will develop an evaluation plan using ethically collectable qualitative and/or quantitative data. (4.1.0; 4.1.10)

17. Students will determine the purpose and goals of a plan evaluation, the questions to be answered, and the existing data collection instruments and/or other resources that can be used. (4.1.2)

18. Students will use available technology to collect, monitor, and manage data based on the evaluation or research plan and in compliance with all laws and regulations protecting participants' rights. (4.4.0)

19. Students will teach and evaluate metabolic conditioning/energy systems development and flexibility techniques. (Practical/applied 1.F.; 1.E.)

20. Students will teach and evaluate resistance training exercise, spotting procedure, and speed/sprint (e.g., resisted and assisted sprinting, speed strength) techniques. (Practical/applied 1.G.; 1.C.; 1.B.; 1.A.)

21. Students will design programs for an injured athlete during the reconditioning period (e.g., assigning exercises for a given injury or condition in collaboration with sport medicine professionals). (Practical/applied 2.1.)

22. Students will design programs based on an athlete's health status, training age, capabilities, and training goals to maximize performance and minimize injury potential by: Selecting exercises, Determining and assigning exercise intensities (e.g., load, resistance, heart rate), Determining and assigning work/rest periods, recovery and unloading, and training, and Applying the principles of periodization. (Practical/applied 2.E.; 2.A.)

23. Students will design programs based on an athlete's health status, training age, capabilities, and training goals to maximize performance and minimize injury potential by: Selecting exercises, Determining and assigning exercise intensities (e.g., load, re (Practical/applied 2.G.)

24. Students will determine the policies and procedures associated with the safe operation of the strength and conditioning facility (e.g., facility/equipment cleaning and maintenance, rules, scheduling, emergency procedures). (Practical/applied 3.C.)

25. Students will administer goal-specific test protocols and procedures to ensure reliable data collection, and interpret the results to design a training program for strength, endurance, cardiorespiratory fitness, flexibility, and/or body composition. (Practical/applied 4.C.; 4.; 4.B.)

26. Students will apply knowledge of neuromuscular and muscular anatomy and physiology. (Scientific foundations; 1.A.; 1.B.)

27. Students will apply knowledge of basic principles of biomechanics regarding exercise selection, execution, and sport performance. (Scientific foundations 1.C.)

28. Students will apply knowledge of bioenergetics, metabolism, and neuroendocrine physiology. (Scientific foundations 1.F.)

29. Students will apply knowledge of physiological adaptations to exercise and training. (Scientific foundations 1.H.)

30. Students will apply knowledge of psychological techniques used to enhance the training and performance. (Scientific foundations 1.J.)

31. Students will recognize signs, symptoms, and behaviors associated with eating disorders and altered eating habits. (Scientific foundations 2.C.)

HSCS 5440 - Nutrition for Health Programming (3)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will develop vision, mission, and goal statements, including the specific, measurable, attainable, realistic, and time-sensitive objectives to meet them. (2.2.0; 2.2.5)

2. Students will use evidence-based practice when choosing desired outcomes, planning which programming/intervention models to use, assessing outcome efficacy to ensure consistency with objectives, and adapting existing strategies/interventions as needed. (2.3.2; 2.3.8)

3. Students will Identify and analyze factors that foster or hinder implementation of programming and develop plans and processes to overcome potential barriers to implementation. (2.5.1)

4. Students will Apply basic knowledge of nutritional factors affecting health and performance when creating strategies for manipulating food choices and training methods to maximize performance. (Scientific foundations 2.A.)

5. Students will recognize signs, symptoms, and behaviors associated with eating disorders and altered eating habits. (Scientific foundations 2.C.)

HSCS 5499 - Internship in Health Sciences (1-6)

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 require 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..

Outcome (CAATE/CHES/NSCA)

1. Students will access existing information and data related to health. (1.2.0)

2. Students will review literature to identify primary and secondary data sources related to health and extract data from existing databases. (1.2.1; 1.2.5)

3. Students will identify and analyze behavioral, environmental, and/or other factors that influence health behaviors, including those which foster or inhibit skill acquisition and impact health. (1.4.2)

4. Students will identify factors that enhance or impede health education/promotion programming and interventions, including determining the extent of available resources, related policies, and existing program effectiveness. (1.6.1; 1.6.3)

5. Students will identify priority populations, partners, and other stakeholders, and use strategies to bring them together to collaborate and obtain participation commitment as part of the planning process. (2.1.1)

6. When feasible, students will conduct pilot testing for programming/intervention initiatives, and refine implementation strategies based on this information. (2.3.10)

7. Students will address diversity and demonstrate cultural competence within priority populations when selecting and/or designing strategies/interventions to fit their needs. (2.3.5)

8. Students will identify and analyze delivery methods and settings that influence the learning process, including those that foster, hinder, and/or influence attitudes and beliefs, knowledge acquisition, and skill acquisition. (2.3.6)

9. Students will use evidence-based practice when choosing desired outcomes, planning which programming/intervention models to use, assessing outcome efficacy to ensure consistency with objectives, and adapting existing strategies/interventions as needed. (2.3.8)

10. Students will organize a health education/promotion plan into a logical sequence, built upon accepted theories or models, and conduct pilot testing when feasible. (2.4.3)

11. Students will develop a plan to deliver health education programming/interventions which includes: a timeline, marketing plan, and methods for reaching priority populations. (2.4.6)

12. Students will identify known and needed resources involved in health education/promotion delivery, analyze how to integrate programming/intervention strategies into other and/or existing programs, and develop a process by which shared resources/processes can be sustainable. (2.4.8)

13. Students will develop training objectives using best practices, identify, recruit, and train individuals needed for implementation, and implement the training plan. (3.2.3)

14. Students will use contemporary theories/models to implement health education/promotion programming/interventions, assess readiness for implementation, and deliver strategies as designed. (3.3.6)

15. Students will determine the purpose and goals of a plan evaluation, the questions to be answered, and the existing data collection instruments and/or other resources that can be used. (4.1.1)

16. Students will select an existing or create a new logic model to guide the evaluation process, adapt or modify it when necessary, and develop data collection and analysis procedures. (4.1.3; 4.1.8)

17. Students will develop an evaluation plan using ethically collectable qualitative and/or quantitative data. (4.1.6; 4.1.10)

18. Students will develop a research plan which includes creating statement of purpose, developing sampling and data collection procedures, planning for non-respondent follow-up, and assessing the overall feasibility of conducting the research. (4.2.1; 4.2.11; 4.2.13; 4.2.10)

19. Students will apply ethical principles to the research process, including when choosing the research design, determining instrument suitability, identifying participants, and completing data analysis. (4.2.12)

20. Students will conduct a search for literature related to their research topic and analyze and synthesize information found to develop research questions and/or hypotheses and assess the feasibility of conducting a study. (4.2.2; 4.2.4)

21. Students will demonstrate ethical leadership principles when analyzing an organization's culture to determine the extent to which it supports health education/promotion and when developing strategies to reinforce or change that culture. (5.5.10)

22. Students will demonstrate ethical leadership principles and comply with existing laws and regulations when conducting quality assurance/process improvement initiatives. (5.5.9)

23. Students will assess target population needs for health-related information, identify valid information and evaluate it for accuracy, relevance, and timeliness, adapt the information to fit the consumer, and convey it in an appropriate way. (6.1.1; 6.1.5)

24. Students will identify, develop, deliver, and assess messages using a variety of communication strategies, methods, and techniques based on contemporary theories and/or models. (7.1.1)

25. Students will identify the level of literacy of the intended message audience, tailor the messaging to them, pilot test where feasible, revise messaging based on feedback, and evaluate the message impact. (7.1.3)

26. Students will identify, develop, deliver, and assess messages using a variety of communication strategies, methods, and techniques based on contemporary theories and/or models. (7.1.6)

27. Students will use advocacy strategies to advance the predetermined goals, access resources related to the identified advocacy needs, and develop, implement, and evaluate advocacy plans in compliance with local, state, and/or federal policies and procedure (7.2.4)

28. Students will evidence-based findings to assess the impact of existing and proposed systems and policies on health and health education, project future impact on both, and engage in legislative and media advocacy to influence decision-makers. (7.3.4; 7.3.1; 7.3.5; 7.3.2)

29. Students will promote the health education profession by explaining the major responsibilities of the health education specialist, the role of professional organizations, and the benefits of participating in them. (7.4.1; 7.4.2)

30. Students will teach and evaluate metabolic conditioning/energy systems development and flexibility techniques. (Practical/applied 1.F.)

31. Students will teach and evaluate resistance training exercise, spotting procedure, and speed/sprint (e.g., resisted and assisted sprinting, speed strength) techniques. (Practical/applied 1.G.; 1.B.; 1.D.)

32. Students will design programs based on an athlete's health status, training age, capabilities, and training goals to maximize performance and minimize injury potential by: Selecting exercises, Determining and assigning exercise intensities (e.g., load, resistance, heart rate), Determining and assigning work/rest periods, recovery and unloading, and training, and Applying the principles of periodization. (Practical/applied 2.; 2.B.; 2.D.; 2.F.; 2.H.)

33. Students will determine the policies and procedures associated with the safe operation of the strength and conditioning facility (e.g., facility/equipment cleaning and maintenance, rules, scheduling, emergency procedures). (Practical/applied 3.D.)

34. Students will administer goal-specific test protocols and procedures to ensure reliable data collection, and interpret the results to design a training program for strength, endurance, cardiorespiratory fitness, flexibility, and/or body composition. (Practical/applied 4.C.; 4.; 4.B.)

35. Students will apply knowledge of the anatomical, physiological, and biomechanical differences of athletes (e.g., age, sex, training status, specific sport or activity) when training clients to improve athletic performance and fitness. (Scientific foundations 1.1.)

36. Students will apply knowledge of bone and connective tissue (tendons and ligaments) anatomy and physiology. (Scientific foundations 1.D.)

37. Students will apply knowledge of cardiopulmonary anatomy and physiology. (Scientific foundations 1.G.)

38. Students will apply knowledge of physiological adaptations to exercise and training. (Scientific foundations 1.H.)

39. Students will Apply basic knowledge of nutritional factors affecting health and performance when creating strategies for manipulating food choices and training methods to maximize performance. (Scientific foundations 2.A.)

40. Students will apply basic strategies for manipulating food choices and training methods to maximize performance. (Scientific foundations 2.B.)

41. Students will apply basic knowledge of the effects, risks, and alternatives of common performance enhancing substances and methods. (Scientific foundations 2.D.)

HSCS 6411 - Assessing Healthcare Quality (3)

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.

Outcome (CAATE/CHES/NSCA)

1. Students will access existing information and data related to health. (1.2.0)

2. Students will review literature to identify primary and secondary data sources related to health and extract data from existing databases. (1.2.5; 1.2.3; 1.2.1)

3. Students will develop data collection procedures and train personnel to assist in data collection. (1.3.4)

4. Students will identify and analyze behavioral, environmental, and/or other factors that influence health behaviors, including those which foster or inhibit skill acquisition and impact health. (1.4.2; 1.4.0)

5. Students will identify factors that enhance or impede health education/promotion programming and interventions, including determining the extent of available resources, related policies, and existing program effectiveness. (1.6.3)

6. Students will identify current needs, available resources, and known capacity for health education programming/interventions, synthesize those assessment findings to prioritize needs, and develop and report recommendations. (1.7.4; 1.7.1)

7. Students will develop vision, mission, and goal statements, including the specific, measurable, attainable, realistic, and time-sensitive objectives to meet them. (2.2.1; 2.2.5; 2.2.0; 2.2.3; 2.2.4)

8. Students will Identify and analyze factors that foster or hinder implementation of programming and develop plans and processes to overcome potential barriers to implementation. (2.5.1)

9. Students will monitor implementation of a health eduction/promotion plan to ensure it is delivered consistently in accordance with the timeline, is making progress toward achieving objectives, and is compliant with all legal and ethical standards and principles. (3.4.2; 3.4.0; 3.4.7)

10. Students will assess implementation of a health eduction/promotion plan to make modifications when needed, monitor resource use, and evaluate the plan's overall sustainability. (3.4.5; 3.4.6)

11. Students will develop an evaluation plan using ethically collectable qualitative and/or quantitative data. (4.1.10)

12. Students will determine the purpose and goals of a plan evaluation, the questions to be answered, and the existing data collection instruments and/or other resources that can be used. (4.1.2; 4.1.1; 4.1.5)

13. Students will select an existing or create a new logic model to guide the evaluation process, adapt or modify it when necessary, and develop data collection and analysis procedures. (4.1.8; 4.1.9; 4.1.7; 4.1.4)

14. Students will develop a research plan which includes creating statement of purpose, developing sampling and data collection procedures, planning for non-respondent follow-up, and assessing the overall feasibility of conducting the research. (4.2.13; 4.2.11; 4.2.1; 4.2.0)

15. Students will conduct a search for literature related to their research topic and analyze and synthesize information found to develop research questions and/or hypotheses and assess the feasibility of conducting a study. (4.2.2; 4.2.3; 4.2.5)

16. Students will apply ethical principles to the research process, including when choosing the research design, determining instrument suitability, identifying participants, and completing data analysis. (4.2.9; 4.2.7)

17. Students will identify, select, adapt, and/or create instruments to collect data which are fair, reduce bias, and use language appropriate to the priority population. (4.3.2; 4.3.6; 4.3.4)

18. Students will establish data collection instrument validity and reliability through pilot testing, if feasible. (4.3.7)

19. Students will use technology to prepare data for analysis using qualitative, descriptive, and/or inferential statistical methods. (4.5.1; 4.5.3; 4.5.5; 4.5.4)

20. Students will synthesize analyzed data to interpret research results to explain how/if they support/refute the research question and/or hypotheses, to identify limitations, and to address any delimitations. (4.6.5; 4.6.1)

21. Students will compare research data to other studies or evaluations and use the findings to draw conclusions, propose possible explanations, and develop recommendations. (4.6.7; 4.6.4; 4.6.8)

22. Students will evaluate and use existing and emerging technologies to support health education/promotion programming/interventions, including to collect, store, and retrieve management data in an ethical manner. (5.2.0; 5.2.2; 5.2.4)

23. Students will manage relationships with partners and stakeholders, including assessing their capacity to meet program goals, creating and monitoring agreements (i.e. memoranda of understanding), and evaluating the relationship sustainability. (5.3.6; 5.3.3)

24. Students will create a rationale to gain or maintain program support, and use various communication strategies to present it to the public and stakeholders. (5.4.4)

25. Students will demonstrate ethical leadership principles when analyzing an organization's culture to determine the extent to which it supports health education/promotion and when developing strategies to reinforce or change that culture. (5.5.0)

26. Students will assess staffing needs and monitor performance and/or compliance of funding recipients. (5.6.1)

27. Students will apply ethical principles when managing human resources, including enforcing policies consistent with laws and regulations, evaluating staff and volunteer performance, facilitating team development, and employing conflict resolution technique (5.6.12)

28. Students will develop job descriptions, evaluate staff and volunteer qualifications, and develop, implement, and evaluate strategies to enhance staff and volunteer professional development and retention. (5.6.4; 5.6.6)

29. Students will advocate for the health needs of clients, patients, communities, and populations. (56)

30. Students will identify health care delivery strategies that account for health literacy and a variety of social determinants of health, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases, and will apply them to their daily class/clinical attendance; 2)interpersonal and cross-cultural communication, educational intervention strategies to promote positive behavior change, and impacting emotional well-being while protecting privacy; and 3) the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (57)

31. Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate incare and recovery, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases; 2)interpersonal and cross-cultural communication, intervention strategies to promote positive behavior change and impact emotional well-being; and 3) consider the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes. (58a)

32. Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including: 1) use of correct terminology and complying with legal statutes regulating privacy and medical records; 2) using a comprehensive patient file management system (including diagnostic and procedural codes) for documentation, risk management, outcome assessment, and billing purposes; and 3) use culturally-appropriate communication techniques and intervention strategies to promote positive behavior change and impact emotional well-being. (59a)

33. Students will assess and prioritize requests for advice/consultation, establish ethical working relationships with stakeholders, provide expert assistance when appropriate, and evaluate the effectiveness of the assistance provided. (6.3.4)

34. Students will usethe International Classification of Functioning, Disability, and Health model (ICF) as a framework for delivery of patient care and communication about patient care to: 1) explain the theoretical foundation of clinical outcomes assessment and common methods of assessment (generic, disease-specific, region-specific, and dimension-specific instruments); and 2) use outcome assessments to identify the patient's participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the patient's life. (60)

35. When practicing in collaboration with other health care and wellness professionals, students will be able to describe their roles, functions, and protocols that govern patient referrals between caregivers. (61e)

36. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the ability to differentiate between narrative reviews, systematic reviews, and meta-analyses; 2) the ability to describe and differentiate types of qualitative and quantitative research, research components, and levels of research evidence; and 3) use standard criteria to critically appraise the structure, rigor, and overall quality of research studies to create and answer clinical questions. (62a)

37. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of clinical outcome assessment instruments; and 2) the development and use of clinical prediction rules to determine the effectiveness and efficacy of intervention strategies. (62b)

38. Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of patient- and clinician-based clinical outcome assessment instruments (patient- and disease-oriented);2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of intervention strategies. (62c)

39. Students will use quality assurance and quality improvement systems to enhance client/patient care, including: 1) the use of patient- and clinician-based clinical outcome assessment data (patient- and disease-oriented);2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of prevention and intervention strategies. (63b)

40. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 1) use outcome assessment data to drive informed decisions regarding intervention efficacy, patient status, and progress toward goals using psychometrically sound instruments. (64a)

41. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 2) search, retrieve, analyze, and use information derived from databases and online critical appraisal libraries for clinical decision support. (64b)

42. Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making. (64e)

43. Students will develop patient-centered care plans that includecollection, analysis, and use of psychometrically sound outcome measure data to determine patient status and progress toward goals, intervention efficacy and necessary modifications, participation restrictions and functional limitations, and return to play, discharge, and/or referral criteria. (69)

44. Students will use advocacy strategies to advance the predetermined goals, access resources related to the identified advocacy needs, and develop, implement, and evaluate advocacy plans in compliance with local, state, and/or federal policies and procedures. (7.2.7)

45. Students will identify current and emerging issues requiring advocacy, engage stakeholders in advocacy initiatives, comply with organizational policies related to participating in advocacy, and lead initiatives when appropriate. (7.2.9; 7.2.1)

46. Students will evidence-based findings to assess the impact of existing and proposed systems and policies on health and health education, project future impact on both, and engage in legislative and media advocacy to influence decision-makers. (7.3.1; 7.3.9; 7.3.5; 7.3.3; 7.3.2)

47. Students will develop policies to promote health using evidence-based findings, identify factors that influence decision-makers, and use policy advocacy to influence them. (7.3.7)

48. Students will promote the health education profession by explaining the major responsibilities of the health education specialist, the role of professional organizations, and the benefits of participating in them. (7.4.0)

49. Students will advocate for the profession and for professional development of health education specialists, including explaining the history of the profession and the role of credentialing. (7.4.7; 7.4.4)

50. Students will explain the creation of clinical prediction rules and use them to perform or obtain the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions. (72a)

51. Students will select and incorporateefficacious treatment and rehabilitative interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response. (73)

52. Students will demonstrate effective interpersonal and cross-cultural communication and educational intervention strategies when identifying, referring, and supporting patients and others involved in their healthcare to effect positive behavioral change and monitor their treatment compliance, progress, and readiness to participate. (77a)

53. Students will use epidemiological evidence to develop and implement strategies to mitigate long-term risk for common congenital and acquired health conditions (adrenal disease, cardiovascular disease, diabetes, neurocognitive disease, obesity, and osteoarthritis) across the life span associated with physical activity participation. (79a)

54. Students will use injury surveillance, epidemiological, and other evidence provided by accepted outcome measures to develop, implement, and assess risk reduction programming effectiveness. (80)

55. Students will determine the policies and procedures associated with the safe operation of the strength and conditioning facility (e.g., facility/equipment cleaning and maintenance, rules, scheduling, emergency procedures). (Practical/; applied 3.C.)

MATH - MATHEMATICS

MATH 5010 - Geometry (3)

Review of numerical and axiomatic Euclidean Geometry. Introduction to non-Euclidean geometries (hyperbolic, spherical, and projective).

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Demonstrate additional depth and breadth of mathematical knowledge.

2. Expand thought processes by considering new topics.

3. Analyze situations and sharpen the way we look at the world through geometry.

4. Add depth of mathematical understanding by examining the many ways which geometry affects everyone's life.

5. Demonstrate development of professional knowledge as it relates to subject matter. (See TKES Performance Standard 1)

6. Create a student-centered, academic environment in which teaching and learning occur at high level. (See TKES Performance Standard 8)

MATH 5020 - Linear Algebra (3)

Systems of linear equations, matrices, vectors, determinants, linear transformations, vector spaces, Eigen values and vectors.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Model varied aspects of linear algebra including CCGPS topics such as linear equations, matrices, determinants and vectors.

2. Demonstrate knowledge of operations with and theory of matrices, determinants and vectors.

3. Model real world problems using linear algebra.

MATH 5030 - Discrete Mathematics (3)

Set theory, algebraic functions, logic, number systems, techniques of counting, probability, modular arithmetic, proof techniques.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. A greater understanding of topics in discrete mathematics.

2. An increased depth and breadth of mathematical knowledge.

3. Developed critical thinking and problem solving skills.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Utilize differential calculus in applications and instruction

2. Know the basics of integral interval calculus

3. Appreciate the relation of calculus to secondary mathematics.

4. Be better prepared for GACE II.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and use appropriate mathematical proof techniques.

2. Select the appropriate solution method for problems.

3. Communicate mathematical information.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and use appropriate mathematical proof techniques.

2. Select the appropriate solution method for problems.

3. Communicate mathematical information.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Better relate to students from other cultures.

2. Have a broader knowledge of mathematics from having discussed and worked mathematical problems from other societies.

3. Be able to create authentic problems relevant to diverse student populations based on knowledge of the mathematics and how it was used in other civilizations.

4. Appreciate the impact of mathematical contributions of peoples from a variety of counties and cultures.

5. Have a greater appreciation of non-Eurocentric mathematical history.

6. Be more aware of world mathematics today.

7. Be better prepared to teach the "History of Mathematics" course offered for 11-12 grades in some Georgia secondary schools.

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 fi to show relationships, identify transformations and develop dynamic visual proofs of theorems.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Utilize Geometer's Sketchpad (GSP) for demonstrating geometric concepts.

2. Dynamically manipulate geometric figures to show relationships.

3. Identify and explain geometric transformations more effectively.

4. Develop visual presentations of geometric concepts.

5. Have a more complete understanding of geometric concepts.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Model depth of understanding of algebraic concepts.

2. Provide multiple approaches to solutions of algebraic problems.

3. Evaluate mathematical arguments both formally and informally.

4. Better use the language of mathematics to communicate ideas and information.

5. Make connections among mathematical topics and to other disciplines.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Effective in independently demonstrating mathematical concepts in a clear and concise manner using technology.

2. Able to think critically by independently constructing lessons utilizing mathematics software.

3. Adept in explaining algebraic and geometric ideas using 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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Utilize Geometer's Sketchpad (GSP) to demonstrate geometric concepts.

2. Dynamically manipulate geometric figures to show relationships.

3. Identify and explain geometric transformations more effectively.

4. Develop written proofs using dynamic sketches.

5. Have a more complete understanding of the concepts and proofs of geometry.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. An understanding of standard vocabulary and symbols associated with probability and statistics.

2. A better understanding of fundamental concepts in probability and statistics, including the organization of data, numerical descriptive measures, discrete random variables and their probability distributions, and continuous random variables and the normal distribution.

3. A better understanding of the uses of a variety of technology such as Microsoft Excel in Statistics.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Analyze and select age appropriate teaching materials for use in the elementary/middle grades music classroom.

2. Plan and implement music lessons using state and national standards.

3. Review and evaluate lesson presentations to identify strengths and weaknesses in planning and implementation.

4. Develop a budget for use in equipping the general music classroom.

5. Utilize professional publications in identifying teaching trends and issues in the general music classroom.

6. Compare and contrast proven teaching methods in general music [Orff, Kodaly, Dalcroze, et al].

7. Assess lessons taught by peers and colleagues and provide feedback regarding strengths and needed improvements.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Design music lessons that are motivating, creative and supportive of student achievement utilizing current research, proven teaching methods and national and state standards for music education.

2. Design and implement music lessons at the middle and high school levels based on the elements of music: pitch, rhythm, harmony, dynamics, texture, timbre and form.

3. Utilize varied assessment strategies to measure student understanding and be able to vary approaches and methods to best suit the needs of students.

4. Think critically and provide constructive feedback to peers in developing teaching skills.

5. Analyze and select age appropriate teaching materials for use in the middle/high school choral/instrumental music classroom.

6. Plan and implement choral/instrumental music lessons using state and national standards 7. review and evaluate lesson presentations to identify strengths and weaknesses in planning and implementation.

7. Develop a budget for use in equipping the choral/instrumental music classroom.

8. Utilize professional publications in identifying teaching trends and issues in the choral/instrumental music classroom.

9. Compare and contrast proven teaching methods in choral/instrumental music.

10. Assess lessons taught by peers and colleagues and provide feedback regarding strengths and needed improvements.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Construct and defend a comprehensive personal music education philosophy, grounded in accepted practice and current research.

2. A comprehensive listing of competencies for students at the conclusion of the music education program in his or her unique setting.

3. A 'wish list' of competencies for the student entering the music education program in his or her unique setting.

4. An overview of benchmarks for each grade level taught, based on national, state and local standards for music education.

5. Assessment strategies to determine if those benchmarks have been met.

MUED 7400 - Internship I (Observation) (3)

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Support and promote an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom.

2. Use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence.

3. Demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways.

4. Prepare and use Piedmont lesson plans to design learning segments that incorporate developmentally appropriately curriculum and instructional practices.

5. Explore a variety of appropriate teaching techniques to meet the needs of diverse learners, considering innate abilities, learning styles, and cultural experiences.

6. Observe and explore how experienced teachers create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities.

7. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.

8. Effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities.

9. Model and promote constructivist practices.

10. Implement basic health, nutrition, and safety management practices for children.

11. Demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments.

12. Cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability.

13. Demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, teacher candidates should not take on coaching duties during their internship as these positions are generally time consuming and often require missing classroom experiences in order to travel.

14. Positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team.

15. Demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

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: A 3.0 cumulative GPA, recommendation of advisor and field placement coordinator. Typically Offered: Demorest: fall day, spring day.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom.

2. Use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence

3. Demonstrate subject matter competency, critical thinking, and facilitate student learning in meaningful ways.

4. Prepare and teach daily, weekly, and unit lesson plans based on developmentally appropriately curriculum and instructional practices.

5. Effectively use a variety of appropriate teaching techniques to meet the needs of diverse learners, considering innate abilities, learning styles, and cultural experiences.

6. Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities.

7. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.

8. Effectively uses technology and a variety of educational materials, including assistive technologies for children with disabilities.

9. Model and provide for constructivist practices.

10. Implement basic health, nutrition, and safety management practices for children.

11. Demonstrate an ability and willingness to assess and evaluate students and self-using a variety of formal and informal assessments, including alternative assessments.

12. Cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability.

13. Demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service.

14. Positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team.

15. Demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Support and promote an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom.

2. Use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence.

3. Demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways.

4. Prepare and use Piedmont lesson plans to design learning segments that incorporate developmentally appropriately curriculum and instructional practices.

5. Explore a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences.

6. Observe and explore how experienced teachers create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities.

7. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.

8. Effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities.

9. Model and promote constructivist practices.

10. Implement basic health, nutrition, and safety management practices for children.

11. Demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments.

12. Cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability.

13. Demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, teacher candidates should not take on coaching duties during their internship as these positions are generally time consuming and often require missing classroom experiences in order to travel.

14. Positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team.

15. Demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom.

2. Use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence.

3. Demonstrate subject matter competency, critical thinking, and facilitate student learning in meaningful ways.

4. Prepare and teach daily, weekly, and unit lesson plans based on developmentally appropriately curriculum and instructional practices.

5. Effectively use a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences.

6. Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities.

7. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.

8. Effectively uses technology and a variety of educational materials, including assistive technologies for children with disabilities.

9. Model and provide for constructivist practices.

10. Implement basic health, nutrition, and safety management practices for children.

11. Demonstrate an ability and willingness to assess and evaluate students and self-using a variety of formal and informal assessments, including alternative assessments.

12. Cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability.

13. Demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service.

14. Positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team

15. Demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Design and implement a research project reflecting familiarity with current research and innovative teaching strategies.

2. Utilize the principles of critical thinking to synthesize coursework and experiences in the School of Education.

3. Design assessment strategies that foster teamwork, constructive criticism, higher order and critical thinking skills to develop the student's sense of creativity and pride in their original work.

4. Assess and plan instruction for students of all ability levels and cultural backgrounds and with varied intelligences and learning styles.

5. Understand and use a variety of instructional strategies to encourage the development of all students' creative talents, critical thinking, problem solving, and performance skills.

6. Utilize print and non-print media in the development and presentation of a culminating project to synthesize all experiences in the degree program.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Knowledge of the history of public education in the United States and its relationship to the development of music education.

2. Knowledge of the philosophical thought of leading educators throughout the history of public education and its effect on music education.

3. Knowledge of the processes of curriculum development and the major curricular movements in general education/music education.

4. The ability to develop hypothetical program models for public school systems.

5. The ability to plan and demonstrate appropriate teaching/learning strategies.

6. The ability to develop administrative and supervisory structures for all levels of music education in the public schools.

7. Knowledge of the historical and philosophical roots of curriculum in public education.

8. The ability to construct critical analyses of educational standards, aims, goals, and objectives at all levels: national, state, local, school, program.

9. Knowledge of the principles of instruction and evaluation.

10. Knowledge of the principles of curriculum design.

11. Knowledge of the principles of leadership and administration.

MUSC - MUSIC

MUSC 5100 - Seminar in Music Theory (3)

This course will provide an intensive study of traditional harmony and from 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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop a vocabulary and tools to assist in the analysis of select examples of music to better understand the music he/she is studying and performing.

2. Synthesize and integrate his/her musical knowledge covering specific facets of pieces studied. These areas will include

    a. Historical context (possibly including, but not limited to, pertinent general history and philosophy, pertinent general music history, history of the genre, biographical place in composer's output, influences, etc.)

    b. Formal considerations (possibly including, but not limited to, use of specific formal procedures such as sonata, theme and variation, fugue, etc.)

    c. Harmonic considerations (possibly including, but not limited to, tonality, modality, functional harmony, cadences, interesting chords, chromaticism, non-harmonic tones, atonality, quartal and secundal harmony, etc.)

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.

2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.

3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.

4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.

5. Appropriate performance skills in consideration of level.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.

2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.

3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.

4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.

5. Appropriate performance skills in consideration of level.

MUSC 6480 - Advanced Conducting and Literature (2)

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Select age and developmentally appropriate literature for school performing ensembles.

2. Analyze an age level-appropriate musical score for his/her school ensemble.

3. Identify potential performance challenges for the ensemble member.

4. Devise a rehearsal plan for introducing, teaching, refining and performing the selected work.

5. View and analyze recordings of his/her conducting style.

6. Identify personal conducting style issues.

7. Apply conducting style to the performance of choral, band, and/or orchestral works.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. An understanding of the nature of the instrument and how it relates to performing.

2. Observational skills necessary to be an effective teacher.

3. Knowledge of the pedagogy behind various aspects of the instrument.

4. An understanding of pedagogic technique through teaching lessons.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. A strong background in the specific content of the topic studied.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.

2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.

3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.

4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.

5. Appropriate performance skills in consideration of level.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.

2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.

3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.

4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.

5. Appropriate performance skills in consideration of level.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Knowledge of healthy technique for their particular instrument, including, but not limited to posture, breathing, fingering.

2. Knowledge of the anatomy and physiology appropriate to the voice or for the performance on the particular instrument being studied.

3. Knowledge of the care of physical problems related to the particular instrument.

4. The ability to develop healthy playing habits.

5. The ability to plan and demonstrate appropriate teaching/learning strategies for the instrument.

6. The ability to address problems in the rehearsal with a variety of techniques for all levels of music education in the public schools.

7. The ability to construct rehearsal plans that involve multiple techniques to address different learning styles and healthy performance technique.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Familiarity with the contributions of individuals whose ideas have shaped science.

2. Possess a perspective on the influence and importance of science in our world.

3. Communicate scientific ideas to individuals without a science background.

PDMT - PIEDMONT

PDMT 6050 - Summer Travel Study Pre-Depature Orientation (1)

This course prepares participants of a Summer Travel Study program at Piedmont College for a successful travel experience and serves as an introduction to the academic content of the summer courses associated with the travel study experience. A passing grade in this course is a pre-requisite for participation in summer travel study courses. This course can be repeated for credit.

Prerequisite: Students must be approved to participate in associated STS experience and have paid deposit. Typically Offered: Demorest and Athens Campus: As needed.

PHYS - PHYSICS

PHYS 5100 - Conceptual Physics I (3)

Survey course in physics that covers mechanics, properties of matter and energy.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

(modified from Georgia Performance Standards in Physics)

SP1. Students will be able to analyze the relationships between force, mass, gravity, and the motion of objects. (Spring Semester)

SP2. Students will be able to evaluate the significance of energy in understanding the structure of matter and the universe. (Spring and Fall Semesters)

SP3. Students will be able to evaluate the forms and transformations of energy. (Spring and Fall Semesters)

SP4. Students will be able to analyze the properties and applications of waves. (Spring and Fall Semesters)

SP5. Students will be able to evaluate relationships between electrical and magnetic forces. (Fall Semester)

SP6. The student will be able to describe the corrections to Newtonian physics given by quantum mechanics and relativity when matter is very small, moving fast compared to the speed of light, or very large. (Spring and Fall Semesters)

PHYS 5200 - Conceptual Physics II (3)

Survey course in physics that covers heat sound, electricity and magnetism, and light.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

(modified from Georgia Performance Standards in Physics)

SP1. Students will be able to analyze the relationships between force, mass, gravity, and the motion of objects. (Spring Semester)

SP2. Students will be able to evaluate the significance of energy in understanding the structure of matter and the universe. (Spring and Fall Semesters)

SP3. Students will be able to evaluate the forms and transformations of energy. (Spring and Fall Semesters)

SP4. Students will be able to analyze the properties and applications of waves. (Spring and Fall Semesters)

SP5. Students will be able to evaluate relationships between electrical and magnetic forces. (Fall Semester)

SP6. The student will be able to describe the corrections to Newtonian physics given by quantum mechanics and relativity when matter is very small, moving fast compared to the speed of light, or very large. (Spring and Fall Semesters)

PHYS 6100 - Conceptual Physics I (3)

Survey course in physics that covers mechanics, properties of matter and energy.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

(modified from Georgia Performance Standards in Physics)

SP1. Students will be able to analyze the relationships between force, mass, gravity, and the motion of objects. (Spring Semester)

SP2. Students will be able to evaluate the significance of energy in understanding the structure of matter and the universe. (Spring and Fall Semesters)

SP3. Students will be able to evaluate the forms and transformations of energy. (Spring and Fall Semesters)

SP4. Students will be able to analyze the properties and applications of waves. (Spring and Fall Semesters)

SP5. Students will be able to evaluate relationships between electrical and magnetic forces. (Fall Semester)

SP6. The student will be able to describe the corrections to Newtonian physics given by quantum mechanics and relativity when matter is very small, moving fast compared to the speed of light, or very large. (Spring and Fall Semesters)

PHYS 6200 - Conceptual Physics II (3)

Survey course in physics that covers heat sound, electricity and magnetism, and light.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

(modified from Georgia Performance Standards in Physics)

SP1. Students will be able to analyze the relationships between force, mass, gravity, and the motion of objects. (Spring Semester)

SP2. Students will be able to evaluate the significance of energy in understanding the structure of matter and the universe. (Spring and Fall Semesters)

SP3. Students will be able to evaluate the forms and transformations of energy. (Spring and Fall Semesters)

SP4. Students will be able to analyze the properties and applications of waves. (Spring and Fall Semesters)

SP5. Students will be able to evaluate relationships between electrical and magnetic forces. (Fall Semester)

SP6. The student will be able to describe the corrections to Newtonian physics given by quantum mechanics and relativity when matter is very small, moving fast compared to the speed of light, or very large. (Spring and Fall Semesters)

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Thorough knowledge of varying points of view and interpretations by other theorists on the political science topics covered in the course.

2. In-depth understanding of the issues related to the course.

3. The ability to use the offered theories to analyze and critically assess the political topics that will be covered in class.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Promote critical thought and reflection about political parties and ideologies in the American political system, as well as the role of state politics in the institutions of government.

2. Interpret varying points of view and interpretations as to the functions of American political institutions.

3. Gain an in-depth understanding of the issues that impact American political institutions.

4. Use the offered theories to analyze and critically assess national issues, relating to American political institutions, which will be covered in class and the course readings.

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.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Understand the role of history in social construction in the covered material for the course.

2. Understand the role of cultural products in the reconstruction of past and current events in the covered material for the course.

3. Understand the various cultural, sociological, and psychological perspectives of the covered material for the course.

SPED - SPECIAL EDUCATION

SPED 6151 - Professional Practice (1)

Candidates will address elements of pedagogical development including the actions and judgments of teachers as it relates to special education. Candidates will synthesize learning theory with actual clinical experiences to build their own personal pedagogy in terms of planning, instruction, and assessment for students with exceptional needs. Pass/Fail.

Prerequisite: EDUC 5599

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon successful completion of this course, the candidate will be able to:

1. Apply information contained in the support materials to lessons and portfolio materials.

2. Write extensively in a focused and organized manner that flows logically and specifically addresses the task.

3. Write in a scholarly manner referencing knowledge of content, pedagogy, and theorists.

4. Understand the progression of the rubrics and evaluate whether their work contains erroneous, superfluous, or missing information.

5. Critically review the value of their work, analyze the alignment between outcomes, evidence, and standards, compare responses with written task requirements, and demonstrate synthesized learning.

6. Identify areas of weakness, conflict, or confusion, and seek clarity or support.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon successful completion of this course, the candidate will be able to:

Outcome	SEMLOs	Evaluation
1. Identify disabilities as defined by the law.	1	Final ExamPresentation Movie Review Resource Guide
2. Describe the spectrum of learning problems and how disabilities fit within the context of education.	1	Final ExamPresentation Movie Review Simulation Activity
3. Explain how to best assess student learning, especially when that learning may be obscured by a mild disability.	1, 2, 3, 4	Final ExamField Experience
4. Relate teacher behaviors as a factor in lack of student success in mastering the CCGPS.	1, 2, 3, 4	Final ExamMovie Review
5. Describe how to plan interventions based on each learner's specific behavioral and academic learning characteristics and needs.	1, 3, 5	Final ExamPresentation Movie Review
6. Solve problems for individuals with a disability by identifying which accommodations are appropriate and useful in providing access to the CCGPS.	3, 5, 6, 7	Final ExamPresentation Movie Review
7. Administer appropriate standardized assessments as determined from observation of student and needs assessment.	8	Field Experience
8. Report on the assessment results making basic instructional and environmental recommendations based on those results which will increase access to the CCGPS.	9, 11	Field Experience
9. Use technology for planning and managing the teaching and learning environment.	6, 12, 13	Field Experience

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon successful completion of this course, the candidate will be able to:

1. Demonstrate knowledge of theoretical foundations, terminology, measurement techniques, and intervention approaches for supporting students with exceptional behavioral and/or academic needs. CCLO 1, 2, 3, 4, 5

2. Demonstrate knowledge of approaches for changing behavior in a variety of settings and the ability to apply those approaches effectively based on the need presented: Teachers must determine effective interventions based on research findings and good reasoning rather than on hit and miss assumptions. CCLO 1, 2, 3, 4, 5, 7, 8

3. Demonstrate an understanding of a functional behavior relationship and a functional behavioral analysis. Teachers must then USE these insights to make effective intervention decisions. CCLO 1, 2, 3, 4, 5, 6, 7, 8, 9

4. Read and interpret research evidence that is relevant to educational decision-making. CCLO 1, 2, 3, 4, 5, 6, 7, 8, 9

5. Identify and apply behavioral interventions to identified behavioral problems, collect and analyze data, determine if a functional relationship exists, and determine if a new intervention should be applied. CCLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

Upon successful completion of this course, the candidate will be able to:

	SEMLO	Evaluation
1. Describe and explain behavior in behavior analytic terms.	1, 2	Quizzes, Exam, Research Proposal, Article Presentation
2. Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) for evaluating interventions to determine if they are behavior analytic.	5, 10, 11	Literature Review, Article Presentation
3. Interpret articles from the behavior analytic literature.	5, 6, 11, 12, 13	Literature Review, Article Presentation
4. Define behaviors to measure and how to measure them.	4, 8	Exam, Research Proposal
5. Describe the principles and procedures of single case research designs.	4, 6, 10, 11, 12	Quizzes, Exam, Research Proposal, Article Presentation
6. Describe and explain procedures to evaluate or control for threats to internal validity for the following SRCM designs:a) withdrawal designs or reversal designs b) alternating treatments designs c) multiple baseline/probe designs d) changing criterion designs	4, 6, 8, 10, 11	Quizzes, Research Proposal, Article Presentation
7. Write procedures for intervention and research appropriate to extend external validity through replication.	2, 3, 5, 9, 10	Research Proposal
8. Use visual and nonparametric analysis to interpret data.	4, 8, 10	Quizzes, Exam, Literature Review, Article Presentation

9. Identify and address practical and ethical considerations in using various experimental designs.	6, 13	Exam, Research Proposal

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of this course, the candidate will be able to demonstrate knowledge and skills for the following:

1. Foundations: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. Development and Characteristics of Learners: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

3. Individual Learning Differences: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. Instructional Strategies: The teacher understands and uses a variety of evidence-based instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5. Behavioral Interventions: The teacher identifies and applies behavioral interventions to identified behavioral problems, collects and analyzes data, determines if a functional relationship exists, and determines if a new intervention should be applied.

6. Learning Environments and Social Interaction: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

7. Assessment: The teacher understands and uses summative and formative assessment strategies to evaluate and ensure measures of progress, plan instruction, and communicate results.

8. Collaboration: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community in order to support students' learning.

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 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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of this course, the candidate will be able to:

Outcome	SEMLO	Evaluation
1. Describe and understand components of systematic instruction.	5, 10	Quizzes, Exam
2. Describe and perform response-prompting procedures such as CTD, PTD, SLP, MLP, and naturalistic strategies.	5, 10	Quizzes, Exam, Field Experience
3. Understand and analyze variables that increase efficiency of	2, 7, 14	Quizzes, Exam, Instructional Procedure

instruction.		Descriptions
4. Collect and analyze instructional data to guide instruction.	1, 4, 8	Instructional Procedures Descriptions, Field Experience
5. Design and evaluate instructional programs based on the principles of Applied Behavior Analysis.	4, 6, 5, 8, 10, 11, 12, 13	Instructional Procedure Descriptions, Article Abstracts, Field Experience
6. Use appropriate adaptations and technology for all individuals with exceptionalities.	1, 2, 5, 9	Instructional Procedure Descriptions,Class Activities
7. Use technology for planning and managing the teaching and learning environment	2, 4, 5, 10	Instructional Procedure Data Sheets, Field Experience Videos

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. A pre-service or IN4T certificate is required for this course.

Prerequisite: SPED 6634 Typically Offered: fall.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of this course, the candidate will be able to:

Outcome	SEMLO	Evaluation
1. Administer and interpret assessments of individuals with significant cognitive disabilities designed to develop instruction.	4, 8	Assessment Administration and Summary
2. Understand features, effectiveness, and use of appropriate curricula, materials, and resources in pertinent instructional areas including access to general curriculum.	1, 2, 3, 9, 11	QuizzesPresentations Article Review (MA)
3. Design assessment-driven planning and instruction of students with significant cognitive disabilities.	5, 10	Transition PlanGoal Creation Lesson Plans
4. Incorporate and implement instructional and assistive technology into the educational program.	2, 5, 10	QuizzesLesson Plans
5. Use technology for planning and managing the teaching and learning environment	2, 4, 5, 10	Presentation

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Candidates will understand the impact of sensory impairments and physical and health exceptionalities on individuals, families, and society. SEMLO 1

2. Candidates will understand effects of various medications, etiologies and medical aspects of conditions affecting individuals with exceptionalities. SEMLO 1

3. Candidates will understand types and transmission routes of infectious disease and use universal precautions. SEMLO 1, 2

4. Candidates will use techniques of physical positioning and management of individuals with exceptionalities to ensure participation in academic and social environments, to ensure student and teacher safety, to decrease inappropriate tone and to facilitate appropriate postural reactions to enhance participation. SEMLO 2

5. Candidates will consider healthcare needs of individuals with disabilities to create or adapt appropriate learning plans including instructional strategies for medical self-management procedures. SEMLO 3

6. Candidates will understand laws and policies related to provision of specialized health care in educational settings. SEMLO 3

7. Candidates will understand specialized health care interventions for individuals with physical and health exceptionalities in educational settings in order to select, plan, integrate, and coordinate activities of related services' personnel to maximize direct instruction for individuals with exceptionalities. SEMLO 2, 3, 7

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 Typically Offered: spring.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of this course, the candidate will be able to:

	SEMLO	Evaluation
1. Describe and explain behavior in behavior analytic terms.	1, 12	Exams, PBS Project
2. Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) to design interventions that are behavior analytic.	2, 4, 8, 10	PBS Project
3. Define and provide examples of ABA principles, processes, and concepts.	2, 3, 5, 10	Exams, MA Presentation
4. State the primary characteristics of and rationale for conducting descriptive assessment and functional analysis as a form of assessment.	4, 7, 8, 14	Quizzes
5. Interpret FBA and functional analysis data.	4, 5, 8, 10, 11	PBS Project
6. Define behavior in measurable terms and identify the measureable dimension of that behavior.	5, 11	Exams, PBS Project, Presentation
7. Select intervention outcomes and strategies based upon pertinent factors.	5, 6, 10, 13	PBS Project, SCORE Lesson, Reflective Assignments
8. Display and interpret behavioral data.	4, 7, 8, 10	PBS Project, PBS Presentation, MA Presentation
9. Identify and address practical and ethical considerations in applying behavior change tactics.	6, 13	Exams, PBS Project, PBS Presentation, MA Presentation, Reflective Assignments

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of this course, the candidate will be able to:

Outcome	SEMLOs	Evaluation
1. Demonstrate knowledge of the basic provisions of Federal statues regarding individuals with a disability and the interrelationship between them.	6, 12, 13	In-class Activities, Quizzes, Position Papers
2. Describe the students with disabilities as defined under the Individuals with Disabilities Education Improvement Act (IDEA) and the expectations for services based on the six principles of that statute.	1, 4 , 6, 8, 12, 13	In-class Activities, Quizzes
3. Demonstrate knowledge of the terminology and content of the Georgia Department of Education Special Education State Rules. Special educators need a complete understanding of the terminology and content of the Special Education State Rules in order to meet compliance and function in a standards-based accountability system.	1, 2, 3, 4, 8, 9, 10, 11, 12, 13	In-class Activities, Quizzes, Position Papers
4. Demonstrate knowledge and terminology regarding the policy shift from procedural compliance to standards-based accountability for special educators.	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13	In-class Activities, Position/Final Term Paper, Field Experience
5. Apply foundational knowledge of statutory and regulatory provisions to uphold the principles of special education by advocating for effective policies in a productive work environment.	10, 11, 12, 13, 14	Staff Presentation (field experience), Position/Final Term Paper
6. Develop and use a technology plan based on adaptive technology and assessment.	1, 2, 10	Quizzes, Classwork
7. Use technology for planning and managing the teaching and learning environment.	6, 12, 13, 14	Staff Presentation, Position Paper Presentation

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of this course, the candidate will be able to:

1. Demonstrate knowledge of terminology, measurement techniques, monitoring designs, technology, and graphic procedures. CCLO: 1, 2, 3, 4, 5, 6, 7, 8

2. Demonstrate knowledge of intervention procedures for the increase and decrease of targeted behaviors in a variety of settings. Effective intervention will be selected based on research on best practice with regard to the operationalized identification of targeted behaviors or content and the pre-intervention data. CCLO: 1, 2, 3, 4, 5, 6, 7, 8

3. Identify research designs used in current experiments of intervention. CCLO: 1, 2, 3, 4, 5, 6, 7, 8

4. Identify and apply interventions to targeted behavior or learning problems, collect and analyze data, determine if a functional relationship exists, and determine if a new intervention should be applied. CCLO: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES:
Upon successful completion of this course, the candidate will be able to:

1. Support and promote an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom;

2. Use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence;

3. Demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways;

4. Prepare and use Piedmont lesson plans to on design learning segments that incorporate developmentally appropriately curriculum and instructional practices;

5. Explore a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences;

6. Observe and explore how experienced teachers create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities;

7. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds;

8. Effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities;

9. Model and promote constructivist practices;

10. Implement basic health, nutrition, and safety management practices for children;

11. Demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments;

12. cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability;

13. Demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, teacher candidates should not take on coaching duties during their internship as these positions are generally time consuming and often require missing classroom experiences in order to travel;

14. Positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team; and

15. Demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

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. Typically Offered: fall, spring.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

During Internship II the teacher candidate will:

1. support and promote an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom;

2. use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence;

3. demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways;

4. prepare and use Piedmont lesson plans to design learning segments that incorporate developmentally appropriately curriculum and instructional practices;

5. explore a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences;

6. observe and explore how experienced teachers create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities;

7. demonstrate sensitivity to differences in family structures and social and cultural backgrounds;

8. effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities;

9. model and promote constructivist practices;

10. implement basic health, nutrition, and safety management practices for children;

11. demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments;

12. cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability;

13. demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, teacher candidates should not take on coaching duties during their internship as these positions are generally time consuming and often require missing classroom experiences in order to travel;

14. positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team; and

15. demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

SPED 7744 - Advanced Internship I (5)

Typically Offered: fall, spring.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

During Advanced Internship the Advanced Intern will:

- Set and evaluate goals during each semester of the Advanced Internship. These goals should be based on the Teacher Keys Effectiveness System (TKES)- Teacher Assessment on Performance Standards (TAPS). At the beginning of the first semester, the Advanced Intern will submit to the college supervisor, for review, goals enhancing his or her professional development. The Advanced Intern will monitor his or her progress toward reaching the goals throughout the semester as needed. The Advanced Intern will create and submit a plan of improvement for goals not met and/or develop new goals for the next semester.

- Periodically meet with his or her college supervisor to discuss progress towards the completion of the goals.

- Be encouraged to engage in reflection through weekly journals. Reflection will occur weekly via an e-mail journal entry to the college supervisor. This entry should include reflections concerning successes, problems, classroom management issues, teaching strategies, and activities in which the Advanced Intern participated. The depth of the reflections should move beyond "describing",

and include a discussion of insights, action(s) taken, and connection with research on best practices. The Advanced Intern is encouraged to reflect upon his or her progress toward achieving the core candidate learning outcomes.During the Advanced Internship the college supervisor will:

- Make formal visits to the Advanced Intern's classroom to observe him/her teaching, and provide constructive feedback on the progress toward meeting the goals of the program, as well those developed by the Advanced Intern. College supervisors are expected to give constructive feedback after observing the Advanced Intern. Observation tools, assessment forms, and communication strategies built into the program are used to foster dialogue and subsequent understanding. College supervisors will work with Advanced Interns to develop areas in need of improvement, and to hone the teaching skills of the Advanced Interns.

- Be expected to make 3 school visits per semester to observe the Advanced Intern. More visits may be necessary if the Advanced Intern is not making satisfactory progress.

- Evaluate the Advanced Intern by conferring with the host teacher and completing the Intern Keys rubrics (Same as TAPS rubrics). Please visit the Piedmont College School of Education website at http://edu.piedmont.edu/ to access these forms by using your username and password provided to you by the college. Please complete the assessment electronically and submit to Piedmont College according to guidelines provided at that time. You may find it helpful to print out a copy of the electronic assessment before you submit the form, as it will not be available to you after that time.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

During Advanced Internship the Advanced Intern will:

- Set and evaluate goals during each semester of the Advanced Internship. These goals should be based on the Teacher Keys Effectiveness System (TKES)- Teacher Assessment on Performance Standards (TAPS). At the beginning of the first semester, the Advanced Intern will submit to the college supervisor, for review, goals enhancing his or her professional development. The Advanced Intern will monitor his or her progress toward reaching the goals throughout the semester as needed. The Advanced Intern will create and submit a plan of improvement for goals not met and/or develop new goals for the next semester.

- Periodically meet with his or her college supervisor to discuss progress towards the completion of the goals.

- Be encouraged to engage in reflection through weekly journals. Reflection will occur weekly via an e-mail journal entry to the college supervisor. This entry should include reflections concerning successes, problems, classroom management issues, teaching strategies, and activities in which the Advanced Intern participated. The depth of the reflections should move beyond "describing", and include a discussion of insights, action(s) taken, and connection with research on best practices. The Advanced Intern is encouraged to reflect upon his or her progress toward achieving the core candidate learning outcomes.During the Advanced Internship the college supervisor will:

- Make formal visits to the Advanced Intern's classroom to observe him/her teaching, and provide constructive feedback on the progress toward meeting the goals of the program, as well those developed by the Advanced Intern. College supervisors are expected to give constructive feedback after observing the Advanced Intern. Observation tools, assessment forms, and

communication strategies built into the program are used to foster dialogue and subsequent understanding. College supervisors will work with Advanced Interns to develop areas in need of improvement, and to hone the teaching skills of the Advanced Interns.

- Be expected to make 3 school visits per semester to observe the Advanced Intern. More visits may be necessary if the Advanced Intern is not making satisfactory progress.

- Evaluate the Advanced Intern by conferring with the host teacher and completing the Intern Keys rubrics (Same as TAPS rubrics). Please visit the Piedmont College School of Education website at http://edu.piedmont.edu/ to access these forms by using your username and password provided to you by the college. Please complete the assessment electronically and submit to Piedmont College according to guidelines provided at that time. You may find it helpful to print out a copy of the electronic assessment before you submit the form, as it will not be available to you after that time.

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.

SCHOOL OF EDUCATION OUTCOMES (See School of Education Syllabus A – IV)

COURSE OUTCOMES (CO):

Upon successful completion of this course, the candidate will be able to:

1. Create a professional development portfolio that demonstrates mastery of knowledge and skills related to the program outcomes for MAT Candidates or for MA Candidates.

2. Create and present a scholarly exhibition that represents a personal synthesis of the program. The exhibition, presented to a three-member committee, will include discussion, examples, and other relevant artifacts that demonstrate professional and personal growth in the program of study.

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INDEX